Prepared 30-Jul-12; Revised 11-Sep-12, 17-Sep-12, 1-Oct-12, 19-Jan-13, 7-Feb-13, 21-Feb-13, 15-Mar-13

KENT STATE UNIVERSITY

Educational Policies Council
2012-2013 Membership

VOTING MEMBERS

Ex-Officio Members (yellow and orange name cards)

Todd A. Diacon, *Co-Chair*	Provost and Senior Vice President for Academic Affairs
Paul A. Farrell, *Co-Chair*	Chair of the Faculty Senate

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 L. Blank, Dean (Interim), Arts and Sciences	Gail E. Bromley, Associate Dean, Nursing
James K. Bracken, Dean, University Libraries	Raymond A. Craig, Associate Dean, Arts and Sciences
Thomas W. Brewer, Associate Dean, Public Health	Jonathan P. Fleming, Associate Dean (Interim), Architecture and Environmental Design
John R. Crawford, Dean, The Arts	Catherine E. Hackney, Associate Dean (Interim), Education, Health and Human Services
Laura Cox Dzurec, Dean, Nursing	LuEtt J. Hanson, Associate Dean, Communication and Information
Donald F. Palmer, Dean (Interim), Honors	Vincent J. Hetherington, Senior Associate Dean, Podiatric Medicine
Eboni J. Pringle, Dean (Interim), Undergraduate Studies	Thomas E. Klingler, Assistant Dean, University Libraries
Elizabeth A. Sinclair-Colando, Assistant Dean, Business Administration	Ralph Lorenz, Associate Dean, The Arts
Shin-Min (Simon) Song, Dean, Applied Engineering, Sustainability and Technology	I. Richmond Nettey, Associate Dean, Applied Engineering, Sustainability and Technology
Douglas L. Steidl, Dean, Architecture and Environmental Design	Frederick W. Schroath, Associate Dean, Business Administration
Wanda E. Thomas, Dean, Regional College	Mary Ann P. Stephens, Dean, Graduate Studies
Robert A. Walker, Director, Digital Sciences	Robert A. Walker, Director, Digital Sciences
Stanley T. Wearden, Dean, Communication and Information	

Faculty Senate-Appointed Representatives

Undergraduate Council (yellow name cards)	Graduate Council (orange name cards)
Vanessa J. Earp, University Libraries	Richard Feinberg, Anthropology / Arts and Sciences
Tracy A. Laux, Mathematical Sciences / Arts and Sciences	Donald (Mack) Hassler, English / Arts and Sciences
Terrence L. Uber, Architecture	Thomas Janson, Music / The Arts
William C. Ward III, Regional College, Trumbull	Michael Mikusa, Teaching, Learning and Curriculum Studies / Education, Health and Human Services
Linda L. Williams, Philosophy / Arts and Sciences	Jonathan V. Selinger, Arts and Sciences

VOTING MEMBERS *continued*

Faculty Senate-Appointed Alternates

Undergraduate Council (yellow name cards)	Graduate Council (orange name cards)
Donald L. White, Mathematical Sciences / Arts and Sciences	Susan V. Iverson, Foundations, Leadership and Administration / Education, Health and Human Services
To be determined	James A. Tyner, Geography / Arts and Sciences

College Curriculum Committee Representatives

Undergraduate Council (yellow name cards)	Graduate Council (orange name cards)
Paul J. Albanese, Business Administration	Michael W. Chunn, The Arts
Tina D. Bhargava, Public Health	John C. Duncan, Applied Engineering, Sustainability and Technology
Gregory M. Blase, Communication and Information	Scott F. Grey, Public Health
Jessie Carduner, Arts and Sciences	Andrew P. Lepp, Education, Health and Human Services
Pamela K. Evans, Architecture and Environmental Design	Marilyn A. Norconk, Arts and Sciences
William E. Hauck, The Arts	David B. Robins, Communication and Information
John A. Marino, Regional	Cynthia G. Roller, Nursing
Denice Sheehan, Nursing	Adil M. Sharag-Eldin, Architecture and Environmental Design
Roberto M. Uribe-Rendon, Applied Engineering, Sustainability and Technology	John H. Thornton, Business Administration
Belinda S. Zimmerman, Education, Health and Human Services	

NON-VOTING OBSERVERS AND CONSULTANTS

Observers

Undergraduate Council (green name cards)	Graduate Council (green name cards)
Breanne A. Yonkof, Undergraduate Student Government	Mary A. Mooney, Podiatric Medicine
	Lindsey L. Westermann Ayers, Graduate Student Senate

Consultants for Both Councils (green name cards)

Susan M. Augustine, Academic Program Officer, Education, Health and Human Services	Denise A. Seachrist, Associate Provost (Interim)
Victoria A. Bocchicchio, Senior Special Assistant, Honors College	Said L. Sewell, Assistant Provost
Stephane E. Booth, Associate Provost	Melody J. Tankersley, Provost Fellow
Lisa N.H. Delaney, Academic Program Coordinator, Curriculum Services	Linnea A. Stafford, Institutional Research Information Officer, Research, Planning and Institutional Effectiveness
Mary Ann Haley, Assistant Dean, Arts and Sciences	Therese E. Tillett, Director, Curriculum Services
Jennifer Sandoval, Academic Program Officer, Curriculum Services	

KENT STATE UNIVERSITY

OFFICE OF THE PROVOST

TO: Educational Policies Council

FROM: Therese E. Tillett, Director of Curriculum Services

SUBJECT: AY 2012–13 EPC Meeting Schedule

DATE: 4 May 2012

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

Monday, 20 August 2012
Undergraduate Council: KSC 204
Graduate Council: KSC 310AB

- Final meeting for spring 2013 course proposals
- Deadline for materials to Curriculum Services: 30 July 2012

Monday, 17 September 2012
Undergraduate Council: KSC 204
Graduate Council: KSC 310C

- Deadline for materials to Curriculum Services: 27 August 2012

Monday, 15 October 2012
Undergraduate Council: KSC 204
Graduate Council: KSC 310C

- Deadline for materials to Curriculum Services: 24 September 2012

Monday, 19 November 2012
Councils meet together in KSC 204

- Deadline for materials to Curriculum Services: 29 October 2012

Monday, 28 January 2013
Undergraduate Council: KSC 204
Graduate Council: KSC 310C

- Final meeting for fall 2013 course and program proposals
- Deadline for materials to Curriculum Services: 7 January 2013

Monday, 18 February 2013
Undergraduate Council: KSC 204
Graduate Council: KSC 310C

- AY 2013-2014 special course fee proposals due to Tim Martin
- Deadline for materials to Curriculum Services: 28 January 2013

Monday, 18 March 2013
Undergraduate Council: KSC 204
Graduate Council: KSC 310C

- Deadline for materials to Curriculum Services: 25 February 2013

Monday, 15 April 2013
Undergraduate Council: KSC 204
Graduate Council: KSC 310C

- Deadline for materials to Curriculum Services: 25 March 2013

Monday, 20 May 2013
Councils meet together in KSC 204

- Final meeting for fall 2013 policy proposals and other catalog changes
- Deadline for materials to Curriculum Services: 29 April 2013

KENT STATE UNIVERSITY

TO: Educational Policies Council

FROM: Provost and Senior Vice President Todd A. Diacon

SUBJECT: Agenda for Monday, 17 September 2012
3:20 p.m., Kent Student Center, Room 204

DATE: 11 September 2012

The two councils—EPC Undergraduate and EPC Graduate—are meeting together with one 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 item on the agenda to an action or discussion item, please notify Therese E. Tillett, director of curriculum services, by Friday, 14 September 2012, to ensure that the materials are available at the meeting for review.

ACTION ITEMS

1. Approval of minutes of 14 May 2012.
   Attachment 1

College of Applied Engineering, Sustainability and Technology *(represented by Dean Simon Song)*

2. Establishment of a Construction Management [COMA] major within the Bachelor of Science [BS] degree. There currently exists a Construction Management concentration in the BS in Technology program, which will be inactivated upon approval of this new major. Minimum total credit hours toward program completion are 121.
   Effective Fall 2013 | Attachment 2: Proposal | Catalog Copy and Roadmap | Courses

College of Architecture and Environmental Design *(represented by Dean Douglas L. Steidl)*

3. Establishment of a Health Care Facilities [C631] post-bachelor's certificate, to be offered both on-ground (Kent Campus) and online. Minimum total credit hours to program completion are 20.
   Effective Spring 2013 | Attachment 3

DISCUSSION ITEMS

Office of the Provost

1. Academic policies and student success.
2. Administrative policy, procedures and guidelines regarding the Educational Policies Council.
   Attachment 4
3. The EPC as two councils—undergraduate and graduate—three years later. How is it working? Is it still needed? Can it be improved?

INFORMATION ITEMS

University Requirements Curriculum Committee

1. Approved assessment plans for Kent Core courses.
   a CLAS 21404 The Greek Achievement (Humanities)
   b CLAS 21405 The Roman Achievement (Humanities)
   c ENG 21054 Introduction to Shakespeare (Humanities)
   d ENG 22071 Great Books I (Humanities)
   e ENG 22072 Great Books II (Humanities)
   f ENG 22073 Major Modern Writers: British and United States (Humanities)
   g BSCI 10001 Human Biology (Basic Sciences)
   h BSCI 10002 Life on Planet Earth (Basic Sciences)
   i BSCI 10003 Laboratory Experience in Biology (Basic Sciences)
   j BSCI 20020 Structure and Function (Basic Sciences)
   k NUTR 23511 Science of Human Nutrition (Basic Sciences)
   l PHIL 11001 Introduction to Philosophy (Humanities)
   m PHIL 11009 Principles of Thinking (Additional)
   n PHIL 21001 Introduction to Ethics (Humanities)
   o PHIL 21002 Introduction to Formal Logic (Mathematics and Critical Reasoning)
   p PHIL 21020 Comparative Religious Thought (Humanities)
   q PHIL 21021 Comparative Religious Thought II (Humanities)
   r PSYC 11762 General Psychology (Social Sciences)
   s PSYC 20651 Child Psychology (Social Sciences)
   t PSYC 21211 Psychology of Adjustment (Social Sciences)
   u PSYC 22221 Multicultural Psychology (Social Sciences)
   Effective Fall 2013 | Attachment 5

Office of the Provost

2. Revision of the Administrative Policy and Procedure Regarding Academic Requirements, Course Specifications and Course Offerings (3342-3-01.1) to align language on undergraduate orientation with the policy as written in the 2012 University Catalog. [Other revisions to the administrative policy were approved at the 7-May-12 EPC meeting and 16-Jul-12 Faculty Senate meeting.]
   Effective Fall 2012 | Attachment 6

College of Architecture and Environmental Design

3. Program development plan for a Master of Landscape Architecture degree.
   Attachment 7

4. Program development plan for a Master of Science degree in Architecture and Environmental Design.
   Attachment 8

5. Program development plan for a Master of Health Care Design degree.
   Attachment 9

LESSER ACTION ITEMS

College of the Arts

1. Removal of the graduation requirement of minimum C grade in FDM courses for all programs in the School of Fashion Design and Merchandising.
   Effective Fall 2012

LESSER ACTION ITEMS *continued*

College of Arts and Sciences

Center of Applied Conflict Management / Department of Political Science

2. Inactivation of the Applied Conflict Management [C144] post-secondary certificate.
   Effective Fall 2012

Department of Biological Sciences

3. Establishment of tech prep articulation agreement with Trumbull Career and Technical Center (Warren), whereby eligible graduates of the center's Landscape and Design Technology program will, after admittance, earn credit for two courses (HORT 16001, HORT 26020) applicable toward the Horticulture Technology [HORT] major within the Associate of Applied Science [AAS] degree.
   Effective Spring 2012

Department of Sociology

4. Establishment of 2+2 articulation and off-site agreements to offer the Paralegal Studies [PLST] major within the Bachelor of Arts [BA] degree at Lorain County Community College.
   Effective Fall 2012

College of Education, Health and Human Services

5. Revision of the Student Teaching and the Personal-Professional Characteristics policies to reflect current procedures. The title of the Personal-Professional Characteristics policy will be revised to Professional Disposition for Teacher Candidates.
   Effective Fall 2012

Regional College

6. Establishment of tech prep articulation agreements with the following centers and schools, whereby eligible graduates of their specified program will, after admittance, earn credit for two courses (BMRT 11006, BMRT 21095) applicable toward the Business Management Technology [BRMT] major within the Associate of Applied Business [AAB] degree.
   a Austintown Fitch High School – Marketing Management
   b Barberton High School – Business Management, Marketing Management
   c Canton South High School – High School of Business
   d Choffin Career and Technical Center (Youngstown) – Business Management
   e Copley High School – Business Management, Marketing Management
   f Coventry High School – Marketing Management
   g Cuyahoga Falls High School – Business Management, Marketing Management
   h GlenOak High School (Canton) – E-Commerce
   i Hoover High School (North Canton) – Business Management
   j Jackson High School (Massillon) – Business Management, Marketing Management
   k Lake High School (Uniontown) – Marketing
   l Louisville High School – Marketing Management
   m Maplewood Career Center (Ravenna) – Business Management
   n Massillon Washington High School – Marketing/E-Commerce, Business Management
   o Perry High School (Massillon) – High School of Business
   p Ravenna High School – Business Management
   q Sandy Valley High School (Magnolia) – High School of Business
   r Springfield High School – Marketing Management
   s Stow-Munroe Falls High School – Business Management
   t Tallmadge High School – Business Management, Marketing Management
   u Theodore Roosevelt High School (Kent) – Business Management, Marketing Management
   v Trumbull Career and Technical Center (Warren) – Marketing
   w Wadsworth High School – Marketing Management
   x Wayne County Schools Career Center (Smithville) – Business Management
   Effective Spring 2012

LESSER ACTION ITEMS *continued*

Regional College *continued*

7. Establishment of a tech prep articulation agreements with the following centers and schools, whereby eligible graduates of their specified program(s) will, 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.
   a Canton South High School – Graphic Design
   b Portage Lakes Career Center (Uniontown) – Visual Design and Imaging
   c Timken High School (Canton) – Video Gaming (also earns credit for EERT 22003)
   d Wadsworth High School –Web Programming and Design (also earns credit for EERT 22003)

8. Establishment of tech prep articulation agreements with the following centers and schools, whereby eligible graduates of their specified program(s) will, 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.
   a Alliance High School – Information Technology, Interactive Media
   b Barberton High School – Cisco/A+
   c Canton South High School – Graphic Design, Information Technology/ISS
   d Choffin Career and Technical Center (Youngstown) – Commercial Arts, Graphic Arts, Information Technology/ISS, Multimedia
   e Claymont High School (Uhrichsville) – Interactive Media
   f Cuyahoga Falls High School – A+ Hardware
   g GlenOak High School (Canton) – Animation and Graphic Design
   h Hoover High School (North Canton) – Interactive Media/Graphic Design
   i Jackson High School (Massillon) – Cisco Networking
   j Mahoning County Career and Technical Center (Canfield) – Interactive Media
   k Maplewood Career Center (Ravenna) – Graphic Communications, Information Technology
   l Portage Lakes Career Center (Uniontown) – Network Computer Technology, Programming and Software Development, Visual Design and Imaging
   m Stark County Area Joint Vocational School District (Massillon) – Graphic Communications
   n Timken High School (Canton) – Video Gaming
   o Wadsworth High School – Media Communications, Web Programming and Design
   p Wayne County Schools Career Center (Smithville) – Computer Networking, Interactive Media
   Effective Spring 2012

9. Establishment of tech prep articulation agreement with Trumbull Career and Technical Center (Warren) whereby eligible graduates of the center's Electrical Engineering program will, after admittance, earn credit for two courses (EERT 12000, EERT 12010) applicable toward the Electrical/Electronic Engineering Technology [EEET] major within the Associate of Applied Science [AAS] degree.
   Effective Spring 2012

LESSER ACTION ITEMS *continued*

Regional College *continued*

10. Establishment of tech prep articulation agreements with the following centers and schools, whereby eligible graduates of their Cosmetology program will, after admittance, 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.
    a Alliance High School
    b Barberton High School
    c Butler Technology and Career Development Schools (Hamilton)
    d Choffin Career and Technical Center (Youngstown)
    e Cuyahoga Falls High School
    f GlenOak High School (Canton)
    g Grant Career Center (Bethel)
    h Great Oaks Career Campuses – Diamond Oaks (Cincinnati), Laurel Oaks (Wilmington), Live Oaks (Milford), Scarlet Oaks (Cincinnati)
    i Hamilton High School
    j Mahoning County Career and Technical Center (Canfield)
    k Maplewood Career Center (Ravenna)
    l Massillon Washington High School
    m Perry High School (Massillon)
    n Stark County Area Joint Vocational School District (Massillon)
    o Theodore Roosevelt High School (Kent)
    p Timken High School (Canton)
    q Wayne County Schools Career Center (Smithville)
    Effective Spring 2012

11. Establishment of tech prep articulation agreements with the following center and schools, whereby eligible graduates of their specified program will, after admittance, earn credit for four courses (ITAP 16620, ITAP 16621, ITAP 16625, ITAP 16680) applicable toward the Information Technology for Administrative Professionals [ITAP] major within the Associate of Applied Business [AAB] degree.
    a Barberton High School – Cooperative Business Education
    b Green High School – Cooperative Business Education
    c Maplewood Career Center (Ravenna) – Computerized Business Technology
    d Canton McKinley High School – Administrative Office Technology
    e Springfield High School – Cooperative Business Education
    Effective Spring 2012

12. Establishment of tech prep articulation agreement with Indian Valley High School (Gnadenhutten), whereby eligible graduates of the school's Project Lead the Way–Architecture program will, 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

13. Establishment of tech prep articulation agreement with Trumbull Career and Technical Center (Warren), whereby eligible graduates of the center's Equine and Small Animal Science program will, after admittance, earn credit for one course (VTEC 10001) applicable toward the Veterinary Technology [VTEC] major within the Associate of Applied Science [AAS] degree.
    Effective Spring 2012

UNIVERSITY REQUIREMENTS CURRICULUM COMMITTEE

The Experiential Learning Requirement is satisfied by the fourth-year clinical experiences in the Medical Technology [MEDT] major within the Bachelor of Science [BS] degree.
Effective Fall 2012

Course Changes Effective for Fall 2012

CLAS 41304 Latin Literature in Translation (3) [Writing Intensive] .....New

Course Changes Effective for Spring 2013

ARTE 41003 Art Education: Field Experiences (3) [Writing Intensive].....Revise

Course Changes Effective for Fall 2013

EXSC 45080 Physiology of Exercise (3) [Writing Intensive].....Revise

COURSE CHANGES

Course Changes Effective for Fall 2012

ENG 12001 ESL Writing Level I (2).....Revise
ENG 12002 ESL Writing Level II (2).....Revise
ENG 12003 ESL Writing Level III (2).....Revise
ENG 12004 ESL Writing Level IV (2).....Revise
ENG 12005 ESL Writing Level V (2).....Revise
ENG 12006 ESL Writing Level VI (2).....Revise
ENG 12007 ESL Writing Level VII (2).....Revise
ENG 12008 ESL Writing Level VIII (2).....Revise
ENG 12009 ESL Writing Level IX (2).....Revise
ENG 12010 ESL Writing Level X (2).....Revise
ENG 12095 Special Topics in ESL (1-2).....Revise
ENG 12101 ESL Reading Level I (2).....Revise
ENG 12102 ESL Reading Level II (2).....Revise
ENG 12103 ESL Reading Level III (2).....Revise
ENG 12104 ESL Reading Level IV (2).....Revise
ENG 12105 ESL Reading Level V (2).....Revise
ENG 12106 ESL Reading Level VI (2).....Revise
ENG 12107 ESL Reading Level VII (2).....Revise
ENG 12108 ESL Reading Level VIII (2).....Revise
ENG 12109 ESL Reading Level IX (2).....Revise
ENG 12110 ESL Reading Level X (2).....Revise
ENG 12201 ESL Listening Level I (2).....Revise
ENG 12202 ESL Listening Level II (2).....Revise
ENG 12203 ESL Listening Level III (2).....Revise

Course Changes Effective for Fall 2012 *continued*

ENG	12204	ESL Listening Level IV (2)	Revise
ENG	12205	ESL Listening Level V (2)	Revise
ENG	12206	ESL Listening Level VI (2)	Revise
ENG	12207	ESL Listening Level VII (2)	Revise
ENG	12208	ESL Listening Level VIII (2)	Revise
ENG	12209	ESL Listening Level IX (2)	Revise
ENG	12210	ESL Listening Level X (2)	Revise
ENG	12301	ESL Speaking Level I (1)	Revise
ENG	12302	ESL Speaking Level II (1)	Revise
ENG	12303	ESL Speaking Level III (1)	Revise
ENG	12304	ESL Speaking Level IV (1)	Revise
ENG	12305	ESL Speaking Level V (1)	Revise
ENG	12306	ESL Speaking Level VI (1)	Revise
ENG	12307	ESL Speaking Level VII (1)	Revise
ENG	12308	ESL Speaking Level VIII (1)	Revise
ENG	12309	ESL Speaking Level IX (1)	Revise
ENG	12310	ESL Speaking Level X (1)	Revise
ENG	12401	ESL Grammar Level I (2)	Revise
ENG	12402	ESL Grammar Level II (2)	Revise
ENG	12403	ESL Grammar Level III (2)	Revise
ENG	12404	ESL Grammar Level IV (2)	Revise
ENG	12405	ESL Grammar Level V (2)	Revise
ENG	12406	ESL Grammar Level VI (2)	Revise
ENG	12407	ESL Grammar Level VII (2)	Revise
ENG	12408	ESL Grammar Level VIII (2)	Revise
ENG	12409	ESL Grammar Level IX (2)	Revise
ENG	12410	ESL Grammar Level X (2)	Revise
ENG	12500	ESL Pronunciation (1)	Revise
ENG	12507	ESL Debate (1)	Revise
ENG	12508	ESL Public Speaking (1)	Revise
ENG	12605	ESL American Culture I (2)	Revise
ENG	12606	ESL American Culture II (2)	Revise

Course Changes Effective for Spring 2013

COMT	11000	Introduction to Computer Systems (3)	Revise
FDM	15044	Workroom Techniques II (2)	Revise
FDM	20020	Fashion Merchandising Presentations (3)	Revise

Course Changes Effective for Spring 2013 *continued*

FDM	20030	Fashion Apparel Analysis (3)	Revise
FDM	20040	Fashion Fabrics II (3)	Revise
FDM	20050	Fashion Technology Applications (3)	Revise
FDM	20121	Fashion Drawing I (3)	Revise
FDM	20122	Fashion Drawing II (3)	Revise
FDM	20131	Technical Fashion Drawing I (3)	Revise
FDM	20132	Technical Fashion Drawing II (3)	Revise
FDM	20141	Flat Pattern/Draping I (3)	Revise
FDM	20142	Flat Pattern/Draping II (3)	Revise
FDM	20153	Flat Pattern (3)	Revise
FDM	20154	Draping (3)	Revise
FDM	20263	Fashion Retail industry (3)	Revise
FDM	25011	Fashion Branding (3)	Revise
FDM	30050	Fashion Technology: Computer Integrated Textile Design (3)	Revise
FDM	30083	Professional Seminar (3)	Revise
FDM	30121	Fashion Design I (3)	Revise
FDM	30122	Fashion Design II (3)	Revise
FDM	30124	Apparel Manufacturing Processes (3)	Revise
FDM	30131	Technical Fashion Design I (3)	Revise
FDM	30132	Apparel Construction for Specialty Markets (1)	Revise
FDM	30141	Fashion Studio I (3)	Revise
FDM	30142	Fashion Studio II (3)	Revise
FDM	30151	Advanced Patternmaking for Technical Design (2)	Revise
FDM	30152	Apparel Prototype Production and Analysis (3)	Revise
FDM	30153	Machine Knitting (2)	Revise
FDM	30161	Fashion Design Studio I (6)	Revise
FDM	30162	Fashion Design Studio II (6)	Revise
FDM	30171	Florence Fashion Design Studio I (6)	Revise
FDM	30172	Florence Fashion Design Studio II (6)	Revise
FDM	30181	New York City Fashion Design Studio I (6)	Revise
FDM	30213	Fashion Marketing (3)	Revise
FDM	30260	Product Development in the Fashion industry (3)	Revise
FDM	30262	Fashion Merchandise Planning and Buying (3)	Revise
FDM	35010	Contemporary Fashion Designers (3)	Revise
FDM	35011	Fashion Forecasting (3)	Revise
FDM	35121	Fashion Model Drawing (3)	Revise

Course Changes Effective for Spring 2013 *continued*

FDM	35122	Advanced Fashion Illustration Techniques (3)	Revise
FDM	35270	Computer Applications in Retailing (3)	Revise
FDM	35901	Italian Fashion and Culture (3)	Revise
FDM	40050	Fashion Technology: TechStyleLab (3)	Revise
FDM	40099	Senior Fashion Design Thesis I (6)	Revise
FDM	40121	Fashion Portfolio I (3)	Revise
FDM	40122	Fashion Portfolio II (3)	Revise
FDM	40131	Technical Fashion Design II (3)	Revise
FDM	40132	Technical Fashion Design III (3)	Revise
FDM	40142	Fashion Studio IV (3)	Revise
FDM	40151	Technical Design Studio I (3)	Revise
FDM	40152	Technical Design Studio II (2)	Revise
FDM	40199	Senior Fashion Design Thesis II (3)	Revise
FDM	40291	Seminar in Fashion Merchandising (3)	Revise
FDM	45011	Fashion Forecasting (3)	Revise
FDM	45012	Textiles and Apparel in the Global Economy (3)	Revise
FDM	45092	Internship in Fashion Design and Merchandising (3)	Revise
FDM	45192	Internship in Fashion Merchandising (3)	Revise
FDM	45292	Internship in Fashion Design (3)	Revise
JMC	26005	Multimedia Storytelling (3)	Revise
RPTM	36092	Practicum in Therapeutic Recreation (1)	Inactive

Course Changes Effective for Fall 2013

ACTT	36110	Principles of Fraud Examination (3)	Revise
CHEM	10020 00020	Introduction to Chemistry (2): to	Revise
CMTG	10001	Introduction to Construction Management (3)	New
CMTG	11071	Construction Materials and Methods I (3)	New
CMTG	31040	Electrical Systems for Construction Managers (3)	New
CMTG	42110	Construction Management Capstone (3)	New
EDPF EPSY	70094	College Teaching (3) to:	Revise
ENG	11001 01001	Introduction to College Writing – Stretch (3) to:	Revise
ENG	12001 02001	ESL Writing Level I (2) to:	Revise
ENG	12002 02002	ESL Writing Level II (2) to:	Revise

Course Changes Effective for Fall 2013 *continued*

ENG 12003 ESL Writing Level III (2) to:
02003 .....Revise

ENG 12004 ESL Writing Level IV (2) to:
02004 .....Revise

ENG 12005 ESL Writing Level V (2) to:
02005 .....Revise

ENG 12006 ESL Writing Level VI (2) to:
02006 .....Revise

ENG 12007 ESL Writing Level VII (2) to:
02007 .....Revise

ENG 12101 ESL Reading Level I (2) to:
02101 .....Revise

ENG 12102 ESL Reading Level II (2) to:
02102 .....Revise

ENG 12103 ESL Reading Level III (2) to:
02103 .....Revise

ENG 12104 ESL Reading Level IV (2) to:
02014 .....Revise

ENG 12105 ESL Reading Level V (2) to:
02105 .....Revise

ENG 12106 ESL Reading Level VI (2) to:
02106 .....Revise

ENG 12107 ESL Reading Level VII (2) to:
02107 .....Revise

ENG 12201 ESL Listening Level I (2) to:
02201 .....Revise

ENG 12202 ESL Listening Level II (2) to:
02201 .....Revise

ENG 12203 ESL Listening Level III (2) to:
02203 .....Revise

ENG 12204 ESL Listening Level IV (2) to:
02204 .....Revise

ENG 12205 ESL Listening Level V (2) to:
02205 .....Revise

ENG 12206 ESL Listening Level VI (2) to:
02206 .....Revise

ENG 12207 ESL Listening Level VII (2) to:
02207 .....Revise

ENG 12301 ESL Speaking Level I (1) to:
02301 .....Revise

ENG 12302 ESL Speaking Level II (1) to:
02302 .....Revise

Course Changes Effective for Fall 2013 *continued*

ENG	12303 02303	ESL Speaking Level III (1) to:	Revise
ENG	12304 02304	ESL Speaking Level IV (1) to:	Revise
ENG	12305 02305	ESL Speaking Level V (1) to:	Revise
ENG	12306 02306	ESL Speaking Level VI (1) to:	Revise
ENG	12307 02307	ESL Speaking Level VII (1) to:	Revise
ENG	12401 02401	ESL Grammar Level I (2) to:	Revise
ENG	12402 02402	ESL Grammar Level II (2) to:	Revise
ENG	12403 02403	ESL Grammar Level III (2) to:	Revise
ENG	12404 02404	ESL Grammar Level IV (2) to:	Revise
ENG	12405 02405	ESL Grammar Level V (2) to:	Revise
ENG	12406 02406	ESL Grammar Level VI (2) to:	Revise
ENG	12407 02407	ESL Grammar Level VII (2) to:	Revise
ENG	12500 02500	ESL Pronunciation (1) to:	Revise
JMC	26000	Grammar for Journalists (1)	Revise
JMC	26001	Newswriting (3) to: Multimedia Newswriting	Revise
JMC	45011	Digital Film Production (6)	New
JMC	55011	Digital Film Production (6)	New
LIS TAS	30010	Information Fluency in the Workplace and Beyond (3) to:	Revise
MATH	10006 00006	Basic Algebra I and II (4) to:	Revise
MATH	10007 00007	Basic Algebra III and IV (4) to:	Revise
MATH	10020 00020	Pre-Algebra (2) to:	Revise
MATH	10021 00021	Basic Algebra I (2) to:	Revise
MATH	10022 00022	Basic Algebra II (2) to:	Revise

Course Changes Effective for Fall 2013 *continued*

MATH	10023	Basic Algebra III (2) to:	
	00023		Revise
MATH	10024	Basic Algebra IV (2) to:	
	00024		Revise
PH	44003	Environmental Health Issues in Low- and Middle-Income Countries (3)	Revise
TECH CMTG	21071	Construction Materials, Methods and Techniques (3) to: Construction Materials and Methods II	Revise
TECH CMTG	22200	Construction Document Reading (3) to:	Revise
TECH CMTG	31023	Construction Surveying (3) to:	Revise
TECH CMTG	31033	Mechanical Systems (3) to:	Revise
TECH CMTG	31044 11044	Construction Occupational Safety and Health (3) to: Construction Safety	Revise
TECH CMTG	41040	Construction Estimating I (3) to:	Revise
TECH CMTG	41041	Construction Estimating II (3) to:	Revise
TECH CMTG	42105	Construction Contracts (3) to: Construction Contracts and Law (3)	Revise
TECH CMTG	42107	Construction Scheduling (3) to:	Revise
US	10003	Reading Strategies for College Success (3) to:	
	00003		Revise
US	10006	Study Strategies for College Success (3) to:	
	00006		Revise

Corrections to 16 April 2012 Agenda Effective for Fall 2012

1. 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 decrease, from 71 to 66.
   Effective Fall 2012
   reported that credit hours are unchanged at 71

AED 63001 Evidence-Based Design in Health Care (3) ..... New
reported as effective for spring 2013

ARCH 63002 Health Care Facilities I (3) ..... New
reported as effective for spring 2013

ARCH 63003 Health Care Facilities II (3) ..... New
reported as effective for spring 2013

Corrections to 14 May 2012 Agenda
Effective for Fall 2012

CHEM 10020 Introduction to Chemistry (2) ..... New
reported as effective for spring 2013

JMC 20006 Multimedia Techniques (3) ..... Revise
reported as effective for spring 2013

PEB 13025 Basic Sailing (1) ..... Inactive
omitted from the May EPC agenda, effective fall 2012

Effective for Spring 2013

ELS 63094 College Teaching in Exercise, Leisure and Sport (2) to:
ATTR College Teaching in Health Science (3) ..... Revise

ELS 73094 College Teaching in Exercise, Leisure and Sport (2) to:
ATTR College Teaching in Health Science (3) ..... Revise
did not report title and credit hour change; reported as effective for fall 2013

HIST 31040 American History through Popular Music (3) ..... New
reported as effective for fall 2013, should be spring 2013

Effective for Fall 2013

SPED 19201 American Sign Language I (4) ..... Inactive
reported as effective for fall 2012, should be fall 2013

SPED 19202 American Sign Language II (4) ..... Inactive
reported as effective for fall 2012, should be fall 2013

SPED 29201 American Sign Language III (3) ..... Inactive
reported as effective for fall 2012, should be fall 2013

SPED 29202 American Sign Language IV (3) ..... Inactive
reported as effective for fall 2012, should be fall 2013

SPED 39201 American Sign Language V (3) ..... Inactive
reported as effective for fall 2012, should be fall 2013

SPED 39202 American Sign Language VI (3) ..... Inactive
reported as effective for fall 2012, should be fall 2013

SPED 43101 Deaf Culture and Community (3) ..... Inactive
reported as effective for fall 2012, should be fall 2013

SPED 43108 American Sign Language Linguistics and Usage (3) ..... Inactive
reported as effective for fall 2012, should be fall 2013

Agenda prepared by the Office of Curriculum Services

Hold Policy for Courses Not Taught

It is important that Kent State's *University Catalog* reflect actual curricular being taught. For that reason, the Office of Curriculum Services will automatically place a hold on all courses that have not been taught for five or more consecutive years (10 years for courses offered in alternate years). These courses will be removed from the catalog, but will not be inactivated; their status in the Banner course inventory will change from "active" to "hold." The Office of Curriculum Services will notify each dean and chair/director of courses placed on hold. Alternatively, academic units may request formal inactivation of the courses. All requests for inactivation will follow the usual curricular approval procedures.

While a course is on hold, it may be offered to students. Academic units will notify the Office of Curriculum Services their desire to offer a course on hold so its status can be changed to active in Banner. If the offering is successful (i.e., the course is taught), the course will be reinstated in the appropriate catalog and its status remain active in Banner. If the course is not taught, it will be put back on hold.

Courses that are on hold for three years (six years for courses offered in alternate years) will be automatically inactivated. The dean and chair/director will be notified of such action.

Courses on Hold Effective Spring 2013

ACCT	53095	SPECIAL TOPICS: ACCOUNTING
ANTH	38292	FIELD WORK IN CULTURAL ANTHROPOLOGY
ANTH	48093	VARIABLE TITLE WORKSHOP IN ANTHROPOLOGY
ANTH	48260	CULTURE CONFLICT
ANTH	48391	SEMINAR IN HISTORY OF ANTHROPOLOGY
ANTH	48410	STONE AGE ARCHAEOLOGY
ANTH	48692	FIELD WORK IN BIOLOGICAL ANTHROPOLOGY
ANTH	58093	VARIABLE TITLE WORKSHOP IN ANTHROPOLOGY
ANTH	58260	CULTURE CONFLICT
ANTH	58391	SEMINARY IN HISTORY OF ANTHROPOLOGY 1750-1950
ANTH	58410	STONE AGE ARCHAEOLOGY
ANTH	68613	MORPHOLOGICAL ANALYSIS
ARCH	45220	AMERICAN ARCHITECTURE:COLONIAL TO 1900
ARCH	45391	SEMINAR:STRUCTURES III
ARCH	55101	FIFTH-YEAR DESIGN STUDIO I
ARCH	55220	AMERICAN ARCHITECTURE:COLONIAL TO 1900
ARCH	55391	SEMINAR:STRUCTURES III
ARCH	55591	SEMINAR:ENVIRONMENTAL TECHNOLOGY III
ARTC	45703	LARGE SCALE ENAMELING
ARTC	65095	CRAFTS:SELECTED TOPICS
ARTH	42022	THE ARTS OF CHINA
ARTH	42070	HISTORY OF GRAPHIC DESIGN
ARTH	52051	EUROPEAN ART, 1750-1900
ARTH	52058	AMERICAN FILM, PHOTOGRAPHY, ART AND IDEAS
ARTH	52070	HISTORY OF GRAPHIC DESIGN
AS	70095	SPECIAL TOPICS
BAD	72061	MONETARY THEORY AND POLICY
BMS	60257	RESEARCH PROPOSAL
BMS	60596	INDIVIDUAL INVESTIGATION IN PHARMACOLOGY
BMS	70257	RESEARCH PROPOSAL
BMS	70449	MEDICAL PHYSIOLOGY I
BMS	70452	PULMONARY PHYSIOLOGY
BMS	70550	MEDICAL PHARMACOLOGY I
BMS	70596	INDIVIDUAL INVESTIGATION IN PHARMACOLOGY
BMS	70729	CELLULAR AND MOLECULAR NEUROSCIENCE
BMS	78613	PLEISTOCENE HOMINID MORPHOLOGY
BMS	78638	BIOANTHROPOLOGICAL DATA ANALYSIS II
BMS	78692	FIELD WORK IN PALEOANTHROPOLOGY
BSCI	30267	PLANT PHYSIOLOGY
BSCI	40164	MOLECULAR SYSTEMATICS AND PHYLOGENETICS
BSCI	40439	ENVIRONMENTAL PHYSIOLOGY
BSCI	50164	MOLECULAR SYSTEMATICS AND PHYLOGENETICS

Courses on Hold Effective Spring 2013

BSCI	50364	LIMNOLOGY
BSCI	50439	ENVIRONMENTAL PHYSIOLOGY
BSCI	60440	CELLULAR AND MOLECULAR SIGNALING
BSCI	60446	ADVANCED HUMAN PHYSIOLOGY
BSCI	60461	NEUROCHEMISTRY
BSCI	70164	MOLECULAR SYSTEMATICS AND PHYLOGENETICS
BSCI	70364	LIMNOLOGY
BSCI	70439	ENVIRONMENTAL PHYSIOLOGY
BSCI	70440	CELLULAR AND MOLECULAR SIGNALING
BSCI	70461	NEUROCHEMISTRY
CHDS	37700	HUMAN RELATIONS IN A WORLD OF DIVERSITY
CHDS	67698	INDIVIDUAL RESEARCH IN CLINICAL MENTAL HEALTH COUNSELING
CHDS	67858	SEMINAR:GROUP COUNSELING
CHDS	68536	PRACTICUM IN COUPLES AND FAMILY THERAPY
CHDS	88298	INDIVIDUAL RESEARCH IN COUNSELING AND HUMAN DEVELOPMENT SERVICES
CHEM	50555	ELEMENTARY PHYSICAL CHEMISTRY
CHEM	50557	PHYSICAL CHEMISTRY LABORATORY
CHEM	60253	BIOMACROMOLECULAR STRUCTURES
CHEM	70114	ELECTROANALYTICAL CHEMISTRY
CHEM	70248	ADVANCED BIOLOGICAL CHEMISTRY
CHEM	70555	ELEMENTARY PHYSICAL CHEMISTRY
CHEM	70557	PHYSICAL CHEMISTRY LABORATORY
CI	61142	HISTORY AND INQUIRY IN SCIENCE EDUCATION
CI	67331	LITERACY LEARNING IN EARLY YEARS
CI	67333	BLACK WOMEN AND LITERACY
CI	71142	HISTORY OF INQUIRY IN SCIENCE EDUCATION
CI	77227	ASSESSMENT IN MATHEMATICS EDUCATION
CI	77228	INTERVENTION IN MATHEMATICS INSTRUCTION
CI	77240	INTRODUCTION TO ENVIRONMENTAL EDUCATION
CI	77331	LITERACY LEARNING IN EARLY YEARS
CI	77333	BLACK WOMEN AND LITERACY
CI	77592	PRACTICUM MATH INTERVENTION
CI	87391	SEMINAR IN READING
COMM	25454	INTERCOLLEGIATE FORENSICS I
COMM	35454	INTERCOLLEGIATE FORENSICS II
COMM	55960	HEALTH COMMUNICATION
COMM	65591	SEMINAR IN SMALL GROUP COMMUNICATION
COMM	65851	ORGANIZATIONAL COMMUNICATION
COMM	75591	SEMINAR IN SMALL GROUP COMMUNICATION
COMM	75851	ORGANIZATIONAL COMMUNICATION
CPHY	62242	CHARACTERIAZATION OF SOFT MATERIALS
CPHY	72243	LYOTROPIC LIQUID CRYSTALS AND MICELLAR SYSTEMS
CPHY	72418	DEFECTS IN LIQUID CRYSTAL MATERIALS
CS	29995	SPECIAL TOPICS IN COMPUTER SCIENCE
CS	41012	FINITE MATHEMATICS
CS	46201	INTRODUCTION TO THEORY OF AUTOMATA, FORMAL LANGUAGES, COMPUTATION
CS	47201	HUMAN COMPUTER INTERACTION
CS	51012	FINITE MATHEMATICS
CS	53202	SYSTEMS ADMINISTRATION
CS	55111	PRINCIPLES OF VLSI DESIGN
CS	56201	INTRODUCTION TO THE THEORY OF AUTOMATA, FORMAL LANGUAGES AND COMPUTATION
CS	57201	HUMAN COMPUTER INTERACTION
CS	62201	NUMERICAL COMPUTING I
CS	65201	INTERCONNECTION NETWORKS
CS	72201	NUMERICAL COMPUTING I
CS	75201	INTERCONNECTION NETWORKS
CS	75208	DISTRIBUTED MULTIMEDIA LANGUAGES AND SYSTEMS
CTTE	66096	INDIVIDUAL INVESTIGATION IN CAREER-TECHNICAL EDUCATION
DAN	17013	STUDIO AFRICAN DANCE I
DAN	47055	BALLET IV-A

Courses on Hold Effective Spring 2013

ECED	50123	CRITICAL INQUIRY INTO INTEGRATED CURRICULUM IN THE PRIMARY YEARS
ECED	50153	ORGANIZATION AND SUPERVISION OF EARLY CHILDHOOD CENTERS
ECED	60153	PLAY IN CHILDHOOD
ECED	70153	PLAY IN CHILDHOOD
ECON	32084	ECONOMICS OF THE ENVIRONMENT
ECON	42080	REGIONAL ECONOMICS
ECON	42087	LAW AND ECONOMICS
ECON	52080	REGIONAL ECONOMICS
ECON	52087	LAW AND ECONOMICS
EDAD	66528	THE SCHOOL BUSINESS MANAGER AND SCHOOL TREASURER
EDAD	66537	THE PRINCIPAL AS EDUCATIONAL LEADER
EDAD	66591	SEMINAR IN EDUCATIONAL ADMINISTRATION
EDAD	76528	THE SCHOOL BUSINESS MANAGER AND SCHOOL TREASURER
EDAD	76537	THE PRINCIPAL AS EDUCATIONAL LEADER
EDAD	86558	ADVANCED EDUCATIONAL LEADERSHIP
EDAD	86591	SEMINAR IN EDUCATIONAL ADMINISTRATION
EERT	22013	INDUSTRIAL ELECTRONICS
EIRT	22032	PC NETWORK ENGINEERING II
EIRT	22033	FIBER OPTICS TECHNOLOGY
ENG	39495	SPECIAL TOPICS IN COMPARATIVE LITERATURE
ENG	46203	TWENTIETH-CENTURY EUROPEAN LITERATURE
ENG	56203	TWENTIETH-CENTURY EUROPEAN LITERATURE
ENG	67601	DOCUMENTS AND TEXTS
ENG	67691	SEMINAR:SCHOLARLY EDITING
ENG	68392	PRACTICUM IN TEACHING COLLEGE ENGLISH
ENG	76501	NARRATIVE LITERATURE
ENG	76502	DRAMATIC LITERATURE
ENG	77601	DOCUMENTS AND TEXTS
ENG	77691	SEMINAR:SCHOLARLY EDITING
ENG	78392	PRACTICUM IN TEACHING COLLEGE ENGLISH
ENG	78492	PRACTICUM IN TEACHING INTERNATIONAL STUDENTS
FIN	36061	REAL ESTATE PRINCIPLES
FIN	76084	FINANCIAL ENGINEERING
FIN	76085	FIXED INCOME MARKETS
FR	43366	STUDIES IN NINETEENTH-CENTURY FRENCH LITERATURE
FR	43380	FRANCOPHONE LITERATURE
FR	53366	STUDIES IN 19TH-CENTURY FRENCH LITERATURE
FR	53380	FRANCOPHONE LITERATURE
FR	63202	READING FRENCH FOR GRADUATE STUDENTS
GCOL	61093	WORKSHOP IN COLLEGE TEACHING
GCOL	71093	WORKSHOP IN COLLEGE TEACHING
GEOG	46035	MARKETING GEOGRAPHY
GEOG	49480	FIELD STUDY IN GEOGRAPHY
GEOG	49890	APPLIED GEOGRAPHY
GEOG	50392	PRACTICUM IN EMERGING GEOGRAPHIC TRENDS
GEOG	56035	MARKETING GEOGRAPHY
GEOG	59480	FIELD STUDY IN GEOGRAPHY
GEOG	60881	CONTEMPORARY ISSUES IN GEOGRAPHY
GEOG	69010	URBAN INFORMATION AND SYSTEMS METHODOLOGY
GEOG	76035	MARKETING GEOGRAPHY
GEOG	79010	URBAN INFORMATION AND SYSTEMS METHODOLOGY
GEOG	79163	ADVANCED CARTOGRAPHY LABORATORY
GEOG	79480	FIELD STUDY IN GEOGRAPHY
GEOL	63069	CLAY MINERALOGY
GEOL	64032	SYSTEMATIC INVERTEBRATE PALEONTOLOGY II
GEOL	64034	MICROPALEONTOLOGY
GEOL	73055	ADVANCED IGNEOUS AND METAMORPHIC PETROLOGY
GEOL	73069	CLAY MINERALOGY
GEOL	74032	SYSTEMATIC INVERTEBRATE PALEONTOLOGY II
GEOL	74034	MICROPALEONTOLOGY

Courses on Hold Effective Spring 2013

GER	23531	YIDDISH SHORT STORY
GER	51332	GERMAN LITERATURE BY WOMEN
GER	51334	THE GERMAN NOVELLA
GER	51365	CLASSICAL GERMAN LITERATURE
GER	61366	SEMINAR ON ROMANTICISM
GRE	14205	ELEMENTARY MODERN GREEK I
GRE	14206	ELEMENTARY MODERN GREEK II
GRE	24208	INTERMEDIATE MODERN GREEK I
GRE	34350	ADVANCED PROSE AUTHORS
GRE	34351	NEW TESTAMENT IN GREEK
HDFS	24095	SPECIAL TOPICS IN HUMAN DEVELOPMENT AND FAMILY STUDIES
HIED	66650	ORGANIZATION AND ADMINISTRATION OF HIGHER EDUCATION
HIED	76650	ORGANIZATION AND ADMINISTRATION OF HIGHER EDUCATION
HIST	41016	THE PROTESTANT AND CATHOLIC REFORMATIONS
HIST	50197	AMERICA'S CULTURAL HERITAGE:THE ARTS AND SOCIETY
HIST	51017	17TH-CENTURY EUROPE
HIST	51024	MODERN EUROPEAN HISTORY, 1914-1945
HIST	51041	HISTORY OF GERMANY, 1871 TO PRESENT
HIST	51062	THE UNITED STATES:THE WESTWARD MOVEMENT
HIST	51088	NEW ERA THROUGH WORLD WAR:THE UNITED STATES 1920-1945
HIST	51089	RECENT AMERICA:THE UNITED STATES 1945-PRESENT
HIST	52140	THE SIXTIES:A THIRD WORLD VIEW
HIST	52141	COMPARATIVE THIRD WORLD REVOLUTIONS
HIST	55597	COLLOQUIUM IN RUSSIAN HISTORY
HIST	56597	COLLOQUIUM IN 20TH-CENTURY EUROPEAN DIPLOMACY
HIST	58797	COLLOQUIUM IN AFRICAN-AMERICAN HISTORY TO 1877
HIST	70197	AMERICA'S CULTURAL HERITAGE:THE ARTS AND SOCIETY
HIST	71025	MODERN EUROPEAN HISTORY:1945 TO PRESENT
HIST	71041	HISTORY OF GERMANY, 1871-PRESENT
HIST	71056	HISTORY OF COLONIAL AMERICA, 1492-1714
HIST	71058	THE JEFFERSON-JACKSON ERA, 1789-1848
HIST	71062	THE UNITED STATES:THE WESTWARD MOVEMENT
HIST	71071	AMERICAN SOCIAL AND INTELLECTUAL HISTORY, 1876 TO PRESENT
HIST	71088	NEW ERA THROUGH WORLD WAR:THE UNITED STATES 1920-1945
HIST	72141	COMPARATIVE THIRD WORLD REVOLUTIONS
HIST	72497	COLLOQUIUM:WOMEN IN MODERN EUROPE
HIST	73097	COLLOQUIUM:MEDIEVAL RUSSIA
HIST	75597	COLLOQUIUM IN RUSSIAN HISTORY
HIST	75697	COLLOQUIUM:SOCIAL HISTORY OF LATIN AMERICA
HIST	76597	COLLOQUIUM IN 20TH-CENTURY EUROPEAN DIPLOMACY
HIST	78797	COLLOQUIUM IN AFRICAN-AMERICAN HISTORY TO 1877
HM	43029	HOSPITALITY FINANCIAL POLICY
HM	53029	HOSPITALITY FINANCIAL POLICY
IERT	22008	TAGUCHI PROCESS IMPROVEMENT
ITAP	16605	INTRODUCTION TO OPERATING SYSTEMS AND NETWORKING TECHNOLOGY
ITAP	26695	SPECIAL TOPICS IN INFORMATION TECHNOLOGY FOR ADMINISTRATIVE PROFESSIONALS
ITEC	47496	INDIVIDUAL INVESTIGATION IN EDUCATIONAL MEDIA
ITEC	67412	INSTRUCTIONAL TECHNOLOGY IN SECONDARY SCHOOLS
ITEC	67417	ADVANCED INSTRUCTIONAL DESIGN
ITEC	67434	EMERGING TECHNOLOGIES
ITEC	77417	ADVANCED INSTRUCTIONAL DESIGN
ITEC	77434	EMERGING TECHNOLOGIES
JMC	32004	ADVANCED PHOTOGRAPHY
JMC	32008	PHOTO-DESIGN TECHNIQUES
JMC	42007	PHOTO-ILLUSTRATION TECHNIQUES
JMC	67094	COLLEGE TEACHING OF JOURNALISM
JUS	55093	VARIABLE TITLE WORKSHOP IN JUSTICE STUDIES
JUS	66774	COMPARATIVE JUSTICE INSTITUTIONS AND POLICY
KBM	40042	APPLIED MUSIC-INSTRUMENTAL
KBM	70042	APPLIED MUSIC-INSTRUMENTAL

Courses on Hold Effective Spring 2013

LAT	46352	ELEGIAC POETS
LAT	46372	LYRIC POETRY
LAT	56352	ELEGIAC POETS
LAT	66372	LYRIC POETRY
LEGT	18005	EMPLOYMENT REGULATIONS
LEGT	27091	SPECIAL TOPICS IN PARALEGAL STUDIES
LIS	40693	VARIABLE TITLE WORKSHOP IN LIBRARY AND INFORMATION SCIENCE
LIS	60642	IMPLEMENTATION OF INFORMATION STORAGE AND RETRIEVAL SYSTEMS
LIS	60646	USER INTERFACES FOR INFORMATION RETRIEVAL SYSTEMS
MATH	19001	TECHNICAL MATHEMATICS I
MATH	47001	MATHEMATICAL LOGIC AND SET THEORY
MATH	57001	MATHEMATICAL LOGIC AND SET THEORY
MATH	62201	NUMERICAL COMPUTING I
MATH	62263	NUMERICAL SOLUTION OF LARGE SPARSE LINEAR SYSTEMS
MATH	62691	SEMINAR IN HARMONIC ANALYSIS
MATH	70095	SELECTED TOPICS IN STATISTICS AND PROBABILITY
MATH	72195	SELECTED TOPICS IN COMPLEX ANALYSIS
MATH	72201	APPROXIMATION THEORY
MUS	25231	JAZZ ENSEMBLE
MUS	42222	CHAMBER MUSIC LITERATURE
MUS	43244	STUDENT TEACHING PREPARATION
MUS	51161	ADVANCED MUSICAL ANALYSIS
MUS	52222	CHAMBER MUSIC LITERATURE
MUS	58222	ELEMENTS OF ACCOMPANYING II
MUS	62602	SEMINAR IN MUSICS OF THE AMERICAS
MUS	66112	APPLIED MUSIC-GRADUATE PIANO ACCOMPANYING
MUS	66912	APPLIED MUSIC-GRADUATE GUITAR
MUS	72412	INTRODUCTION TO ETHNOMUSICOLOGY
MUS	72602	SEMINAR IN MUSICS OF THE AMERICAS
MUS	78294	COLLEGE TEACHING OF MUSIC
MUS	78393	VARIABLE TITLE WORKSHOP IN MUSIC
NURS	40061	PHYSICAL ASSESSMENT
NURS	60073	WOMEN'S HEALTH CLINICAL NURSE SPECIALIST CAPSTONE
NURS	70746	ADVANCED METHODS FOR NURSING RESEARCH:MEASUREMENT IN NURSING
PAS	49093	VARIABLE TITLE WORKSHOP IN PAS
PHIL	30025	ENVIRONMENTAL PHILOSOPHY
PHIL	49999	SENIOR HONORS PROJECT
PHY	12411	INTRODUCTION TO COMPUTER HARDWARE
PHY	54600	INTRODUCTION TO BIOLOGICAL PHYSICS
POL	30840	NONGOVERNMENTAL ORGANIZATIONS
POL	51391	SEMINAR:PROBLEMS IN PUBLIC POLICY
POL	60505	COMPARATIVE PUBLIC POLICY AND ADMINISTRATION
POL	70305	STATE AND LOCAL GOVERNMENT FINANCIAL ANALYSIS
POL	70306	LEADERSHIP AND PUBLIC POLICY
PSYC	41574	LABORATORY EXPERIENCE IN PSYCHOLOGICAL RESEARCH:COGNITIVE/LEARNING
PSYC	60325	FORENSIC PSYCHOLOGY
PSYC	61496	INDIVIDUAL INVESTIGATION
PSYC	61684	EXPERIMENTAL DESIGN AND METHOD
PSYC	70313	COMMUNITY PSYCHOLOGY
PSYC	70325	FORENSIC PSYCHOLOGY
PSYC	71046	CONNECTIONISM AND NEURAL NETWORKS
PSYC	71684	EXPERIMENTAL DESIGN AND METHOD
PSYC	71688	COMPUTER APPLICATIONS IN PSYCHOLOGY
PSYC	71993	VARIABLE TITLE WORKSHOP IN PSYCHOLOGY
RHAB	77729	MEASUREMENT AND APPRAISAL IN REHABILITATION
RHAB	77732	OCCUPATIONAL ASPECTS OF DISABILITY
RHAB	88182	PSYCHOLOGICAL ADJUSTMENT TO DISABILITY
SOC	42400	SELF AND IDENTITY
SPAN	48350	DON QUIXOTE
SPAN	58350	DON QUIXOTE

Courses on Hold Effective Spring 2013

SPED	43529	NATURE AND NEEDS OF GIFTED CHILDREN
SPED	43530	INSTRUCTIONAL PROCESSES FOR GIFTED CHILDREN
SPED	43534	SOCIAL AND EMOTIONAL COMPONENTS OF GIFTEDNESS
SPED	53316	EARLY CHILDHOOD DEAF EDUCATION: FAMILY AND CHILD SERVICE PROVISION
SPED	63202	INSTRUCTING STUDENTS WITH SPECIAL NEEDS IN INCLUSIVE SETTINGS
SPED	73533	GIFTED SUBPOPULATIONS
SPED	73950	CURRICULUM AND INTERVENTION IN EARLY CHILDHOOD SERVICES
SPED	73956	FOUNDATIONS IN EARLY CHILDHOOD SERVICES
SPSY	67892	ADVANCED PRACTICUM IN SCHOOL PSYCHOLOGY
SPSY	67931	PROGRAM DEVELOPMENT AND ETHICAL APPLICATION OF APPLIED BEHAVIOR ANALYSIS
SPSY	67932	ADVANCED INTERVENTIONS FOR ADDRESSING SEVERE BEHAVIOR
SPSY	77912	ROLE OF THE SCHOOL PSYCHOLOGIST
SPSY	77914	FIELD EXPERIENCE IN EDUCATION FOR SCHOOL PSYCHOLOGISTS
SPSY	77931	PROGRAM DEVELOPMENT AND ETHICAL APPLICATION OF APPLIED BEHAVIOR ANALYSIS
SPSY	77932	ADVANCED INTERVENTIONS FOR ADDRESSING SEVERE BEHAVIOR
SPSY	77995	SPECIAL TOPICS IN SCHOOL PSYCHOLOGY
TECH	11083	TECHNICAL DRAWING AND SKETCHING
TECH	31047	GRAPHIC COMMUNICATIONS TECHNOLOGY II
TECH	31071	WOODS TECHNOLOGY II
TECH	32100	FUNDAMENTALS OF RADIATION TECHNOLOGY
TECH	33580	ENGINEERING GRAPHICS FOR ELECTRONICS
TECH	42200	RADIATION PROCESSING OF MATERIALS
TECH	42400	RADIATION DOSIMETRY AND SAFETY
TECH	52200	RADIATION PROCESSING OF MATERIALS
THEA	31560	SCENIC TECHNOLOGY
THEA	41303	ACTING FOUNDATIONS I/STANISLAVSKI AND MICHAEL CHEKHOV
THEA	41623	TELEVISION PRODUCTION:LIGHTING
THEA	41701	MOVEMENT FORM AND SPACE I-THE ACTOR'S PHYSICAL INSTRUMENT
THEA	51133	THEATRE AND DRAMA IN AMERICA I
THEA	51623	TELEVISION PRODUCTION:LIGHTING
THEA	57063	HISTORY OF DANCE AS A THEATRICAL PHENOMENON I
THEA	62292	PRACTICUM:THEATRE MANAGEMENT
THEA	62892	THEATRE PRACTICUM
VCD	27000	INTERIORS RENDERING
VCD	27001	VISUAL DESIGN FOR MEDIA:BASIC
VCD	42004	COMPUTER ILLUSTRATION
VCD	52004	COMPUTER ILLUSTRATION
VCD	52051	CALLIGRAPHY AND LAYOUT
VCD	56053	WEB DESIGN AND PROGRAMMING STUDIO

Educational Policies Council
Minutes of the Meeting
Monday, 14 May 2012

Ex-Officio Members present: Provost Todd A. Diacon, Faculty Senate Chair Paul A. Farrell; Deans James K. Bracken, John R. Crawford, Laura Cox Dzurec, Mary Ann Haley representing Timothy S. Moerland, LuEtt J. Hanson representing Stanley T. Wearden, Isaac Richmond Nettey for John (Jack) Graham, Douglas L. Steidl, Mary Ann Stephens, Wanda E. Thomas, Donald R. Williams, Kathryn S. Wilson; Associate Deans Joanne M. Arhar, Nancy E. Barbour, Thomas W. Brewer, Jonathan P. Fleming, Ralph Lorenz, Barbara F. Schloman; School Director Robert A. Walker

Ex-officio Members not present: Dean Sonia J. Alemagno; Associate Deans Gail E. Bromley, Frederick w. Schroath, John R. Stalvey

Faculty Senate-Appointed Representatives present: Richard Feinberg, Thomas Janson, Michael Mikusa, William C. Ward III

Faculty Senate-Appointed Representatives not present: Robin L. Lashley, Tracey A. Laux, Erica B. Lilly, Johnathan V. Selinger, James A. Tyner, Linda L. Williams

Council Representatives present: Gregory M. Blase, Natalie L. Caine-Bish,Jessie Carduner, Pamela K. Evans, Richard L. Mangrum, Sherry Schofield-Tomschin, Jonathan B. VanGeest

Council Representatives not present: Paul J. Albanese, Donald A. Coates, Diana L. Fleming, Yuko Kurahashi, John A. Marino, Eric M. Mintz, Davison M. Mupinga, R. Scott Olds, Angela L. Ridgel, Kristen A Riegelmayer, Cynthia G. Roller, Adil M. Sharag-Eldin, Timothy D. Smith, John H. Thornton, Robin S. Vande Zande

Observers present: Lindsay L. Ayers

Observers not present: Brittinie Jermon

Consultants and Guests present: Susan Augustine, Stephane E. Booth, Timothy J. Chandler, Lisa N.H. Delaney, Jennifer Sandoval, Elizabeth A. Sinclair-Colando, Monica Teamer, Therese E. Tillett

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Associate Provost Stephane E. Booth called the meeting to order at 3:22 p.m., on Monday, 14 May 2012, in room 310AB of the Kent State Student Center. Provost Todd A. Diacon joined the meeting a couple of minutes later.

Action Item 1: Approval of the minutes of 16 April 2012.

Professor Tom Janson moved for approval of the minutes and seconded by Dean Laura Cox Dzurec. With no corrections, the item passed unanimously.

Action Item 2: Establishment of global diversity designation to ENG 31006 World Englishes, and domestic diversity designation to ENG 41001 Sociolinguistics in Schools.

Dean Donald R. Williams said that before he addressed the item he would like to offer on behalf of the University Requirements Curriculum Committee (URCC), that the committee may present the statement of Kent Core assessment plans on an annual basis. The URCC will present courses that have been approved and those that are in line to be approved at the August EPC meeting. He added that even though approval stopped with the URCC, EPC ought to know where this stands. He add that 22 Kent Core courses have been approved, so about a quarter of the way there. Senior Associate Provost Timothy J. Chandler said that would be really helpful, give a track of where we are there. Associate Provost Booth added that all of the courses, as of June 1, will have learning outcomes.

Dean Williams addressed the item on the floor by saying that the both courses listed were proposed for diversity status, one for global, one for domestic. He said the URCC reviewed and unanimously approved them for these statuses. Dean Williams moved for approval of the item and seconded by Assistant Dean Mary Ann Haley, which was approved unanimously.

Action Item 3: Establishment of a writing-intensive designation to ARCS 40114 Theory and Criticism in Architectural Media.

Dean Williams explained this item had been approved by the URCC and moved for approval, which was seconded by Associate Dean Joanne M. Arhar. The item passed unanimously.

Action Item 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.

Director Therese E. Tillett explained that this item allows students to declare a second catalog year for minors or certificates or a second major. This item was brought to the Associate and Assistant Deans (A & A Deans) Committee because it was an unwritten concern. It was found that the policy would behoove students. She assured the Council that Banner and the Graduation Planning System (GPS) can handle it. She added that it allows student to keep their catalog year for their major but allows them to take advantage of new opportunities in a new catalog. Assistant Dean Elizabeth A. Sinclair-Colando moved for approval of the item, which was seconded by Associate Dean LuEtt J. Hanson.

A member asked if this policy would then make a catalog specific to a minor; and said if it made sense to everyone else then she was okay with it. Director Tillett explained that in the meeting there was discussion about the word “different” in the policy. Another member said that students may declare different catalog for a “different minor,” maybe it should be an “additional minor.” Senior Associate Provost Chandler said there might not be a first minor.

Provost Diacon posed that students in their junior year who want to declare a newly created minor, under current practice, they would have to move their major to new catalog. A member asked if students have to pick the most current catalog. Director Tillett explained that they do not have to pick the most current, but one in between their current catalog and the most current. Another member asked if advisors will be able to figure out which year to use. Director Tillett explained that it would be housed in GPS. She added that in FlashFAST there is a catalog year that can be incorrect and it was stripped it but with the latest upgrade it came back, but new upgrade coming it will be stripped again so it won’t be in FlashFAST. Senior Associate Provost Chandler said that advisors ought to be able to help students choose most advantageous catalog.

A member voiced concern that he wanted to avoid confusion about what catalog applied to which program. Director Tillett said that would be something good to look at in a year or two.

Provost Diacon asked how these changes are made known. Director Tillett said that she sends a lot of emails to the advisor listserv to keep them aware of new policies. Provost Diacon suggested that it may be good to have an update meeting once per year. A member said that updates are received at the end of the year from Director Tillett as well. Provost Diacon said this is being done for the right reasons but what if no one knows about it. Director Tillett said that there is a Curricular Bulletin that is several hundred pages, and that she speaks in front of Destination Kent State advisors as well. Provost Diacon said that the office should think through how better to advertise.

With no further discussion the item passed unanimously.

A member added as an aside that there tends to be issues where students declare several programs that, together, do not make sense, and it will be curious to see after using the student-triggered Change of Program workflow, what students are doing on their own, what will come out of it, and if there are certain students habitually changing their program of study.

A member asked where the catalog year can be found if it is no longer in FlashFAST. The member added that the data he pulls together for accreditation requirements includes catalog year. Director Tillett said that she can find that out. Another member suggested using Cognos reports to find the catalog year.

Action Item 5: Revision of the Academic Forgiveness, Academic Standing, Course Load, Dismissal and Reinstatement policies to ensure consistency in practice.

Director Tillett said that a committee was convened by Associate Vice President Sally Kandel to look at inconsistencies between policies. She explained that minor changes were made to each policy to ensure consistency. She added that this also brings the Policy Register up to date with catalog. Dean Dzurec moved for approval of the item, and seconded by Associate Dean I. Richmond Nettey. The Item was approved unanimously.

Action Item 6: Revision of the Credit Testing Eligibility policy to clarify that credit-by-exam (CBE) is for currently enrolled and degree- and certificate-seeking students only, among other changes.

Director Tillett explained that all policies have gone through the A&A Deans Committee for approval. She said that the credit-by-exam (CBE) was historically housed in the Office of Career Services and is moving to the Office of the University Registrar so that gave a chance to take a look at this policy. The biggest change was there was silence on the eligibility for this; it wasn't always degree-seeking students, it may have been a post-secondary enrollment option (PSEOP) student. She added that credit-by-exam is for Kent State credit not college credit. When researching this, it was found that it was last revised about 12 years ago but not implemented in catalog. She said the other thing that has changed is putting a limit on the total number of hours that can be earned by testing: maximum 30 hours for baccalaureate, which aligns with residence policy. She added this also addresses associate degrees. Director Tillett cautioned that with the movement made toward three year degree programs, there may be a desire to revisit the policy in the future. She said that there were also other changes for processing.

A member asked that for CBE, it was administered by the department but the student applied to take it with someone else. Director Tillett said that the Registrar will now take responsibility for accuracy. The member noted that on maximum credit hours, it was his understanding that it is not enforced. Director Tillett explained that the GPS audit is now enforcing it.

A member questioned the policy with regards to the 60 day time limit because it is hard to find faculty sometimes. Director Tillett replied that she would assume that extensions are going to be allowed if no one can be found. She added that at the A&A Deans meeting a list of current courses allowing CBE was circulated, all departments took a look at it and many revisions were made, mostly removing eligibility from the course.

Provost Diacon asked the cost of the test. A member replied that they are $50 per credit hour. Provost Diacon asked why a refund would not be issued if a faculty member could not be found to administer the test in 60 days and added that the university should be open to refunding. Senior Associate Provost Chandler said if it means coming to Provost's Office to get it done, the unit should. Another member said that there are a lot of signatures required to take the test and that might be the time to catch it. A member said that he noticed that credit is not given for previously sequenced courses if the CBE test is passed for a higher level and asked if students automatically get into courses for which they are prerequisites. Director Tillett responded that there could be prerequisite issues, but that is happening under the current policy. She added that the option is being explored where a policy for retroactive credit would be given if a student takes higher level courses, they will get the credit for lower level courses; they would have to pay, but a lot less than taking the course.

Associate Professor Michael Mikusa moved for approval of the item and was seconded by Dean Dzurec. The item was approved unanimously.

Action Item 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.

Director Tillett explained that this item addresses looking at certificates and making sure they align with policies for degree programs. She said that the Registrar brought the policy to A&A Deans because he was finding a lot of guest students who were here for 18 hours and then they want to earn a certificate. There was a desire to make clear that is not the venue for them to come in, they have to go through the regular admission process since admission as guest does not require the usual credentials, such as transcript. She added that again for residency there was a policy for associate and bachelor's degrees but not for certificates. She said that that a student could get a certificate without ever taking a course here. Also, this revision would ensure that the certificate is represented in the minimum grade point average (GPA) and pass/fail policies. Associate Dean Nettey moved for approval and seconded by Associate Dean Ralph Lorenz.

A member asked if this policy revision would be in conflict with state policies. Director Tillett assured that there is no percentage required. A member added that if a student comes in with all the courses the residency requirement is being added so a student cannot take all the coursework at the University of Akron but get the certificate at Kent State.

Action Item 8: Establishment of a Student Responsibilities statement for the University Catalog.

Director Tillett explained that a lot of colleges have this type of policy. She added that this came by request of Dean of Students and Ombuds Sheryl Smith to be in catalog and handed out at Destination Kent State. She said that the policy states that the responsibility of their program lies with the student. She added that A&A Deans crafted the language and approved it.

Associate Dean Pamela K. Evans moved for approval of the item and was seconded by Associate Professor Sherry Schofield-Tomschin. The item was unanimously approved.

A member said that the state board asked where we tell the students we are changing policies and wondered if there ought to be some statement attached to Sheryl's document and that's how you'll know. Director Tillett responded that there is no university student handbook. Provost Diacon said that if that is the case there is even more responsibility to appropriately communicate this.

Action Item 9: Establishment of Leave of Absence and Graduate Student Re-enrollment policies.

Dean Mary Ann Stephen explained this policy has to do with formal leave of absences and reenrollment. She said that this applies to graduate students completing at least one semester, are in good standing, active in the program and have some sort of circumstance that allows them to take a leave of absence. She said that if allows student to know what he or she will be returning to and allows the program to stay in touch with them; it makes both sides more informed about how things will go forward. She added that the approved leave time does not count against time limits. Dean Stephens explained that the policy on re-enrollment establishes what it means to be active student at Kent State in one calendar year; a student not enrolled in that time is considered voluntarily left. However, students on approved leave of absences will be allowed to complete a reenrollment form. She added that it is good protection, defines terms that have not been defined and allows students to know what to expect. She elaborated that this does not alleviate financial responsibility.

Dean Williams moved for approval of the item which was seconded by Professor Tom Janson.

A member posed a current dilemma to the Council: a student was in master's program for a couple years, felt it necessary to distance herself and joined the Peace Corps. She came back, completed her thesis and successfully defended, and indicated she was prepared to pay outstanding fees. She was told she could not graduate because she needs to reenroll. Dean Stephens explained that is why the policy is being created. She added that she believes in the situation posed, it would most likely be handled through an exception.

A member asked how will this affect someone who doesn't apply for this leave; to what degree is there flexibility. Dean Stephens replied that this policy excludes retroactive applications and that there are specified dates by which it needs to be done. The member asked that there are always exceptions to extenuating circumstances, and if that would be tightened up. Dean Stephens replied that the issue here is a person can apply no later than the last day of the semester if it is an unforeseeable issue. If the student is in fall term and realizes in December there is no way the student can make it back in spring, and doesn't want the time to count against them, the student can apply up to the last day of fall for spring. She add that the student must be enrolled one semester in the year be an active student. Another member said his understanding is that in cases of extenuating circumstances a student can retroactively apply for the previous semester. Dean Stephens replied in the affirmative; it allows for the current semester. She added that beyond the tenth-week grades would have to be worked out.

Another member said that the Registrar interprets continuous enrollment to mean a student who has gaps, has to be retroactively enrolled in all gap semesters. She added this policy talks about terms for which there is approved leave and does not count against time, but is silent on continuous registration. Dean Stephens said you do not need to have continuous enrollment, and the student does not have access to services; but if one takes off then yes, the student has to pay for the gaps.

Another member said it says the Registrar lets the student know when they must register; he asked if the EPC is passing it now, how the registrar will notify the student. He said, in answer to his own question, the school should notify and let the student know the policy is stricter. Dean Stephens said that the goal is

to limit the time they are away. Students can always reapply. She stated that the policy has been so informal and haphazard; the new policy will be better able to track.

A member said another rule that may come into play is if a student applies for readmission then the 10 year rule may be detrimental. Dean Stephens said that before students enter into this they really need to understand what they are entering into. She said she did not consider that, but it is something that can be added. She explained that the policy is really intended just for temporary leave. Director Tillett asked if there is a mechanism in Banner by which these students can be marked and more easily found. Dean Stephens said that is her understanding. A member said that if they were marked they would not be able to enroll until that status is changed. To which, Dean Stephens, agreed.

With no further discussion the item was approved unanimously.

Action Item 10: Inactivation of the Individualized Major [INDM] major within the Bachelor of Arts [BA] degree.

Assistant Dean Haley explained that have been a series of program inactivation in which admission was suspended but this one does not fall into that category. She said this program allowed students to earn a Bachelor of Arts (B.A.) for putting together a program that does not exist. She added that it has been years since anyone proposed one of these; the last one that came through combined computer science and something else but the student did not complete it. She said that the fact is most interdisciplinary things are now in existence so students can go to them. She added that the College of Arts and Sciences also has the Bachelor of Integrative Studies (B.I.S.), to which students are gravitating. She explained with the Individualized Major, students think they will be able to name something that will appear on transcript and still have to follow all requirements of B.A. She added that students were increasingly trying to combine programs outside of the College of Arts and Sciences.

Assistant Dean Haley moved for approval of the item, which was seconded by Associate Dean Evans. A member asked if the Individualized Major was a degree-completion program. Assistant Dean Haley replied in the negative and added that that was another problem with the major; students would come in 110 hours and want to complete a degree. She said she believed it was developed at a time when majors were discipline specific.

Another member asked if it is felt that the B.I.S. degree would be a substitute. Assistant Dean Haley replied that more students tend to gravitate toward that; this major is not designed for that and should be much more proactive. The member stated that his spouse followed the Individualized Major and would hate to create a situation where student has to go to the B.I.S. instead of a B.A. degree/ Assistant Dean Haley said the requests tend to combine outside the college.

Provost Diacon said that at his previous institution this program was its hallmark program. He added that he likes having it around, but if no one is doing it why have it. Assistant Dean Haley said that the university has to report enrollment to the state, and it didn’t look good to have a major with continually no students.

With no further discussion, the item was approved.

Action Item 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.

Assistant Dean Haley told the members that six or seven years ago, the Latin American Studies major went through a revision, but the major continued to be difficult and time consuming to complete so

enrollment dropped off. There were attempts made to rework it and make it more attractive to students, but in the time it has been revised no one has graduated with it. She explained with the growing Spanish-American population it was believed there would be a lot of interest. In reality, there has been very limited interest and, over time, faculty has lost interest as well. She added that, in contrast, the Latin American Studies minor does have enrollment and interest.

Assistant Dean Haley moved for approval, which was seconded by Associate Dean Arhar. The item was approved unanimously.

As an aside, Assistant Dean Haley said that the American Studies major currently has suspended admissions but that there is faculty interest in reviving it and it is going through committees now.

Action Item 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.

Assistant Dean Haley explained that this was a program created five or six years ago by a subgroup of Justice Studies faculty. She said it was felt this degree program would move into College of Public Health, once established, and would be a cornerstone. She added that the program and faculty did move, but at that time found out that there were other integral programs. She said this program has sat in suspended admission and never had a student enrolled or graduated.

Assistant Dean Haley moved for approval of the item and it was seconded by Associate Dean Thomas W. Brewer. The item passed unanimously.

Action Item 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.

Assistant Dean Sinclair-Colando explained that this item is to inactivate the Operations Management major. She added that the courses in Operations Management would be continued to be offered because it is a core area of business, but there has been declining enrollment in the major. She said this was a difficult decision to make. She added that the major started as Industrial Management for managers on floors of factory. She said revisions were made to make it more attractive to students, but the efforts to promote it didn’t work. The college constantly has to make substitutions to allow students to graduate.

Assistant Dean Sinclair-Colando moved for approval of the item and it was seconded by Dean Kathryn S. Wilson. The item passed unanimously.

Action Item 14: Establishment of an Aviation Weather [AVMT] minor. Minimum total credit hours toward program completion are 24.

Associate Dean Nettey explained that the minor is being proposed for several reasons. He explained that the minor has 24 credit hours, with 12 hours of new courses and 12 hours existing courses. He said the department chair has issued support for this minor. Florida International also has this minor and could help students get certified.

Associate Dean Nettey moved for approval of the item and it was seconded by Dean Dzurec. The item passed unanimously.

Provost Diacon then asked if anyone would like to discuss any of the information or lesser action items.

Information Item 1: Inclusion in the Curriculum Guidelines definitions of lower- and upper-division undergraduate courses.

A member commented that the upper-division courses can be taken outside program and some do not follow the rules such as outside the major. There are many courses that would not fit that general definition. Provost Diacon asked if people are comfortable with the way they have been defined. A member replied she thought they are pretty good and thought the more important sentence is about depth in field. The first member agreed that the catalog is clear and it is not, then this covers all cases.

Information Item 6: Establishment of an Enterprise Architecture [C631] post-baccalaureate certificate. Minimum total credits to program completion are 18.

A member questioned the title Enterprise Architecture. School Director Robert A. Walker replied that it is a standard name for 25 years and it will be made clear that the certficiate is for business not houses.

Lesser Action Item 8: Inactivation of the Asian Studies [ASST] minor.

A member remarked that he was surprised this was listed as an inactivation. Assistant Dean Haley explained that this minor has no faculty support and that there are students in it that have to graduate with substitutions. She added that there is currently both a Chinese and a Japanese minor.

A member asked why some inactivations are brought forth as action versus lesser action items. Director Tillett explained is the level of the program (major versus minor, etc.).

Another member questioned the list of courses on page three of the agenda and lesser action items with regards to removal of a requirements from a program but there is no attachment so the members don't know what they are. Director Tillett explained that only what was changing is listed and that attachments are never included with lesser action items. The member asked if it is left up to the administrator; this committee doesn't need to see what they are doing. The member was assured by Dean John R. Crawford and Associate Dean Lorenz that the items had gone through the appropriate bodies for approval. Director Tillett said these changes will be in the catalog but came in so late that they were not in page proofs. Provost Diacon asked if someone had a problem with this it is their responsibility to see it in the catalog. A member replied that anyone can ask to see the proposal. The first member said that attachments are helpful. Provost Diacon asked that if someone wanted to ask about it that there was a procedure. The members indicated there was.

Finally, member asked about the inactivation of the Special Education courses. Associate Dean Arhar and Coordinator Susan M. Augustine said they will meet and discuss this issue, because it was their understanding that faculty could not offer the SPED courses anymore, and student would have to take the equivalent ASL courses.

With no further discussion, Professor Janson moved for adjournment of the meeting at 4:44 p.m.

Respectfully submitted,

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

Ohio | Board of Regents

John R. Kasich, Governor
Jim Petro, Chancellor

University System of Ohio

Request for Approval Submitted By:

Kent State University

Establishment of a Bachelor of Science Degree on Construction Management

13 December 2012
(anticipated date of submission)

KENT STATE UNIVERSITY

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REQUEST

Date of submission: 13 December 2012 *(anticipated date of submission)*

Name of institution: Kent State University

Degree/degree program title: Bachelor of Science degree in Construction Management

Primary institutional contact for the request

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

Delivery site(s): Kent Campus

Date request was approved by the governing board: Approved by the Kent State University Board of Trustees on 12 December 2012 *(anticipated date of approval)*

Proposed start date: Fall 2013

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 establish the major Construction Management within the Bachelor of Science degree, to replace an existing Construction Management concentration in the BS degree in Technology. The proposed degree program will be administered by the university's College of Applied Engineering, Sustainability and Technology[1], which houses BS degrees in Aeronautics, Applied Engineering and Technology, and the Master of Technology degree. Elevating the Construction Management concentration to major status will be beneficial to seeking national accreditation (e.g., American Council for Construction Education).

The Construction Management program has completed its fifth year of existence and has grown to more than 100 students enrolled. It is anticipated that the program will continue to grow for the foreseeable future. Moving to major status will expose the program to more students, create a more powerful tool to attract support from the construction industry, and put the program on the same level as many other Construction Management programs across the state and country.

[1] Effective summer 2012, the name of Kent State's College of Technology changed to the College of Applied Engineering, Sustainability and Technology.

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) has been notified by the college's former dean, Donald Bubenzer, of the plan to bring Construction Management forward for ATMAE accreditation in 2014. See Appendix A for ATMAE letter.

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 leadership for Kent State University can be found at
www.kent.edu/provost/administration/upload/org-chart-provost-office_2012_july-3.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-2012-april_2.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 Construction Management—much like the current Construction Management concentration within the Technology major—will be administered by the College of Applied Engineering, Sustainability and Technology, one of 12 colleges at Kent State University. The Construction Management program coordinator reports to the dean of the college who, in turn, reports to the provost and senior vice president for academic affairs. See Appendix B for the college's organizational structure.

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 of the proposed program is Assistant Professor Darwin Boyd, PhD (see Appendix C for curriculum vitae). Assistant Professor Boyd functions as the coordinator for the applied science and technology program areas within the college.

Describe any councils, committees or other organizations that support the development and maintenance of the proposed program. In your response, describe the individuals (by position) that comprise these entities, the terms of their appointment and the frequency of their meetings.

Excepting the Kent State University Board of Trustees and Faculty Senate, the key committees within the college and university that support the program are the following:

College's Applied Science and Technology Faculty Advisory Committee: This committee is composed of all full-time tenure-track and non-tenure-track faculty in the relevant program areas. This committee approved the Construction Management major on August 14, 2012.

College Curriculum Committee. This committee reviews and votes on all curricular proposals within the College of Applied Engineering, Sustainability and Technology. Membership includes faculty representatives from each of the divisions within the college. This committee meets monthly. Terms of appointment are one year although representatives may serve successive years. The College Curriculum Committee approved establishment of the Construction Management major on August 23, 2012.

Educational Policies Council: Co-chaired by the provost and Faculty Senate chair, the council comprises university deans and representation from Faculty Senate and the individual college curriculum committees. It is a sub-body of the Faculty Senate and is charged with curricular oversight for the university. The council meets approximately nine times a year; senators and college curriculum committee members are appointed annually. The council approved establishment of the Construction Management major on 17 September 2012 *(anticipated date)*.

4.2 Program development

Describe how the proposed program aligns with the institution's mission.

Kent State's mission is to offer a broad array of academic programs to engage students in diverse learning environments that educate them to think critically and to expand their intellectual horizons while attaining the knowledge and skills necessary for responsible citizenship and productive careers. The Construction Management program allows students to prepare for a challenging career in the construction industry through relevant curriculum, project- and team-based learning and internship opportunities.

Describe how the program aligns with the chancellor's strategic plan for higher education in Ohio.

The proposed Construction Management major will also provide a greater visibility of the program as a result of being an independent major instead of a concentration in the Technology major. This will enable Northeast Ohio students and their parents to make a more fully informed choice when deciding where to attend college. At this time, some students are going out of state to pursue education in construction management. Among recent Kent State graduates are students who initially attended an out-of-state college and later returned to Ohio to study construction management at Kent State; some of these students reported becoming aware of the program when home during semester breaks to visit family in the area. Thus, a greater awareness of the program as a result of becoming an independent major will help to not only help to keep more of Ohio's graduates in state, but this greater visibility is likely to also attract more students from out of state. The program will also attract students from Pennsylvania and other surrounding states.

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 Construction Management concentration within the BS degree in Technology was established in fall 2007. Enrollment has grown tremendously over the past five years—a 641-percent increase between fall 2007 and fall 2011—as reported in the table below. A Construction Management minor was added in fall 2009, and its enrollment is also showing steady growth. The minor is open to all Kent State students (not optional for students declared in the Construction Management concentration) and is proving popular for students in the Architecture, Business and Technology majors, among others.

		fall 2007	**fall 2008**	**fall 2009**	**fall 2010**	**fall 2011**
Construction Management concentration	enrollment	17	48	86	102	109
	graduation	n/a	4	9	18	23 *
Construction Management minor	enrollment	n/a	n/a	2	4	8

* Number does not include graduates in summer 2012.

According to the Ohio Department of Job and Family Services[2], construction managers have high employment prospects in Ohio for 2018, with an average hourly wage in 2009 of nearly $48, and a 10 percent increase in jobs from 2008 to 2018 with 277 job openings a year. Ohio is the fifth largest state in the country and has the highest employment level in construction management.[3]

At the national level, the Bureau of Labor Statistics[4] reports that employment in the construction management field is growing about as fast as average, with a 17 percent increase between 2010 and 2020. Jobseekers who combine construction experience with a bachelor's degree in construction science, construction management or civil engineering should enjoy the best job prospects. National employment in 2010 was approximately 523,000, with nearly 86,600 new jobs expected to be created over between 2010 and 2020.

Results from a 2012 salary survey by the National Association of Colleges and Employers, showed that new graduates with a bachelor's degree in construction science or construction management saw a 1.9 percent increase to their median salary, receiving job offers averaging $54,700 a year[5].

Indicate whether the institution consulted with advisory groups, business and industry, or other experts in the development of the proposed program. If so, briefly describe the involvement of these groups in the development of the program.

The Construction Management Advisory Board was formed in June 2010 to assist in the development of the program as a stand-alone degree. The board worked to align the program and curriculum to the standards of the American Council for Construction Education (ACCE) for future accreditation. Members have unlimited term and meet four times annually. Current members are the following:

Name	Association, Title
Jeff Abke	Turner Construction Company, Project Manager
George Bigham	Kent State University, Lecturer
Amanda Comunale	S.A. Comunale Company, Vice President, Operations Support
Danny Ganim	Salvaggi Construction, Owner
Joseph Karpinski	Kent State University, Assistant Professor
John Kellamis	Lake Erie Electric Inc., Akron Office, Vice President
Jeff Klie	The Smith and Oby Company, Vice President, Estimating and Sales
Todd Shafer	Kent State Architect's Office, Project Manager
Marty Snode	Hummel Construction Company, Vice President
Carmine Torio	Home Builders Association of Portage and Summit Counties, Executive Vice President

[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 2011), U.S. Department of Labor, *Occupational Employment and Wages*. Retrieved from http://www.bls.gov/oes/current/oes119021.htm.
[4] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2012-13 Edition*. Retrieved from http://www.bls.gov/ooh/management/construction-managers.htm#tab-6.
[5] National Association of College and Employers (April 2012), *Starting Salaries for New College Graduates*. Retrieved from http://www.naceweb.org/salary-survey-april-2012-executive-summary.pdf.

The following organizations provide educational and prospective job opportunities for Construction Management students and graduates:

Organization	Opportunities
Mechanical Contractors Association of, Cleveland (Tom Wanner, executive director)	• Sponsors Kent State Construction Management Student Organization • Provides funds for six to eight students to attend the annual MCAA Student Summit and MCAA National Conference • Participating mechanical companies provide student internships and job opportunities for graduates
Construction Specifications Institute of Akron-Canton (Bryan Corbin, president)	• Provides learning opportunities for students at monthly dinner meetings which include topics related to construction specifications. • Provides yearly scholarships for students • Provides financial support for Kent State Construction Management Student Organization
National Association of Home Builders of Summit/Portage Counties (Carmine Torio, executive vice president)	• Provides national student competition project yearly for students. Students who participate in the project during the fall semester present the project at the annual national conference in the spring. • Provides financial support for the student participants to attend NAHB National Conference
Association of General Contractors, Akron (Aaron Hall, executive director)	• Sponsors Kent State Construction Management Student Organization • Provides internship and job opportunities for students and graduates of the program
Associated Builders and Contractors, Northern Ohio Chapter (Ryan Martin, president/CEO)	• Sponsors Kent State Construction Management Student Organization • Provides student internships and job opportunities for graduates • Provides national student competition project yearly for students to participate in and provides financial support for students to attend the national conference in the spring

Indicate whether the proposed program was developed to align with the standards of a specialized or programmatic accreditation agency.

The proposed degree program was developed to align with the standards of the American Council for Construction Education (ACCE) and the Association of Technology, Management and Applied Engineering (ATMAE). The College of Applied Engineering, Sustainability and Technology plans to pursue ATMAE accreditation for the program at its next accreditation review, in 2014. The college will pursue ACCE accreditation within the next two-to- five years. The college's Applied Engineering and Technology degree programs are ATMAE accredited.

4.3 Collaboration with other Ohio institutions

Indicate whether any USO institution within a 30-mile radius of your institution offers the proposed program. If so, list the institutions that offer the proposed program and provide a rationale for offering an additional program at this site.

Only three Ohio institutions offer a four-year Construction Management undergraduate degree program: Bowling Green State University, the Ohio State University and the University of Cincinnati. Kent State University will fill the need in Northeast Ohio for a Construction Management degree program. Northeast Ohio has hundreds of construction companies and

construction management firms looking for construction management degreed candidates to fill the existing need for construction managers.

Several two-year institutions in Northeast Ohio offer associate degree programs in construction engineering/management/trades technology (Stark State College, Lorain Community College, Lakeland Community College, Cuyahoga Community College and Eastern Gateway Community College). Currently, Kent State is developing articulation agreements with Lakeland Community College and Cuyahoga Community College. Kent State will also pursue articulation agreements with the other mentioned two-year institutions above.

Indicate whether the proposed program was developed in collaboration with another institution in Ohio. If so, briefly describe the involvement of each institution in the development of this request and the delivery of the program.

The proposed program was not developed in collaboration with another Ohio institution.

SECTION 5: STUDENT SERVICES

5.1 Admissions policies and procedures

Describe the admissions requirements for the program. In your response, highlight any differences between the admission requirements for the program and for the institution as a whole.

The current and future admission requirements for the Construction Technology program are the same as for the institution as a whole for the baccalaureate. Admission requirements are outlined in the University Catalog: www.kent.edu/catalog/2012/info/policies/ad-ug.

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 bachelor's degree. The majority (91 percent) of courses in the Kent Core (general education requirements) are approved as Ohio Transfer Module courses. Advanced Placement, CLEP and Kent State's Credit-by-Exam are awarded for general education requirements and electives.

Kent State University is in the process of creating articulation agreements with Lakeland Community College and Cuyahoga Community College. A committee from the College of Applied Engineering, Sustainability and Technology—consisting of construction management faculty, coordinator of the applied science and technology program areas, academic advisors and assistant college dean—are working with each community college representatives in this

initiative to determine the appropriate transfer credit of all courses not handled by the above mentioned Ohio Transfer Module courses and Kent State's Transfer Center.

In addition, the university has formed tech prep agreements for the Construction Management program with over 20 career and technical schools in Northeast Ohio and will be reviewing others. For the Secondary Career-Technical Alignment Initiative, Kent State Assistant Professor Joseph Karpinski is serving as a panel expert for the construction technologies career field. See Appendix D for articulation agreements.

5.2 Student administrative services

Indicate whether the student administrative services (e.g., admissions, financial aid, registrar, etc.) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.

As the proposed major is an existing program, the student administrative services currently available are adequate to support the program change from a concentration to a major.

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 student academic services currently available at Kent State are adequate to support the program change from a concentration to a major.

SECTION 6: CURRICULUM

6.1 Introduction

Provide a brief description of the proposed program as it would appear in the catalog.

The Bachelor of Science degree in Construction Management focuses on how to apply a professional-service approach based on current research in management to the oversight of construction projects in both the office and field. The program requires the student to become proficient in the major aspects of building construction from inception to completion, with an emphasis on a broad introduction to materials and methods and specialized courses that enable graduates to estimate costs, schedule work, oversee construction-worksite activities and manage projects.

The presence of major construction companies and large architect/engineering firms in the region provides ample co-operative opportunities. The migration to green technology emphasis and increasingly sophisticated construction projects require stronger project management emphasis, making this program viable well into the future.

[2012 catalog copy for the Construction Management concentration within the BS degree in Technology: www.kent.edu/catalog/2012/at/ug/tech.]

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 goal of the Bachelor of Science degree in Construction Management is to prepare students for professional careers in the management of construction projects.

Learning Outcomes: Upon graduation, students will be able to:

1. Demonstrate an understanding of construction materials, methods and processes;
2. Be competent in reading and understanding construction drawings and specifications;
3. Control and manage the scope of work for a construction jobsite;
4. Maintain a safe work environment;
5. Prepare quantity takeoffs and cost estimates;
6. Understand the scheduling process and use computer software to create construction schedules;
7. Believe in and uphold ethical and professional standards;
8. Use critical thinking and problem solving skills to analyze and perform functions within construction projects;
9. Have strong communication skills needed to operate effectively in a construction management environment; and
10. Have an understanding of construction laws, codes and regulations.

The above learning outcomes will be measured through the student's participation in a required co-operative education experience (TECH 33092), during which students will be evaluated by their direct supervisor for the company as well as the faculty assigned to monitor and evaluate the co-op experience.

Students will also be required to take the Construction Capstone course (CMGT 42110), which will include all learning outcomes listed above in the participation and completion of the course.

Finally, all students will be required to take the American Institute of Constructors Construction Professional Certification Level 1 exam, which will provide feedback regarding competency in all of the above learning outcomes.

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/ Tech/ Business	General Education (Kent Core)	Elective	OTM TAG CTAG	New/ Existing Course
CONSTRUCTION MANAGEMENT COURSES * (39 credit hours)						
CMGT 10001 Introduction to Construction Management	3	■				New
CMGT 11044 Construction Safety (name and level change)	3	■				Existing/ Updated
CMGT 11071 Construction Materials and Methods I	3	■				New
CMGT 21071 Construction Materials and Methods II (name change)	3	■				Existing/ Updated
CMGT 22200 Construction Document Reading	3	■				Existing
CMGT 31023 Construction Surveying	3	■				Existing
CMGT 31033 Mechanical Systems	3	■				Existing
CMGT 31040 Electrical Systems for Construction Managers	3	■				New
CMGT 41040 Construction Estimating I	3	■				Existing
CMGT 41041 Construction Estimating II	3	■				Existing
CMGT 42105 Construction Contracts and Law (name change)	3	■				Existing/ Updated
CMGT 42107 Construction Scheduling	3	■				Existing
CMGT 42110 Construction Management Capstone	3	■				New
TECHNOLOGY COURSES (13 credit hours)						
TECH 13580 Engineering Graphics I	3	■				Existing
TECH 21021 Survey of Electricity and Electronics	4	■				Existing
TECH 33092 Cooperative Education–Professional Development (new course number) *Writing Intensive and Experiential Learning Requirement*	3	■				Existing
TECH 33111 Strength of Materials	3	■				Existing
BUSINESS COURSES ** (12 credit hours)						
ACCT 23020 Introduction to Financial Accounting	3	■			TAG	Existing
MIS 24053 Introduction to Computer Applications	3	■			TAG	Existing
MIS 24163 Principles of Management	3	■				Existing
MKTG 25010 Principles of Marketing	3	■			TAG	Existing
KENT CORE / ADDITIONAL REQUIREMENTS (57 credit hours)						
Kent Core Composition	6		■		OTM	Existing
Kent Core Humanities and Fine Arts	9		■		OTM	Existing
Kent Core Social Sciences	3		■		OTM	Existing
Kent Core Basic Sciences	3		■		OTM	Existing
ECON 22060 Principles of Microeconomics (Kent Core Social Sciences)	3	■	■		OTM TAG	Existing
ECON 22061 Principles of Macroeconomics (Kent Core Additional)	3	■			OTM TAG	Existing
ENG 20002 Introduction to Technical Writing	3	■				Existing
MATH 11010 Algebra for Calculus (Kent Core Mathematics and Critical Reasoning)	3		■		OTM	Existing

Course (number/name)	Cr hrs	Major/ Tech/ Business	General Education (Kent Core)	Elective	OTM TAG CTAG	New/ Existing Course
MATH 11022 Trigonometry (Kent Core Additional)	3		■		OTM	Existing
PHY 13001 General College Physics I (Kent Core Basic Sciences)	4		■		OTM	Existing
PHY 13021 General College Physics Laboratory I (Kent Core Basic Sciences)	1		■		OTM	Existing
US 10097 Destination Kent State: First Year Experience	1		■			Existing
General Electives (9 upper-division hours required) recommended COMM 15000 Introduction to Human Communication; recommended TECH 10001 Information Technology; recommended FIN 36053 Business Finance to complete Business minor)	15			■		Existing
Total Credit Hours	**121**					

* Existing construction management (CMGT) courses were formerly under the course subject TECH.
** Courses comprise the Business minor. Students wishing to declare the minor may use these courses plus elective FIN 36053 to fulfill the requirements.

Provide a brief description of each course in the proposed program as it would appear in the course catalog. In your response, include the name and number of the course. Submit course syllabi as appendix items.

See Appendix E for construction management course syllabi.

NEW CMGT 10001 INTRODUCTION TO CONSTRUCTION MANAGEMENT (3)
Serves to introduce the basic terms, concepts, procedures and current trends in the construction industry. Prerequisite: none.

CMGT 11044 CONSTRUCTION SAFETY (3)
The theories and principles of construction safety and health applied to real-world setting. Upon completion of course materials and required attendance hours, students receive their OSHA 30 certification. Prerequisite: none.

NEW CMGT 11071 CONSTRUCTION MATERIALS AND METHODS I (3)
An introduction to principles of building construction including preparation for the structures and environmental control sequences. It may also include a more detailed and systematic look at wood light frame construction. Prerequisite: none.

CMGT 21071 CONSTRUCTION MATERIALS AND METHODS II (3)
This course ties together steel and concrete structural systems and the integration of building service systems with a focus on the construction and detailing of building enclosure systems. Prerequisite: CMGT 11071.

CMGT 22200 CONSTRUCTION DOCUMENT READING (3)
The reading and understanding of the drawings that are used to communicate information about commercial and residential buildings. Prerequisite: none.

CMGT 31023 CONSTRUCTION SURVEYING (3)
The study of surveying including fieldwork using state of the art equipment and its relationship to the construction documents . Prerequisite: CMGT 22200.

CMGT 31033 MECHANICAL SYSTEMS (3)
An overview of mechanical systems in commercial and residential buildings. Prerequisite: none.

NEW CMGT 31040 ELECTRICAL SYSTEMS FOR CONSTRUCTION MANAGERS (3)
An overview of electrical systems in commercial and residential buildings. Prerequisite: TECH 21021

CMGT 41040 CONSTRUCTION ESTIMATING I (3)
Introduction to estimating and the quantity takeoff process needed to complete accurate estimates for all types of construction projects. Prerequisite: CMGT 22200.

CMGT 41041 CONSTRUCTION ESTIMATING II (3)
Putting costs to the project, finalizing the bid, incorporating the estimate into the schedule, buying out the project, bidding ethics and using computer spreadsheets including Excel to automate estimating functions. Prerequisite: CMGT 41040.

CMGT 42105 CONSTRUCTION CONTRACTS AND LAW (3)
The fundamentals of construction contracts and law, the impact of information technology on contracts and contracting, and the effect of contracts and law on the management, administration, and the costs of construction work. Prerequisite: none.

CMGT 42107 CONSTRUCTION SCHEDULING (3)
The traditional theory of planning, scheduling and controlling construction projects. Current industry standard computer applications for scheduling will be utilized. Prerequisite: none.

NEW CMGT 42110 CONSTRUCTION MANAGEMENT CAPSTONE (3)
The application of all previous construction management courses and experiences to ensure all major learning objectives have been obtained and that these learning objectives can be applied to performance similar to industry practices. Prerequisite: senior standing.

TECH 13580 ENGINEERING GRAPHICS I (3)
Technique of engineering drawing, lettering, instrument use, freehand drawing, orthogonal projection, sections, single and double auxiliaries, dimensioning, screw threads, charts and graphs. Prerequisite: none.

TECH 21021 SURVEY OF ELECTRICITY AND ELECTRONICS (4)
Survey of DC and AC circuits, electronic devices, amplifiers, sensors and transducers, digital circuits, motors generators and controls. Includes laboratory. Not intended for Applied Engineering-Computer and Electronics (AENG) majors. Corequisite: MATH 11022.

TECH 33092 COOPERATIVE EDUCATION–PROFESSIONAL DEVELOPMENT (3)
(Repeatable for maximum 6 hours) Supervised work-study experience in approved business or industrial environment relative to the student's major. The 3 credit hour co-op experience must be for a period of at least 12 consecutive weeks at 40 hours per week, or 30 hours per week for 15 weeks, totaling not less than 450 hours. Most co-ops occur during the summer. Students can earn up to an additional 3 credit hours (one to three per co-op – 150 work hours per credit hour) over the course of their college career as long as each co-op has a different focus. Prerequisites: sophomore standing and 2.25 GPA and special approval.

TECH 33111 STRENGTH OF MATERIALS (3)
An analytical study of the relaxation between the external forces applied to elastic materials and the resulting deformations and stresses. Prerequisite: PHY 13001.

ACCT 23020 INTRODUCTION TO FINANCIAL ACCOUNTING (3)
(Equivalent to ACTT 11000) Introduction to principles of accounting as they relate to financial accounting and the preparation of financial statements. Prerequisite: none.

MIS 24053 INTRODUCTION TO COMPUTER APPLICATIONS (3)
(Equivalent to COMT 11000) Develop competency in the operation of contemporary software and hardware applications. To develop an appreciation for the contribution of computers, software and the Internet to society. Prerequisite: none.

MIS 24163 PRINCIPLES OF MANAGEMENT (3)
(Equivalent to BMRT 11009) Introductory course in management and organizational design. The leading contributions in the area are reviewed and practical implications are developed. The course covers the principles that most management professors have come to expect in an introductory course: planning, organizing, leading, and controlling. In addition, the students need to be aware of critical issues managers must be aware of to succeed: diversity, globalization, ethics, technology, among them. The course serves as an introduction to many upper level business courses. Prerequisite: minimum sophomore standing.

MKTG 25010 PRINCIPLES OF MARKETING (3)
(Equivalent to BMRT 21050) An overview of the processes, activities, and problems associated with the conception, planning, and execution of the pricing, promotion, and distribution of ideas, goods and services to create exchange values in the market. Offered both as an in-class and online course. Prerequisite: ECON 22060.

ECON 22060 PRINCIPLES OF MICROECONOMICS (3)
Principles and policies affecting prices, including factor incomes, under alternative market structures. Tools developed to examine social problems, including poverty, crime, pollution and international relations. Prerequisite: MATH 10007 or one course from MATH 10023-49999; or ALEKS math upper-level minimum score of 30; or ALEKS math single assessment score of 45.

ECON 22061 PRINCIPLES OF MACROECONOMICS (3)
Principles and policies affecting aggregate production, consumption, investment and government expenditures. Includes role of money, the banking system, inflation, unemployment and economic growth. Prerequisite: ECON 22060.

ENG 20002 INTRODUCTION TO TECHNICAL WRITING (3)
Introduction to communication practices within technical communities. Planning, drafting, revising and editing. Process descriptions, object descriptions, instructional texts, technical correspondence, problem reports, critical reflection. Prerequisite: ENG 11011 or HONR 10197.

MATH 11010 ALGEBRA FOR CALCULUS (3)
Study of elementary functions and graphs, including polynomial, exponential and logarithmic functions; complex numbers; binomial theorem. No credit earned for this course if student earned credit for MATH 11011 or 12001. Prerequisite: minimum C (2.0) grade in MATH 10007 or MATH 10024; or ALEKS math upper-level minimum score of 40; or ALEKS math single assessment minimum score of 55.

MATH 11022 TRIGONOMETRY (3)
Solution of triangles, trigonometric equations and identities. Prerequisite: minimum C (2.0) grade in MATH 11010 (may be a corequisite); or ALEKS math upper-level minimum score of 50; or ALEKS math single assessment minimum score of 67.

PHY 13001 GENERAL COLLEGE PHYSICS I (4)
Principles of mechanics, heat and sound. Three-hour lecture, one-hour recitation. Pre- or corequisite: MATH 11022 or 12002 or 12021. Corequisite: PHY 13021.

PHY 13021 GENERAL COLLEGE PHYSICS LABORATORY I (1)
Introductory lab to accompany PHY 13001 or PHY 13011. Corequisite: PHY 13001 or PHY 13011.

US 10097 DESTINATION KENT STATE: FIRST YEAR EXPERIENCE
(Equivalent to US 10002 and 20007) Assists student in making a successful academic transition to the university through experiential or intellectually engaging discipline-based content. Required of all first year students. Not required of transfer students with 25 or more credit hours. Prerequisite: none.

6.4 Program sequence

See semester-by-semester sequencing ("roadmap") in Appendix F

6.5 Alternative delivery options (please check all that apply):

- ☐ More than 50% of the program will be offered using a fully online delivery model
- ☐ More than 50% of the program will be offered using a hybrid/blended delivery model
- ☐ More than 50% of the program will be offered using a flexible or accelerated delivery model

Not applicable at this time for the BS degree in Construction Management.

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

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

Course TECH 33092 Cooperative Education–Professional Development, a required course in the program, is a supervised work-study experience in an approved construction environment relative to the student's Construction Management major. Students will be required to intern at least one time throughout their college career. The co-op experience must be for a period of at least 12 consecutive weeks at 40 hours per week, or 30 hours per week for 15 weeks, totaling not less than 450 hours. Most co-ops occur during the summer. Students can earn up to an additional 3 credit hours (one to three per co-op – 150 hours per credit hour) over the course of their college career as long as each co-op has a different focus. The additional co-op hours can be used to satisfy the elective requirements.

SECTION 7: ASSESSMENT AND EVALUATION

7.1 Program assessment

Name of the unit/position responsible for directing assessment efforts.

The College of Applied Engineering, Sustainability and Technology will be responsible for directing assessment efforts.

Description of the measurements used. Description of any committees or groups that assist the unit. Frequency of data collection and data sharing. Describe how results are used to inform the institution and the program.

The following policies and procedures are in place to assess and evaluate the proposed program. These evaluations are instigated, performed, and reviewed by the program faculty and the Advisory Board. As the data is collected, the information is used to modify and revise the curriculum as appropriate.

- Establishing curriculum and program to meet and achieve American Council for Construction Education (ACCE) accreditation. Continuously collecting this data and implementing the requirements into the program.
- Class evaluations: collected upon completion of each class.
- Construction Management Advisory Board meetings: meet quarterly.
- Graduate exit survey: requested from students in the final semester of their classwork.
- Graduate industry surveys: requested from graduates one year, and then five years, after graduation.
- Graduate employer surveys: requested from graduates' employers one year, and then five years, after graduation.
- Employment placement statistics: collected at the end of each semester from graduates from the past two semesters.
- Passage of the American Institute of Constructors Construction Professional Certification Level 1: exam taken at the end of last semester for by graduating seniors. Will be required as part of Construction Capstone Management course (CMGT 42110).
- Information on retention/transfer/new students: collected at beginning of each semester.
- AQIP: use of WEAVEonline application to collect and store data to improve the program.

7.2 Measuring student success

Name of the unit/position responsible for directing assessment efforts.

Full-time Construction Management faculty will be responsible for directing assessment efforts.

Frequency of data collection and data sharing. Describe the results used to inform the student as they progress through the program. Description of any committees or groups that assist the unit. Description of the measurements used. Initiatives used to track student success after program completion.

The following policies and procedures are in place to assess and evaluate the student's success. These evaluations are instigated, performed, and reviewed by the program faculty and the Advisory Board. As the data is collected, the information is used to modify and revise the curriculum as appropriate. This information is also used to communicate to the student on their progression and success in the program.

- Passage of the American Institute of Constructors Construction Professional Certification Level 1: exam taken at the end of last semester for by graduating seniors. Will be required as part of Construction Management Capstone course (CMGT 42110).

- Completion of Construction Management Capstone course (CMGT 42110): all graduating seniors must successfully complete this course as a requirement of graduation.
- Cooperative education: all students will be required to participate in a minimum of 400 hour co-op experience with a survey provided by the student and the employer upon completion.
- Graduate exit survey: requested from graduates in the final semester of their classwork.
- Graduate industry surveys: requested from graduates one year, and then five years, after graduation.
- Graduate employer surveys: requested from graduates' employers one year, and then five years, after graduation.
- Student competitions: students are encouraged to participate at annual competitions around the country.
- Community service: students are encouraged to complete 20 hours of service each semester.
- AQIP: use of WEAVEonline application to collect and store data to improve the program.

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.).

Faculty Rank	Required Degree for Initial Hire/Appointment	Degree Required for Tenure	Terminal Degree
NTT - Lecturer	Bachelors	NA	Master's
NTT - Associate Lecturer	Master's	NA	Doctorate
NTT - Senior Lecturer	Master's	NA	Doctorate
NTT - Assistant Professor	Master's	NA	Master's
NTT - Associate Professor	Doctorate	NA	Doctorate
NTT - Professor	Doctorate	NA	Doctorate
TT - Instructor	Master's	NA	Master's
TT - Assistant Professor	Master's	Doctorate	Doctorate
TT - Associate Professor	Doctorate	Doctorate	Doctorate
TT - Professor	Doctorate	Doctorate	Doctorate

Determination of academic rank is a function of the combination of earned academic credentials and demonstrable experience and achievement appropriate to the level of appointment.

The basic definitions of faculty ranks at Kent State are the following:

1. **Non-Tenure-Track (NTT) Ranks**
   a. **Lecturer.** This rank is intended for persons initially hired as full-time NTT faculty who do not possess the terminal degree in their discipline or a related field, and may not have the credentials to qualify as an associate lecturer or senior lecturer. Full-time NTT

lecturers are hired by the college dean in consultation with the College Advisory Committee and the associated academic program area coordinator. Full-time NTT lecturers may vote and serve on some college committees.

b. **Associate Lecturer.** Hire to or promotion to this rank is based upon academic achievement, professional development, performance, professional experience, and university citizenship according to the criteria defined by the college for the associate lecturer rank. Persons assigned to this rank do not hold the terminal degree in their discipline or a related field.

c. **Senior Lecturer.** Promotion to this rank requires credentials and achievements beyond those required for promotion to associate lecturer. This rank is reserved for senior faculty members who have achieved significant recognition in and impact on their discipline, and on academic achievement, professional development, performance, professional experience, and university citizenship according to the criteria defined by the college for the senior lecturer rank. Persons assigned to this rank do not hold the terminal degree in their discipline or a related field.

d. **Assistant Professer.** This rank is normally the entry level rank for full-time NTT faculty holding the terminal degree in an appropriate discipline, and who may not have the credentials to qualify as an NTT associate professor or NTT professor.

e. **Associate Professor.** Hire to or promotion to this rank is based upon possession of the terminal degree in an appropriate discipline, and significant academic achievement, professional development, performance, professional experience, and university citizenship according to the criteria defined by the college for the NTT associate professor rank.

f. **Professor.** Promotion to this rank requires credentials and achievements beyond those required for promotion to NTT associate professor rank, and is reserved for senior faculty members who have achieved significant recognition in and impact on their discipline. Promotion is based upon possession of the terminal degree, and on academic achievement, professional development, performance, professional experience and university citizenship according to the criteria defined by the college for the NTT professor rank.

2. **Tenure-Track (TT) Ranks**

a. **Instructor**. This rank is intended for persons initially hired with a master's degree. Full-time instructors are hired by the college dean in consultation with the College Advisory Committee. Ideally these faculty members would have the terminal degree in an appropriate discipline; however, individuals with a master's degree and an appropriate level of experience, can also be considered. Full-time TT lecturers may vote and serve on some college committees.

b. **Assistant Professor**. This rank is normally the entry level rank for TT faculty holding the terminal degree in an appropriate discipline, and whose professional experience and/or demonstrated academic performance warrants this rank according to the criteria defined by the college for the TT assistant professor rank.

c. **Associate Professor.** Hire to or promotion to this rank is based upon possession of the terminal degree in an appropriate discipline, and significant academic achievement, professional development, professional experience, and university citizenship according to the criteria defined by the college for the TT associate professor rank.

d. **Professor**. Promotion to this rank requires credentials and achievements beyond those required for promotion to TT associate professor, and is reserved for senior faculty members who have achieved significant recognition in and impact on their discipline and

on academic achievement, professional development, professional experience, and university citizenship according to the criteria defined by the college for TT professor rank.

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).

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.

One additional full-time non-tenure-track faculty member was hired in December 2011. Additional full-time faculty will not be needed until enrollment grows to at least 125 students.

8.2 Program faculty

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

Full-time: 2
Less than full-time: 6

Estimate of the number of Construction Management faculty members to be added during the first two years of program operation.

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

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.

See Appendix G for the Faculty Handbook of the College of Applied Engineering, Sustainability and Technology.

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.

Below are faculty members teaching the Construction Management courses. Other required coursework in the program are required or electives in other university programs, using faculty from those respective academic departments. Faculty CV is provided in Appendix H.

Name of instructor	Rank or title	Full or part time	Terminal degree title, discipline, institution, year	Years teaching/ experience	Course(s) individual will teach in the program	# courses taught/ year at all campuses
George F. Bigham	Lecturer (NTT)	FT	Master of Construction Science and Management, Clemson University, 1998	.5 years teaching; 16 years in construction management	CMGT 10001 Introduction to Construction Management; CMGT 41040 Construction Estimating I; CMGT 41041 Construction Estimating II; CMGT 42107 Construction Scheduling; CMGT 42110 Construction Management Capstone	5
Michael J. Gallagher	Adjunct Instructor	PT	Bachelor of Mechanical Engineering, University of Dayton, 1979	4 years teaching; 30+ years in mechanical contracting	CMGT 31033 Mechanical Systems	1
Joseph Karpinski	Assistant Professor (NTT)	FT	Master of Technology, Kent State University, 2005	34 years teaching; 30+ in residential construction	CMGT 11071 Construction Materials and Methods I; CMGT 21071 Construction Materials and Methods II; CMGT 22200 Construction Document Reading; CMGT 42105 Construction Contracts and Law	5
John Kellamis	Adjunct Instructor	PT	Master of Business Administration, Walsh University,2007	4 years teaching; 26 years in mechanical and electrical contracting	CMGT 31040 Electrical Systems	1
Brent W. Redeker	Adjunct Instructor	PT	BS Construction, University of Akron, 1994	3 years teaching; 10+ years in construction	CMGT 31023 Construction Surveying	1
Sharonda Sammons	Adjunct Instructor	PT	Bachelor of General Studies, Kent State University, 1999	3 years teaching; 5+ years in OSHA safety	CMGT 11044 Construction Safety	1

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.

Kent State University Libraries has a dedicated subject librarian for the College of Applied Engineering, Sustainability and Technology. This librarian works with the faculty in the programs to assess current information resources and determine needs for any additional resources for this program. The yearly monograph allocation for the College of Applied Engineering, Sustainability and Technology is $4,460.35, and the serials allocation is $13,303.80.

University Libraries has a collection of approximately 2.4 million volumes, with an annual circulation of approximately 600,000 transactions. Out of a $4.4 million collection allocation, $2.028 million is spent on ongoing electronic resources. $3.3 million is spent on serials, both print and electronic, and about $1 million is spent on monographs. Kent State University Libraries is a member library of the Association of Research Libraries, a founding member of OhioLINK and a member of the Center for Research Libraries.

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.

Kent State University Libraries' Instructional Services strive to educate students on finding and using information effectively and ethically. In the 21st century, this includes not only the skills and critical thinking associated with information literacy, but also the skills and reasoning related to technology and media fluency.

University Libraries work toward these educational goals by collaborating with faculty and teaching assistants across the university, by working with students one-on-one and in classes, and by offering engaging and innovative courses. Its information literacy plan guides efforts to help students become savvy and effective information users. University Libraries has created systematic approaches to some of the more important curricular programs and needs of the university, including first-year experience, college writing (skill modules), high school outreach, distance learning and plagiarism education.

The subject librarian for the College of Applied Engineering, Sustainability and Technology will continue to work with faculty to assess and further integrate information literacy instruction into the Construction Management program.

SECTION 10: BUDGET, RESOURCES, AND FACILITIES

10.1 Resources and facilities

Describe additional resources (e.g., classrooms, laboratories, technology, etc.) that will be needed to support the proposed program and provide a timeline for acquiring/ implementing such resources.

As Construction Management is an existing program, current facilities are adequate to support the change to major status. In the near future, facilities for programs within the College of Applied Engineering, Sustainability and Technology will be upgraded and expanded.

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 the BS Degree in Construction Management

	Year 1	Year 2	Year 3	Year 4
I. Projected Enrollment				
Head-count full time				
Head-count part time				
Full-time equivalent (FTE) enrollment	100	118	135	152
II. Projected Program Income				
Tuition (paid by student or sponsor)				
Expected state subsidy	$ 423,032	$ 488,010	$ 559,198	$ 635,883
Externally funded stipends, as applicable				
Other income				
Total projected program income	**$ 338,839**	**$ 390,885**	**$ 447,905**	**$ 509,328**
III. Program Expenses				
New Personnel				
▪ Instruction (technical, professional, general education)				
Full: **1**	$ 59,272	$ 60,457	$ 61,666	$ 62,899
Part Time: **1.5 to 2**	$ 4,500	$ 4,500	$ 6,000	$ 6,000
▪ Non-instruction (indicate roles in narrative section)				
Full: **0**				
Part time: **0**				
New facilities/building/space renovation (if applicable)				
Scholarship/stipend support (if applicable)				
Additional library resources (if applicable)	$ 2,000	$ 2,060	$ 2,121	$ 2,184
Additional technology or equipment needs (if applicable)	$ 10,000	$ 10,300	$ 10,609	$ 10,927
Other expenses (if applicable)	$ 9,663	$ 40,803	$ 41,951	$ 43,120
Total projected expense	**$ 103,435**	**$ 105,760**	**$ 109,617**	**$ 112,019**

Budget Narrative:

Tuition and subsidy are estimated from fiscal year 2011 actual rates per course using typicals for students in the existing Construction Management concentration within the Technology major. Both tuition and subsidy are assumed to escalate at three percent annually over the period.

Enrollment headcount is projected using current fiscal year 2011 fall headcount. Full-time equivalency (FTE) assumes 0.8 FTE of the headcount. Growth is projected assuming 20 new entering freshmen and an annual attrition rate of 10 percent The 20 new annual freshmen assumes a contribution of one student per high school with whom Kent State will have tech prep articulation agreements for the high school construction programs.

No part-time enrollment is estimated; rather the line shown as full-time head count reflects all head count, and a factor of 0.8 is used to adjust for a portion of the total being part time.

Full-time faculty salaries are based on current full-time faculty. One existed as full time during the startup of the Construction Management concentration, and the second joined the faculty in spring 2012. Thus, faculty pay levels are well defined for full time. Annual escalation is assumed at two percent.

Part-time faculty salaries are based on current levels for fiscal year 2011. Escalation is assumed at three percent annually plus a growth rate equal to the projected headcount growth over the period. Therefore, part-time faculty salaries are well established with consideration for growth.

Benefits are based on methods used by the Kent State Office of the Provost for RCM (responsibility centered management) forecasting. The cost of medical coverage for full time faculty is assumed to escalate five percent annually.

Considerations are included for library costs ($2,000 base funding in first year), equipment costs ($10,000 base funding in first year), and a modest amount of seed funds for research, professional and program development ($10,000 base funding in first year). Escalation is included at three percent annually for each of these costs over the period.

Other revenues arise from course fees. Since these are typically used to address course consumables and special annual costs such as student software licenses, these revenues and the related expenses they address are assumed to be approximately equal on an annual basis. Since the net impact is essentially zero, the course fee revenues and corresponding expenses are not included in the financial model of the program.

Other expenses are as follows:

Research, professional development and program development seed support	$ 10,000	$ 10,300	$ 10,609	$ 10,927
Benefits	$ 29,663	$ 30,503	$ 31,342	$ 32,193
RCM overhead	—	—	—	—
Total other expenses	**$ 39,663**	**$ 40,803**	**$ 41,951**	**$ 43,120**

The level of precision for the calculations—i.e., to the nearest $1 or to the nearest student in headcount—are artifacts of the spreadsheet methods used and should not be considered indicative of the accuracy of the forecasts. In general, enrollment projects are not better than +/- 10 percent, and income and expenses are more typically accurate to the nearest $1000, or +/- five percent.

APPENDICES

Appendix	Description
A	Letter to the Association of Technology, Management and Applied Engineering
B	Organizational structure of the College of Applied Engineering, Sustainability and Technology
C	Curriculum vitae for Darwin Boyd, program lead administrator
D	Articulation Agreements
E	Construction Management courses syllabi
F	Semester-by-semester sequencing ("roadmap") for the program
G	Faculty handbook for the College of Applied Engineering, Sustainability and Technology
H	Curricula vitae for the faculty in the program

Kent State University is committed to continual support of the delivery of the Construction Management undergraduate degree program. If Kent State decides in the future to close the program, the university will provide the necessary resources and means for matriculated students in the program to complete their degree.

Kent State University verifies that the information in the application is truthful and accurate.

Respectfully,

Todd A. Diacon, PhD
Provost and Senior Vice President for Academic Affairs
Kent State University

PROPOSED Kent State University Catalog 2013 - 2014

Construction Management - B.S.

COLLEGE: College of Applied Engineering, Sustainability and Technology
119 Van Deusen Hall
E-mail: cotinfo@kent.edu
Tel: 330-672-2892
Fax: 330-672-2894
Web: www.kent.edu/caest

DESCRIPTION: The Bachelor of Science degree in Construction Management is a professional-service approach that applies effective management techniques and oversight to the building of construction projects. The major includes learning construction of a project from inception to completion, including emphasis on construction materials and methods to enable graduates to estimate costs, schedule work, oversee construction work site activities and manage projects. The presence of major construction companies and large architect/engineering firms in the region provides ample co-operative opportunities. The migration to green technology emphasis and increasingly sophisticated construction projects require stronger project management emphasis, making this program viable well into the future.

CAREER OPPORTUNITIES: Employment of construction managers is projected to increase by 17 percent between 2010 and 2020, about as fast as the average for all occupations. National employment in 2010 was approximately 523,000, with nearly 86,600 new jobs expected to be created over between 2010 and 2020. Approximately two-thirds are self-employed, many as owners of general or specialty trade construction firms. Most salaried construction managers were employed in the construction industry—11 percent by specialty trade contractor businesses (for example, plumbing, heating, air-conditioning, and electrical contractors),nine percent in nonresidential building construction, five percent in building equipment construction, five percent in residential building construction and four percent in heavy and civil engineering construction. Others were employed by architectural, engineering, and related services firms. (Source: Bureau of Labor Statistics.)

ADMISSION REQUIREMENTS: **General Admission 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 Admission 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 2.000 GPA overall, 2.250 GPA in major, 121 total credit hours and 39 upper-division hours required for graduation.

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: Construction Management Student Organization

ADVANCED DEGREE PROGRAMS: Technology (M.T.E.C.), Business Administration (M.B.A.)

PROPOSED Kent State University Catalog 2013 - 2014

Construction Management - B.S. Program Requirements

Type Legend: **DD** Diversity–Domestic; **DG** Diversity–Global; **ELR** Experiential Learning; **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 (52 credits)** ***Courses count in major GPA***			
Type	**Course**		**Title**	**Credits**
	CMGT	10001	Introduction to Construction Management *(NEW)*	3
	CMGT	11004	Construction Safety *(formerly TECH 31044 Construction Occupational Safety and Health)*	3
	CMGT	11071	Construction Materials and Methods I *(NEW)*	3
	CMGT	21071	Construction Materials and Methods II *(formerly TECH 21071 Construction Materials, Methods and Technology)*	3
	CMGT	22200	Construction Document Reading *(formerly TECH 22200)*	3
	CMGT	31023	Construction Surveying *(formerly TECH 31023)*	3
	CMGT	31033	Mechanical Systems *(formerly TECH 31033)*	3
	CMGT	31040	Electrical Systems for Construction Managers *(NEW)*	3
	CMGT	41040	Construction Estimating I *(formerly TECH 41040)*	3
	CMGT	41041	Construction Estimating II *(formerly TECH 41041)*	3
	CMGT	42105	Construction Contracts and Law *(formerly TECH 42105 Construction Contracts)*	3
	CMGT	42107	Construction Scheduling *(formerly TECH 42017)*	3
	CMGT	42110	Construction Management Capstone *(NEW)*	3
	TECH	13580	Engineering Graphics I	3
	TECH	21021	Survey of Electricity and Electronics	4
WIC ELR	TECH	33092	Cooperative Education–Professional Development * *(formerly TECH 33056; increased credits by 1)*	3
	TECH	33111	Strength of Materials	3
III.	**ADDITIONAL PROGRAM REQUIREMENTS (68 credits)**			
Type	**Course**		**Title**	**Credits**
	ACCT	23020	Introduction to Financial Accounting	3
	ENG	20002	Introduction to Technical Writing	3
KMC	MATH	11010	Algebra for Calculus	3
KAD	MATH	11022	Trigonometry	3
KSS	ECON	22060	Principles of Microeconomics	3
KAD	ECON	22061	Principles of Macroeconomics	3
	MIS	24053	Introduction to Computer Applications	3
	MIS	24163	Principles of Management	3
	MKTG	25010	Principles of Marketing	3
KBS	PHY	13001	General College Physics I	4
KBS	PHY	13021	General College Physics Laboratory I	1
	Kent Core Composition			6-8
	Kent Core Humanities and Fine Arts (minimum one course from each)			9
	Kent Core Social Sciences (cannot be an ECON course)			3
	Kent Core Basic Sciences (total hours in this category must be 8 for this major)			3
	General Elective (upper-division) *Number of credits required depends on meeting minimum 121 credit hours and 39 upper-division hours. Recommended FIN 36053 Business Finance to complete the Business minor**. Also recommended is COMM 15000 Introduction to Human Communication.*			15
			MINIMUM TOTAL	**121**

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

** Students planning to declare the Business minor should review its admission and graduation criteria in the *University Catalog*.

KENT STATE UNIVERSITY

Roadmap: Construction Management – Bachelor of Science

[AT-BS-COMA]
College of Applied Engineering, Sustainability and Technology
Catalog Year: 2013–2014

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]					
CMGT 10001 Introduction to Construction Management	**3**			■	
TECH 13580 Engineering Graphics I	3			■	
US 10097 Destination Kent State: First Year Experience	1				Not required for transfer students with 25 credits
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				See Kent Core Summary on page 2
Semester Two: [15 Credit Hours]					
CMGT 11071 Construction Materials and Methods I	**3**			■	
CMGT 22200 Construction Document Reading	**3**			■	
CMGT 11044 Construction Safety	3			■	
MATH 11010 Algebra for Calculus	3				Enrollment based on placement; fulfills Kent Core Mathematics and Critical Reasoning
Kent Core Requirement	3				See Kent Core Summary on page 2
Semester Three: [14 Credit Hours]					
CMGT 31033 Mechanical Systems	3	■		■	
ENG 20002 Introduction to Technical Writing	3				
PHY 13001 General College Physics I	4				
PHY 13021 General College Physics Laboratory I	1				
Kent Core Requirement	3				
Semester Four: [15 Credit Hours]					
MATH 11022 Trigonometry	**3**				**Fulfills Kent Core Additional**
CMGT 21071 Construction Materials and Methods II	3			■	
ECON 22060 Principles of Microeconomics	3				Fulfills Kent Core Social Sciences
Kent Core Requirement	3				
Kent Core Requirement	3				See Kent Core Summary on page 2
Semester Five: [16 Credit Hours]					
ACCT 23020 Introduction to Financial Accounting	3				
CMGT 31023 Construction Surveying	3	■		■	
TECH 21021 Survey of Electricity and Electronics	4			■	
TECH 33111 Strength of Materials	3	■		■	
General Elective (upper division)	3	■			Should fulfill diversity requirement if not satisfied earlier
Semester Six: [15 Credit Hours]					
CMGT 31040 Electrical Systems for Construction Managers	3	■		■	
MIS 24163 Principles of Management	3				
MKTG 25010 Principles of Marketing	3				
General Elective (lower or upper division)	6				COMM 15000 Introduction to Human Communication is recommended
Semester Seven: [15 Credit Hours]					
CMGT 41040 Construction Estimating I	**3**	■		■	
CMGT 42107 Construction Scheduling	3	■		■	
ECON 22061 Principles of Macroeconomics	3				Fulfills Kent Core Additional
MIS 24053 Introduction to Computer Applications	3				
TECH 33092 Cooperative Education–Professional Development	3	■	C	■	Fulfills writing intensive course and experiential learning requirements

Roadmap: Construction Management – Bachelor of Science
[AT-BS-COMA]
College of Applied Engineering, Sustainability and Technology
Catalog Year: 2013–2014

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]					
CMGT 41041 Construction Estimating II	3	■		■	
CMGT 42105 Construction Contracts and Law	3	■		■	
CMGT 42110 Construction Management Capstone	3	■		■	
General Elective (upper division)	6	■			FIN 36053 Business Finance is recommended for those who want to declare the Business minor (see note below); also recommended is COMM 15000 Introduction to Human Communication number of credits required depends on meeting minimum 121 hours and 39 upper-division hours

Graduation Requirements Summary

Minimum Total Hours	Minimum Upper-Division Hours	Minimum Kent Core Hours	Global / Domestic Diversity Course	Writing-Intensive	Experiential Learning	Minimum Major GPA	Minimum Overall GPA
121	39	36	Kent Core or General Electives	TECH 33092	TECH 33092	2.250	2.000

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 domestic and/or global diversity requirement	9
Social Sciences (6 credit hours) *Must be selected from two curricular areas*	3 credits fulfilled in this major with ECON 22060	3
Basic Sciences (6-7 credit hours) *Must include one laboratory*	5 credits fulfilled in this major with PHY 13001 and 13021; minimum 8 credit hours in this category required for this major	3
Additional (6 credit hours) *Must be selected from two Kent Core categories*	Fulfilled in this major with ECON 22061 and MATH 11022	0

Note: Students planning to declare the Business minor should review its admission and graduation criteria in the *University Catalog*.

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 (2.000) grade. Visit www.kent.edu/catalog/wic for course list.

Experiential Learning Requirement (ELR)
To provide students with direct engagement in learning experiences that promote academic relevance, meaning and an understanding of real-world issues, students must complete this requirement at Kent State, either as a for-credit course or as a non-credit, non-course experience approved by the appropriate faculty member. Visit www.kent.edu/catalog/elr 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.

Name: Lisa N Delaney Submission Date: 9/11/2012

Organization: Provost's Office

Course Catalog Update

<< Go back to Course Catalog Update form Print

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: Joe Karpinski

Requested Effective Term: 201380

Campus: Kent

College: AT-College of Applied Engineering, Sustainability and Technology

Department: AEST-Applied Engineering, Sustainability and Technology

Course Subject: CMGT-Construction Management

Course Number: 10001

Course Title: Introduction to Construction Management

Title Abbreviation: Intro to Construction Mgmt

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): Serves to introduce the basic terms, concepts, procedures and current trends in the construction industry.

Prerequisites (edited): None

Corequisites (edited): None

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
3	Introduction to Construction Industry
3	Construction Projects
3	Project Participants
3	Sequence of Construction Projects
3	Teambuilding
3	Project Delivery Methods
3	Communication
3	Construction Specifications
6	Estimating Fundamentals
6	Project Planning and Scheduling

3	Safety
3	Leadership
3	Construction Ethics

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Introduction to Construction Management, Custom Edition Author: Daphne Koch ISBN-13: 978-1-256-36690-4 Pearson Learning Solutions Copyright 2011 (This is a compilation of various management books)

Writing Expectations: The students will be expected to provide short paragraph answers, create power point presentations, written proposals and estimates, and term paper.

Instructor(s) expected to teach: Approved Construction Management faculty

Instructor(s) contributing to content: George Bigham and Joe Karpinski

Proposal Summary

Explain the purpose for this proposal:

Beginning Fall 2013 the Construction Management concentration under the BS in Technology will be changed to a major and become a BS in Construction Management. Along with this move to a major the Construction Management curriculum is being upgraded to be on track for American Council of Construction Education accreditation. This new course is a requirement for the curriculum to become accredited by ACCE.

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

This course will be a requirement for students beginning with Catalog Year 2013-14 majoring in Construction Management.

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

This proposal will not affect students outside of Construction Management. Only students entering in Catalog year 2013-14 and beyond will be affected by this proposal.

Explain how this proposal affects enrollment and staffing:

No effect on enrollment or staffing.

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

None. There is no effect on other departments, programs, or campuses.

Curriculum Services Information:

Approved by EPC:	**Curriculum Bulletin:**
Cross-list Banner Code:	**OBR Course Level:** 3
OBR Program Code: 94	**OBR Subsidy Code:** 09
CIP Code: 460000	**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
8/27/2012	Joseph Karpinski	
8/27/2012	Roberto M Uribe-Rendon	Joe, the title of this course is Introduction to Construction Project Management, however in the requirement sheet and in the OBR proposal it is listed as Introduction to Construction Management. Which title is correct then? Please update accordingly and submit again

History:

Date	User	Status
8/27/2012	Isaac R Nettey	Approved
8/27/2012	Roberto M Uribe-Rendon	Approved
8/27/2012	Joseph Karpinski	Submitted
8/27/2012	Roberto M Uribe-Rendon	Returned For Edit
8/16/2012	Joseph Karpinski	Submitted
8/15/2012	Roberto M Uribe-Rendon	Returned For Edit
7/11/2012	Joseph Karpinski	Submitted
5/3/2012	Roberto M Uribe-Rendon	Returned For Edit
4/26/2012	Joseph Karpinski	Submitted

Name: Lisa N Delaney Submission Date: 9/11/2012

Organization: Provost's Office

Course Catalog Update

<< Go back to Course Catalog Update form Print

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: Joe Karpinski

Requested Effective Term: 201380

Campus: Kent

College: AT-College of Applied Engineering, Sustainability and Technology

Department: AEST-Applied Engineering, Sustainability and Technology

Course Subject: CMGT-Construction Management

Course Number: 11071

Course Title: Construction Materials and Methods I

Title Abbreviation: Construction Materials I

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit / Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours / Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours / Maximum Hours:

Contact Hours: Other - Minimum Hours / Maximum Hours:

Attributes

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

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

Can this course be repeated for credit: No Repeat | **Course Limit:** | **OR Maximum Hours:**

Course Level: Undergraduate | **Grade Rule:** B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

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

Prerequisites & Descriptions

Current Prerequisite / Corequisite / Catalog Description:

Catalog Description (edited): An introduction to principles of building construction including preparation for the structures and environmental control sequences. Includes a more detailed and systematic look at wood light frame construction.

Prerequisites (edited): NONE

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
3	Building delivery system
3	Governmental constraints on construction; Loads on buildings
3	Load resistance - structural properties of materials
3	Thermal properties of materials;Air leakage and water vapor control
3	Fire-related properties; Acoustical properties of materials

3	Principles of joints and sealents; principles of sustainable construction
3	Soils - foundation and basement construction
6	Materials for wood construction
6	Materials for light frame construction
3	Structural insulated panel system
3	Stairs
3	Steel and structural steel construction
3	Light-guage steel construction

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Building Construction Principles, Materials, and Systems 2009 UpdateMadan Mehta, Walter Scarborough, Diane ArmpriestISBN: 0-13-506476-7Pearson Prentice HallCopyright August 2010

Writing Expectations: Short answer question, technical report and or presentation

Instructor(s) expected to teach: Joe Karpinski andor approved CAEST faculty

Instructor(s) contributing to content: Joe Karpinski and George Bigham

Proposal Summary

Explain the purpose for this proposal:

Beginning Fall 2013 the Construction Management concentration under the BS in Technology will be changed to a major and become a BS in Construction Management. Along with this move to a major the Construction Management curriculum is being upgraded to be on track for American Council of Construction Education accreditation. This new course is a requirement for the curriculum to become accredited by ACCE.

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

This course will be a requirement for students beginning with Catalog Year 2013-14 majoring in Construction Management.

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

This proposal will not affect students outside of Construction Management. Only students entering in Catalog year 2013-14 and beyond will be affected by this proposal.

Explain how this proposal affects enrollment and staffing:

No effect on enrollment or staffing.

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

None. There is no effect on other departments, programs, or campuses.

Curriculum Services Information:

Approved by EPC:	**Curriculum Bulletin:**
Cross-list Banner Code:	**OBR Course Level:** 3
OBR Program Code: 94	**OBR Subsidy Code:** 09
CIP Code: 46000	**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
8/16/2012	Joseph Karpinski	No comments available.

History:

Date	User	Status
8/31/2012	Shin-Min Song	Approved
8/23/2012	Roberto M Uribe-Rendon	Approved
8/16/2012	Joseph Karpinski	Submitted

Name: Lisa N Delaney Submission Date: 9/11/2012

Organization: Provost's Office

Course Catalog Update

<< Go back to Course Catalog Update form Print

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: Joe Karpinski

Requested Effective Term: 201380

Campus: Kent

College: AT-College of Applied Engineering, Sustainability and Technology

Department: AEST-Applied Engineering, Sustainability and Technology

Course Subject: CMGT-Construction Management

Course Number: 31040

Course Title: Electrical Systems for Construction Managers

Title Abbreviation: Electrical 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): An overview of electrical systems in commercial and residential buildings.

Prerequisites (edited): TECH 21021 Survey of Electricity and Electronics

Corequisites (edited): None

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
3	Electrical Principles, Tools, and Safety
3	OSHA, NFPA 70E and Personal Protective Equipment
3	Electrical Plans and Connections; Residential Electrical Estimation and Construction
3	Switches and Receptacles; Nonmetallic -Sheathed Cable, Metallic-Sheathed Cable, & Conduit
3	Service Entrances
3	Transformers
6	Commercial Circuits

6	Commercial Electrical Estimation and Construction
3	Solar, Wind, and Renewable Energies
3	Lighting Equipment and Systems
3	Noise and vibrations in electrical systems
6	Communications, Life Safety, and Security Systems

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Mechanical & Electrical Systems in Buildings, 4E, Richard R. Janis & William K.Y. Tao, ISBN-10: 0135130131 Publisher: Prentice Hall Copyright: 2009 Mechanical and Electrical Systems for Construction Managers ISBN: 978-0-8269-9357-1 2007

Writing Expectations: Short answer test questions, technical reports

Instructor(s) expected to teach: Approved Construction Management faculty

Instructor(s) contributing to content: Joe Karpinski, George Bigham, John Kellamis

Proposal Summary

Explain the purpose for this proposal:

Beginning Fall 2013 the Construction Management concentration under the BS in Technology will be changed to a major and become a BS in Construction Management. Along with this move to a major the Construction Management curriculum is being upgraded to be on track for American Council of Construction Education accreditation. This new course is a requirement for the curriculum to become accredited by ACCE.

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

This course will be a requirement for students beginning with Catalog Year 2013-14 majoring in Construction Management.

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

This proposal will not affect students outside of Construction Management. Only students entering in Catalog year 2013-14 and beyond will be affected by this proposal.

Explain how this proposal affects enrollment and staffing:

An additional adjunt faculty will be required to teach this course. Enrollment in this course will be equivalent to all other upper division Construction Management courses.

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

None. There is no effect on other departments, programs, or campuses.

Curriculum Services Information:

Approved by EPC:	**Curriculum Bulletin:**
Cross-list Banner Code:	**OBR Course Level:** 3
OBR Program Code: 94	**OBR Subsidy Code:** 09
CIP Code: 46000	**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
8/24/2012	Joseph Karpinski	

8/23/2012	Roberto M Uribe-Rendon	Joe: Please add authors for the textbook listed.
8/16/2012	Joseph Karpinski	
7/23/2012	Joseph Karpinski	
4/29/2012	Roberto M Uribe-Rendon	From the discussion in the AST meeting it gave me the impression that TECH 21021 should be a prerequisite for this course. Please update accordingly or comment why this should not be

History:

Date	User	Status
8/27/2012	Isaac R Nettey	Approved
8/27/2012	Roberto M Uribe-Rendon	Approved
8/24/2012	Joseph Karpinski	Submitted
8/23/2012	Roberto M Uribe-Rendon	Returned For Edit
8/16/2012	Joseph Karpinski	Submitted
8/15/2012	Roberto M Uribe-Rendon	Returned For Edit
7/23/2012	Joseph Karpinski	Submitted
4/29/2012	Roberto M Uribe-Rendon	Returned For Edit
4/26/2012	Joseph Karpinski	Submitted

Name: Lisa N Delaney Submission Date: 9/11/2012

Organization: Provost's Office

Course Catalog Update

<< Go back to Course Catalog Update form Print

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: George F. Bigham

Requested Effective Term: 201380

Campus: Kent

College: AT-College of Applied Engineering, Sustainability and Technology

Department: TECH-Technology

Course Subject: CMGT-Construction Management

Course Number: 42110

Course Title: Construction Management Capstone

Title Abbreviation: Construction Capstone

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

Attributes

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

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

Can this course be repeated for credit: No Repeat | **Course Limit:** | **OR Maximum Hours:**

Course Level: Undergraduate | **Grade Rule:** B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

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

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): The application of all previous construction management courses and experiences to ensure all major learning objectives have been obtained and that these learning objectives can be applied to performance similar to industry practices.

Prerequisites (edited): Senior standing

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
3	Introduction
3	Marketing
6	Estimating
3	Owner Contract
6	Buyout of Subcontracts and Purchase Orders
6	Construction Schedule
3	Construction Safety
6	Job Site Project Management
9	Construction Ethics and Scenarios

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Construction Operations Manual of Policies & Procedures, latest edition, Andrew M. Civitello, Jr., McGraw-Hill

Writing Expectations: Effective written communication expected on all areas of course content.

Instructor(s) expected to teach: George F. Bigham

Instructor(s) contributing to content: Joe Karpinski, George F. Bigham

Proposal Summary

Explain the purpose for this proposal:

To add a final capstone course to the construction management major. Beginning Fall 2013 the Construction Management concentration under the BS in Technology will be changed to a major and become a BS in Construction Mangement. Along with this move to a major, the Construction Management curriculum is being upgraded to be on track for American Council of Construction Eductation accreditation. This new course is a requirement for the curriculum to beocome accredited by ACCE.

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

Will better equip them with the experiences necessary and expected to be successful construction managers in the industry. This course will be a requirement for students beginning with catalog Year 2013-2014 majoring in Constructcion Management.

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

Will not affect students outside of the Construction Management Major.

Explain how this proposal affects enrollment and staffing:

No affect on enrollment or 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:** 3
OBR Program Code: 94	**OBR Subsidy Code:** 09
CIP Code: 460000	**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
8/17/2012	George F Bigham	No comments available.

History:

Date	User	Status
8/27/2012	Isaac R Nettey	Approved
8/23/2012	Roberto M Uribe-Rendon	Approved
8/17/2012	George F Bigham	Submitted
5/3/2012	Roberto M Uribe-Rendon	Returned For Edit
4/26/2012	George F Bigham	Submitted

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **28-Aug-12** Curriculum Bulletin _____

Effective Date **Spring 2013** Approved by EPC _____

Department

College **AE - Architecture and Environmental Design**

Degree **CER6 - Post-Baccalaureate Certificate**

Program Name **Health Care Facilities** Program Code

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

Proposal **Establish program**

Description of proposal:

Establish a post-baccalaureate certificate in Health Care Facilities.

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):

This Certificate is a 20 credit hour interdisciplinary graduate program that can be completed along side an existing graduate degree program, or following completion of an undergraduate degree. Courses are drawn from the Colleges of Architecture and Environmental Design, Public Health, and Nursing. It is anticipated that the greatest interest will be from:

1. Masters of Architecture and Interior Design degree holders who wish to specialize in the design of Health Care facilities.
2. Public Health graduates who are intersted in a career path of administration.
3. Nursing graduates who are interested in a career path of administration.
4. Busness graduates who are interested in the business of Health Care.

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

College of Public Health, College of Nursing, College of Business.

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)

Notice of Intent to Offer an Educational Program
Certificate in Health Care Facilities
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:

   Post-baccalaureate certificate in Health Care Facilities. CIP 04.0201 Architecture

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 College of Architecture and Environmental Design has recognized the need for preparing graduates to contribute to the international draw of the Cleveland Clinic, University Hospitals, Summa Care system, and the many clinics and facilities serving the local population.

   The College has met with the following firms and professionals who are active in designing health care facilities and are supportive of the creation of the Certificate in Health Care Facilities:

   - *Craig Allen, Image Associates, Pittsburgh, University of Pittsburgh Medical Center*
   - *John Rietz, Consultant to Cannon Design, Baltimore, various health care systems nationally*
   - *William Blunden, Architecture and Planning Consultant, The Cleveland Clinic*
   - *Alan Ambuske, HFP/Ambuske Architects, Cleveland, University Hospitals*
   - *Timothy Hunsicker, CBLH Architects, Cleveland, Veterans Administration Medical Center*
   - *John Hall, Cannon Design, Buffalo, various health care systems nationally*
   - *Robert Bostwick, Bostwick Design Partnership, Cleveland, Cleveland Clinic*
   - *Mark Ohlinger, Hasenstab Architects, Akron, Summa Health System, Akron General Health System*
   - *C.C. Hodgson, C.C. Hodgson and Associates, Cleveland, various assisted living systems nationally*
   - *William Ayars, Perspectus Architects, Cleveland, Cleveland Clinic*
   - *Scott Hazlett, Stantec, Butler, PA, various health care systems nationally*
   - *Ronald Reed, Westlake Reed Leskosky, Cleveland, University Hospitals System, Cleveland Clinic*
   - *Shannon Kraus, HKS Architects, Washington, D.C., University Hospitals System, Mt. Carmel Health, Cleveland Clinic, Metro Health and various health care systems nationally*
   - *Cary Johnson, Gensler, Chicago, various health care systems nationally*
   - *Robert Chordar, TC Architects, Akron, Summa Health System, Akron General Health System*
   - *Ronald Skaggs, HKS, Dallas, various health care systems nationally*
   - *Cheryl Durst, Executive Director, Chicago, International Interior Design Association*

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.

   The program was developed in consultation with three regional design professionals with significant experience in hospital and health care facilities design:
   - *Mark Ohlinger, Hasenstab Architects, Akron OH*
   - *Timothy Hunsicker, CBLH Architects, Cleveland OH*
   - *Craig Allen, Image Associates, Pittsburgh PA.*

   At their urging, the curriculum will include Evidence-based Design Accreditation and Certification from the Center for Health Care Design.

   The Certificate in Heath Care Facilities is a 20 credit hour curriculum that is open to students with graduate status. Required courses are offered in the College of Architecture and Environmental Design, College of Public Health, and College of Nursing. It is anticipated that courses will be offered with a distance learning option.

   Representatives from the firms listed above under #4 are actively searching for design professionals with the skill set presented in the Certificate in Health Care Facilities, and many have hired architects from outside the region to fill positions that could not be filled from the regional labor pool. Regional architectural design firms state their primary hiring objective when supporting health care design commissions is to find design professionals who understand:
   1. *How a hospital or other health care facility functions.*
   2. *Medical terminology*
   3. *The roles of different health care professionals*
   4. *Funding models for health care facilities*
   5. *Needs of different patient populations.*

   This certificate is not intended to replace any degree program, but rather is to better prepare graduates from Kent State University and other institutions to better contribute to their employers and to advance in their professions. Coursework for the certificate can be taken in conjunction with an existing graduate degree program (such as the Masters of Architecture, Masters in Public Health, Masters in Nursing, or Masters in Business Administration), or as a post-graduate option for those who wish to improve their current skill set. The distance learning option for classes will open up opportunities for students beyond the immediate region.

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.

   Informal canvassing of local architectural firms indicates that, in general, firms would likely value employees possessing the Certificate in Health Care Facilities from 2-5% greater than employees with comparable skills and experience. One firm anecdotally related that they offered a Clemson University graduate with a Masters in Health Care design a $50k starting salary at a time when graduates were typically offered $35-40k. The offer was not taken because the graduate received a better offer from another firm. While a salary increase is the immediate benefit, architectural firms commented on the opportunity for advancement for those with the skill set provided by the Certificate.

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.

   Please refer to narratives under sections #4 and #5.

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.

   a January 14, 2013
   b Spring 2013

KENT STATE UNIVERSITY

Roadmap: Healthcare Facilities Certificate

[Banner code]

Colleges of Architecture and Environmental Design, Public Health, and Nursing

Catalog Year: 2012-13

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

Elective courses listed under Semester One may be offered during the Spring semester.

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester One: [12 Credit Hours]				
ARCH 63002 Health Care Facilities I	**3**	**y**	**c**	
AED 63001 Evidence Based Design in Health Care	**3**	**y**	**c**	
EHS 52018 Environmental Health Concepts in Public Health	**3**	y	**c**	
Plus one of the following elective courses:				
ARCH 55640 Developing Environments for Older Adults	**3**	**y**	**c**	
HPM 52016 Public Health Administration	**3**	y	**c**	
SBS 50020 Social and Behavioral Science Theories	**3**	**y**	**c**	
NURS 45010 Healthcare Policies and Delivery Systems	**3**	**y**	**c**	
Semester Two: [8-9 Credit Hours]				
Arch 63003 Health Care Facilities II	**3**	**y**	**c**	
HPM 53003 Health Care Systems	**3**	**y**	**c**	
Plus one of the following two courses:				
NURS 60450 Ethical and Cultural Issues for Health Professionals	**2**	**y**	**c**	
HPM 53004 Public Health Policy, Law and Ethics	**3**	**y**	**c**	

Graduation Requirements Summary

Minimum Total Hours	Upper-Division Hours	Liberal Education Requirements Hours	Diversity Course Global / Domestic	Writing-Intensive	Minimum	
					Major GPA	Overall GPA
20	20	n/a	n/a	n/a		

❖ I. EDUCATIONAL POLICIES COUNCIL ❖

ADMINISTRATIVE POLICY AND PROCEDURES REGARDING THE EDUCATIONAL POLICIES COUNCIL

University Policy 3342-2-07
[www.kent.edu/policyreg/policydetails.cfm?customel_datapageid_1976529=2037680]

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 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 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 agenda of the educational policies council. 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 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 Inactivation of courses affecting other 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, minor and certificate admission, course and graduation requirements consistent with university-wide policies.

3 Curricular changes initiated by academic departments but forwarded to parent college for approval and to other affected academic units for acknowledgement shall be as follows:

a 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 academic programs or 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 academic programs or other curricular requirements of colleges other than the parent college; and

e Establishment of new or additional courses designed for academic programs or 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, minor and certificate programs; proposed departures from university-wide policies shall be approved by the educational policies council; and

b General curricular policies and requirements for the college; proposed departures from university-wide policies shall be approved by the educational policies council.

5 Independent schools, honors college, graduate studies, undergraduate studies and university libraries shall function in a fashion parallel to the college curriculum committees.

Effective: September 12, 2012 (Kent State University Board of Trustees)
Prior Effective Dates: November 4, 1977, October 5, 1979, April 30, 1982, May 28, 1997, September 8, 1997

FACULTY SENATE BYLAWS (EXCERPT)

University Policy 3342-2-06
[www.kent.edu/policyreg/policydetails.cfm?customel_datapageid_1976529=2037675]

F **Councils, committees and commissions.**

1 Rights of the faculty senate and definitions. The rights of the faculty senate and definitions are specified in paragraph G1 of rule 3342-2-05 of the Administrative Code and of this register.

2 Educational policies council.

a Composition.

i The educational policies council shall consist of two bodies, one responsible for undergraduate education called the undergraduate council and the other responsible for graduate education called the graduate council. Issues jointly affecting undergraduate and graduate education will be discussed at the semester meeting of the full educational policies council.

b Function.

i The educational policies council shall be concerned with conceptual and structural aspects of long-range academic planning; overall curricular planning; the arbitration of interdepartmental and intercollegial curricular disputes; the conformity of collegial and departmental curricular programs and proposals to university-wide policies; the

establishment, discontinuance, or significant alteration of academic programs; the establishment or discontinuance of bodies or agencies which are directly related to academic programs; the standards for admission and graduation of students; library policies and facilities; and such matters as may be referred to it by college curriculum committees or the faculty senate.

ii The undergraduate council shall be concerned with conceptual and structural aspects of long-range academic planning; overall curricular planning; the arbitration of interdepartmental and intercollegial curricular disputes; the conformity of collegial and departmental curricular programs and proposals to university-wide policies; the establishment, discontinuance, or significant alteration of academic programs; the establishment or discontinuation of bodies or agencies which are directly related to academic programs; the standards for admission and graduation of students; library policies and facilities; and such matters as may be referred to it by college curriculum committees or the faculty senate related to issues that impact undergraduate education.

iii The graduate council shall be concerned with conceptual and structural aspects of long-range academic planning; overall curricular planning; the arbitration of interdepartmental and intercollegial curricular disputes; the conformity of collegial and departmental curricular programs and proposals to university-wide policies; the establishment, discontinuance, or significant alteration of academic programs; the establishment or discontinuance of bodies or agencies which are directly related to academic programs; the standards for admission and graduation of students; library policies and facilities; and such matters as my be referred to it by college curriculum committees or the faculty senate related to issues that impact graduate education.

c Division of labor.

i All recommendations of the educational policies council related to long-range academic planning or to the establishment, discontinuance, or major alteration of programs or bodies shall be submitted to the faculty senate for approval. Proposals for the discontinuance or major alteration of an academic program shall be preceded by a program review conducted according to established procedures.

ii Business of the educational policies council, which normally would not come to the faculty senate floor may, at the option of said council or at the request of the faculty senate, be brought to the floor.

iii All commissions appointed to consider academic planning for the university shall report to the educational policies council.

iv The co-chairs of the educational policies council shall appoint a University Requirements Curriculum Committee which shall be concerned with the liberal education requirements, the diversity requirements, and the writing intensive requirements. This subcommittee shall report to the undergraduate council.

d Voting.

i "Ex officio" members shall have vote and shall consist of those who are "ex-officio" members of the undergraduate council and/or the graduate council.

ii "Ex officio" members on the undergraduate council shall have vote and shall be the senior vice president of academic affairs and provost; the dean of graduate studies; the associate dean for graduate affairs or his/her nominee in each of the academic colleges or independent schools with graduate programs; the dean of university libraries or his/her designee; and the chair of the faculty senate or his/her designee. In any degree-granting unit without an associate dean for graduate affairs, that position on the graduate council shall be filled by the administrator or faculty member with administrative responsibility for graduate affairs in that unit or his/her designee.

iii "Ex officio" members on the graduate council shall have vote and shall be the senior vice president of academic affairs and provost; the dean of graduate studies; the associate dean for graduate affairs or his/her nominee in each of the academic colleges or independent schools with graduate programs; the dean of university libraries or his/her designee; and the chair of the faculty senate or his/her designee. In any degree-

granting unit without an associate dean for graduate affairs, that position on the graduate council shall be filled by the administrator or faculty member with administrative responsibility for graduate affairs in that unit.

e From the elected representatives on the faculty senate, the chair-elect shall appoint ten senators to membership on the educational policies council with due regard for representation by curricular units of the university. Five senators will be appointed to the undergraduate council and five senators with full graduate faculty status within their respective units will be appointed to the graduate council.

f One elected member of each college curriculum body shall be elected by these bodies to membership on the undergraduate council.

g To ensure representation from among the university's graduate coordinators, one member of each college graduate coordinating body shall be elected by these bodies to membership on the graduate council. The faculty member must be a full member of the graduate faculty within their respective academic unit.

h The chair-elect shall appoint additional regular faculty to membership on the educational policies council with due regard for representation by curricular units of the university as needed so that the faculty membership equals the "ex officio" membership.

i One undergraduate student appointed by the undergraduate student senate and one graduate student appointed by the graduate student senate shall serve as observers to the educational policies council with rights of participation but without a vote. The undergraduate student shall also be a member of the undergraduate council and the graduate student shall also be a member of the graduate council.

j The educational policies council shall meet at least once during each term of the academic year.

k The undergraduate and graduate councils shall each meet at least three times during each term of the academic year.

l Agendas, minutes and attachments of the meetings of the educational policies council and its two bodies shall be distributed to each other as well as to members of the faculty senate.

Effective: June 20, 2012 (Kent State University Board of Trustees)
Prior Effective Dates: November 4, 1977; October 5, 1979; July 11, 1980; March 11, 1982; April 30, 1982; March 5, 1984; May 18, 1984; February 19, 1990; September 23, 1991; February 24, 1992; December 24, 2001, May 10, 2009.

GUIDELINES FOR DETERMINING EPC AGENDA STATUS

A. **Action Items:** Items reviewed, discussed and voted upon by EPC members.

1. Major or degree – establishment, revision of name, inactivation
2. Minor – establishment
3. Certificate – establishment
4. Unique program (i.e., affects students from more than one academic unit; e.g., Military Studies, Washington Program) – establishment, revision, inactivation
5. Academic unit (college, school, department) – establishment, revision, inactivation
6. Center or institute – establishment, revision, inactivation
7. University academic requirement (e.g., Kent Core) – establishment, revision, inactivation
8. University academic policy – establishment, revision, inactivation
9. University academic operational procedure or regulation – establishment, revision, inactivation

B. **Information Items:** Items considered notification to the EPC and not voted upon unless a motion to do so is made by an EPC member.

1. Major or degree – letter of intent or program development plan to establish (sent to the Ohio Board of Regents for approval before submitting full proposal)
2. Suspension of admissions into an academic program
3. Five-year review of certificate programs

C. **Lesser Action Items:** not discussed or voted upon unless a motion is made by an EPC member to do so; 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 a 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

EPC MEETING DATES FOR 2012-2013

More information about EPC meetings, agendas, minutes and members are found at the following website: www.kent.edu/provost/curriculum/epc.

- **20 August 2012** (deadline for materials: 30 July)
  Final meeting to approve spring 2012 course proposals
- **17 September 2012** (deadline for materials: 27 August)
- **15 October 2012** (deadline for materials: 24 September)
- **19 November 2012** (deadline for materials: 29 October)
  The EPC meets as a whole body
- **28 January 2013** (deadline for materials: 7 January)
  Final meeting to approve fall 2013 course and program proposals
- **18 February 2013** (deadline for materials: 1 February)
  AY 2013-14 special course fee submissions due to Provost's Office (Tim Martin)
- **18 March 2013** (deadline for materials: 25 February)
- **15 April 2013** (deadline for materials: 25 March)
- **20 May 2013** (deadline for materials: 29 April)
  The EPC meets as a whole body
  Final meeting to approval fall 2013 policy proposals and other catalog changes

EPC SUBCOMMITTEES

UNIVERSITY REQUIREMENTS CURRICULUM COMMITTEE

The University Requirements Curriculum Committee (URCC) oversees university-wide curricular requirements that apply to every undergraduate student. These include the Kent Core (general education requirement), freshmen orientation (currently US 10097 Destination Kent State: First Year Experience) and the diversity, writing-intensive, experiential learning and Transfer Module requirements. The URCC was established in 1999 with the merger of the Liberal Education Requirements Curriculum Committee, the ad hoc Subcommittee on Diversity in the Curriculum and the EPC Subcommittee on Writing.

The URCC is composed of 14 voting members representing faculty and administrators from Kent State's colleges and independent school. Faculty members are nominated by the Committee on Committees of the Faculty Senate and broadly represent the colleges and independent school. A student representative serves as *ex officio*. The co-chairs of the committee will be a faculty committee member and either the dean for Undergraduate Studies or the dean of the Honors College.

The URCC is responsible for periodic review and recommendation of changes in these requirements as well as review and recommendation of action on new course and program proposals. Kent Core, diversity. writing-intensive and experiential learning course proposals are first approved by department/school and college curriculum committees then forwarded to the URCC. Following review and approval by the URCC, proposals are forwarded to the EPC. Before beginning preparation of such proposals, departments should consult the administrative or faculty co-chair of the URCC.

THE UNIVERSITY COUNCIL ON TEACHER EDUCATION

The University Council on Teacher Education (UCTE), which reports to the provost and senior vice president of academic affairs, considers curricular proposals relating to teacher education and licensure, providing advice on these matters to the EPC. It concerns itself especially with those areas of teacher education that involve more than one college or school, and those that are of broad interest to the university community. Before beginning preparation of such proposals, departments should consult the administrative or faculty co-chair of UCTE.

CURRICULUM APPROVAL CHART

Most curricular proposals start at the department, school or regional campus level and then progress through the various offices until they reach the normal level of final approval for that type of curricular proposal. However, any hierarchically higher level may request to review, initiate and/or approve or disapprove any proposal. The normal level of final approval for curricular proposals is shown in the following table outline of the approval sequence.

CURRICULUM PROPOSAL	DEPARTMENT OR SCHOOL	COLLEGE	OTHER UNITS	URCC	GRADUATE STUDIES	PROVOST	EPC	FACULTY SENATE	PRESIDENT	BOARD OF TRUSTEES	OHIO BOARD OF REGENTS
▪ 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	A	I				A	I				
▪ 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	A	A				A	I				
▪ Inactivation of courses affecting degree programs or general curricular requirements of colleges other than 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 than parent 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	A	A	A			A	I				
▪ Establishment, revision, inactivation of courses designated university academic requirement (e.g., Kent Core, diversity, writing-intensive, experiential learning, freshmen orientation)	A	A		A		A	I				

Legend: A = Approval I = Information

Continued on next page

CURRICULUM PROPOSAL	DEPARTMENT OR SCHOOL	COLLEGE	OTHER UNITS	URCC	GRADUATE STUDIES	PROVOST	EPC	FACULTY SENATE	PRESIDENT	BOARD OF TRUSTEES	OHIO BOARD OF REGENTS
▪ Revision of major (including new, revised, inactivated concentrations) ▪ Revision or inactivation of a minor ▪ Revision or inactivation of a certificate ▪ Establishment, revision or inactivation of a policy within an academic unit ▪ Establishment, revision or inactivation of an articulation/consortia agreements ▪ Temporary suspension of admission into a program ▪ Establishment, revision or inactivation of a center	A	A			A	A	I				
▪ Letter of intent to establish a major or degree ▪ Alternate online (50%+) delivery for existing program ▪ Alternate off-site (50%+) delivery for existing program	A	A			A	A	I				A
▪ Name change of a major or degree	A	A			A	A	A	A	I	I	A
▪ Establishment of a minor ▪ Establishment of a certificate	A	A			A	A	A	I			
▪ Revision of a university-wide academic requirement (e.g., Kent Core) not considered substantial				A		A	A	I			
▪ Establishment, revision or inactivation of a unique program that affects students in more than one academic unit (e.g., Military Studies, Washington Program) ▪ Establishment, revision or inactivation of a university-wide academic operational procedure or regulation ▪ Revision of a university-wide academic policy	A	A	A		A	A	A	A	I		
▪ Revision (e.g., name change) of an academic unit (college, school, department)	A	A	A		A	A	A	A	I	I	
▪ Inactivation of a major or degree ▪ Establishment, <u>substantial</u> revision or inactivation of a university-wide academic requirement (e.g., Kent Core) ▪ Establishment, <u>substantial</u> revision or inactivation of a university-wide academic policy ▪ Establishment or inactivation or <u>substantial</u> revision of an academic unit (college, school, department) ▪ Establishment, revision or inactivation of an institute	A	A	A		A	A	A	A	A	A	
▪ Inactivation of a major or degree	A	A	A		A	A	A	A	A	A	I
▪ Establishment of a major or degree ▪ Establishment or substantial change of a college that affects the region or other institutions (e.g., College of Engineering)	A	A	A		A	A	A	A	A	A	A

Legend: A = Approval I = Information

Effective: 17 March 2012 (Kent State University Faculty Senate)

List of Approved Kent Core Assessment Plans
July 2012

The University Requirements Curriculum Committee has approved assessment plans for the following Kent Core courses:

CLAS 21404, The Greek Achievement, 3 cr.
CLAS 21405, The Roman Achievement, 3 cr.
ENG 21054 Introduction to Shakespeare, 3 cr.
ENG 22071 Great Books I, 3 cr.
ENG 22072 Great Books II, 3 cr.
ENG 22073 Major Modern Writers: British and United States, 3 cr.
BSCI 10001, Human Biology, 3 cr.
BSCI 10002, Life on Planet Earth, 3 cr.
BSCI 10003, Laboratory Experience in Biology, 1 cr
BSCI 20020, Structure and Function, 5 cr.
NUTR 23511, Science of Human Nutrition, 3 cr.
PHIL 11001, Introduction to Philosophy, 3 cr.
PHIL 11009, Principles of Thinking, 3 cr.
PHIL 21001, Introduction to Ethics, 3 cr.
PHIL 21002, Introduction to Formal Logic, 3 cr.
PHIL 21020, Comparative Religious Thought, 3 cr.
PHIL 21021 Comparative Religious Thought II, 3 cr.
PSYC 11762, General Psychology, 3 cr.
PSYC 20651, Child Psychology, 3 cr.
PSYC 21211, Psychology of Adjustment, 3 cr.
PSYC 22221, Multicultural Psychology, 3 cr.

Donald R. Williams
URCC Co-chair

Policy 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~~ Undergraduate students ~~entering with freshman standing (twenty-four semester hours and less) will be~~ are 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.~~ Adult students (21 years or older at the time of admission) and ~~Transfer~~ transfer students entering with more than twenty-four semester hours (excluding post-secondary and dual-enrollment credit) are exempted from the requirement. ~~may elect to take university orientation only during their first two semesters at Kent state university.~~ Full-time students are expected to complete the university orientation course during their first full semester of enrollment. Part-time students ~~must~~ are expected to complete ~~university orientation~~ the course before they attain sophomore standing. In addition to the course, all new undergraduate students are required to attend the university orientation program, which occurs just prior to the first week of class fall semester.

(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~~ more 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 student's 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.

Effective: August 21, 2012

Prior Effective Dates: 11/4/1977, 10/5/1979, 11/22/1982, 8/14/1985, 3/11/1990, 6/1/2007.

College of Architecture & Environmental Design
Program Development Plan – Landscape Architecture
August, 2012

1. Designation of the new degree program, rationale for that designation, definition of the focus of the program and a brief description of its disciplinary purpose and significance.

The proposed program is a Master of Landscape Architecture (MLA). The rationale for the program is to expand the existing College of Architecture & Environmental Design (CAED) programs; to provide the design professionals of the Northern Ohio region a resource for exceptional landscape architecture graduates and professional advancement; and to outreach to local communities and institutions. A master's level is proposed in order to pursue integration with CAED's established architecture and urban design graduate programs. This program will also have the opportunity to collaborate with the other KSU programs such as public health, biology, geology, and geography. Furthermore, the American Society of Landscape Architects (ASLA) suggest in a 2008 report that masters level programs provide more flexibility for student, professional, and societal needs[1].

The focus for the program is urban landscape architecture, which will be further refined and developed following two processes still underway. 1) Survey results that have been received but not completely analyzed and a focus session conducted with the American Society of Landscape Architects, Ohio Chapter which will be held in September 2012.

Ohio is a diverse state with many types of cities, industries, cultures, ecosystems, and landscapes. There are four accredited architecture programs that serve the diverse needs and interests of the state, but there is only one accredited landscape architecture program. Consequently, the disciplinary purpose for the proposed MLA program is that this region of Ohio is insufficiently served for students, professionals, and communities with issues concerning landscape architecture. The CAED's pedagogical intent is to adapt the program into the existing professional and master's degrees. Thus the primary significance is the integration of the core values of architecture, interior design, and urban design into the proposed landscape architecture program.

2. Description of the proposed curriculum.

The proposed MLA program will pursue accreditation from the Landscape Architecture Accreditation Board (LAAB), therefore specified educational standards will influence many aspects of the curriculum and program structure. The process for accreditation is a voluntary system of self-regulation and self-assessment with the program conducting a self-study of its ability to meet its educational objectives, with the LAAB providing an independent assessment of that evaluation[2]. There are seven standards for an accredited landscape architecture program from the LAAB which will guide the academic quality of the program (See Appendix A). The LAAB criteria establish student

and professional expectations while the program will have the responsibility of specific processes.

The proposed MLA curriculum will be a three year – 90 credit first professional degree program. The three years will be structured with a focused progression of educational themes (first year – foundation/second year – integration/third year – culmination). Each semester will have a design studio, technical and professional courses that integrate the educational theme. Most semesters will have cognate electives that allow the student to focus their educational goals. The final semester will be either an interdisciplinary studio (with architecture or urban design students) or a capstone project directed by the student and guided with a faculty member. Finally, the CAED has a strong study-abroad program in Florence, Italy. MLA students would have the option to study at the KSU faculty for a full semester in the fall of their second year (See Appendix B).

3. Administrative arrangements for the proposed program: department and school or college involved.

The proposed MLA program will be in the College of Architecture & Environmental Design. Students will begin course work at Kent Main Campus for a year and complete the final two years of the degree at the Cleveland Urban Design Collaborative.
The program will have a full-time faculty member as the program coordinator and the majority of the faculty will be licensed landscape architects. These conditions are standards set forth for LAAB accreditation

4. Evidence of need for the new degree program, including the opportunities for employment of graduates. This section should also address other similar programs in the state addressing this need and potential duplication of programs in the state and region.

U.S. Bureau of Labor Statistics has projected 16% national growth 2010-2020 for landscape architects (citation). To compliment these projections the Northeast Ohio region in 2010-2011 has seen a growth for professional services with an increase of over 15% growth in Lorain and Ashtabula counties; 5-10% growth increase in Cuyahoga, Portage, Mahoning, and Columbiana counties; and less than 5% growth in Medina, Summit, Stark, Geauga, and Trumbull. No other region in Ohio compares to the potential growth for professional services (citation).

Ohio State University offers the only accredited Bachelor of Landscape Architecture and Master of Landscape Architecture program within the state. Other parallel programs include Miami University with a minor in Landscape Architecture (design) and the University of Cincinnati offers a horticulture degree. Consequently, the northern half of the state is underserved by the location of these programs.

Support by professionals, academics and potential students has been collected through surveys in addition to the labor department statistics. Analysis of the surveys is not complete at this time, but will be provided on the final submission. There is also a professional's focus meeting which will be conducted in September.

5. Prospective enrollment.

   The initial target for the first year is 15 graduate students growing to 45 students after three years. Budget projects at this time have been based upon a student population of 10 per cohort to remain financially conservative.

6. Special efforts to enroll and retain underrepresented groups in the given discipline.

   Targeted efforts to recruit and enroll minority students will include interfaces with the following organizations and activities:
   John Hay High School faculty and board members;
   Upward Bound Programs
   Student led precedents such as Designers in Service
   Green Growers of the Cleveland Botanical Garden
   Cuyahoga Valley National Park Environmental Education Center
   Cleveland Clinic Sciences

7. Availability and adequacy of the faculty and facilities available for the new degree program.

   The program will draw from existing faculty resources in design, plant materials, history/theory of design, ecological infrastructure, planning/design technologies, sustainable landscapes, and landscape urbanism. A full-time Landscape Architect will be added to the faculty as coordinator of the program.

   Current facilities in Kent and at the Cleveland Urban Design Collaborative will absorb the proposed number of students in this program.

8. Need for additional facilities and staff and the plans to meet this need.

   Goal at fall 2013 – 3 FTE licensed landscape architects one of which is a full time program coordinator.
   2200 SF of expansion space will be incorporated into the Kent State Cleveland Urban Design Collaborative in October 2012.

9. Projected additional costs associated with the program and evidence of institutional commitment and capacity to meet these costs.

   Added costs for the program are defined on the following budget projection.
   Marketing will begin in the spring of 2013, if this program is approved. Marketing will include web, printed, and personal recruitment, similar to current College programs.

[1] Models of Landscape Architecture Education, ASLA Council on Education, 2008
[2] Landscape Architectural Accreditation Board – Accreditation Standards and Procedures, February 2010

Kent State University - College of Architecture & Environmental Design

Master of Landscape Architecture Proposal
Draft Curriculum / April 2012

First Year *(foundation)*

Fall

Studio 1/*garden typologies*	5
Colloquium	1
Plants+Ecosystems 1	3
Landscape History	3
Design Visualizations	3
Total	15

Spring

Studio 2/*neighborhoods*	5
Plants+Ecosystems 2	3
Landscape Theory	3
Cognate	3
Total	14

Second Year *(integration)*

Fall

Studio 3/*urban spaces*	5
Colloquium	1
Planted Form	3
Construction Technologies	3
Cognate	3
Total	15

Spring

Studio 3/*ecosystems*	5
Site Engineering	3
Ecological Systems	3
Cognate	3
Total	14

Third Year *(culmination)*

Fall

Studio 5/*networks*	5
Colloquium	1
Research Methods	3
Planning Technologies/GIS	3
Cognate	3
Total	15

Spring

Capstone Project	9
Professional Practice	3
Total	12
Total Hours	85

Kent State University - College of Architecture & Environmental Design
Master of Landscape Architecture Proposal
Draft Curriculum Descriptions / July 2012

First Year (foundation)
Intent – To introduce base knowledge of landscape architecture and create a foundation for design and professional awareness

Fall

Studio 1|garden typologies: Beginning studio with an exploration of small scale design elements and site, with private spaces emphasis (6 credits – studio)

Colloquium: Semester long lecture series managed by department/studio, 5-8 lectures (1 credit – lecture)

Plants+Human Systems: Plant identification with emphasis of individual plants and plant communities as related to the built environment (3 credits – lecture&lab)

Landscape History: Presentation of important landscape events/people/places to document and explain the factors that influenced the built/natural environments (3 credits – lecture)

Design Visualizations: Demonstration and application of computer software that aids the communication skill of a designer (3 credits – lecture&lab)

Spring

Studio 2|neighborhoods: Small scale community design that connects spaces to form neighborhoods and establishes linkages to the larger community (6 credits – studio)

Colloquium: Semester long lecture series managed by department/studio, 5-8 lectures (1 credit – lecture)

Plants+Ecosystems: Plant and ecosystem identification with emphasis of individual plants and plant communities as related to ecological structures (3 credits – lecture&lab)

Landscape Theory: Discussion of cultural theories of design and their influence upon the built/natural environments (3 credits – seminar)

Cognate: Student selected course within the CAED or KSU that is associated with their general interests; could include sciences, arts, technology, or public health (3 credits)

Second Year (integration)
Intent – To explore the various scales and responsibilities of landscape architecture and articulate critical connections to architecture, interior design, and urban design

Fall

Studio 3|urban spaces: Urban design studio at multiple scales to explore the diversity of a city with an emphasis on the relationships of architecture and interior design to landscape architecture (6 credits – studio)

Colloquium: Semester long lecture series managed by department/studio, 5-8 lectures (1 credit – lecture)

Planted Form: Discussion and application of formal/informal design strategies for landscape plans that explores individual plants, plant communities, and ecosystems; with an emphasis on the relationships of architecture and interior design to landscape architecture (3 credits – seminar&lab)

Construction Technologies: Discussion and application of small – large scale construction techniques that explore materials, construction assemblies, and construction methods with investigations of lifecycles and maintenance of design decisions (3 credits – lecture&lab)

Cognate: Student selected course within the CAED or KSU that is associated with their general interests; could include sciences, arts, technology, or public health (3 credits)

Spring

Studio 3|ecosystems: Natural and hybrid ecological design studio with a focus on the function of systems and the integration of ecological services (6 credits – studio)

Colloquium: Semester long lecture series managed by department/studio, 5-8 lectures (1 credit – lecture)

Site Engineering: Examination and application of typical engineering strategies for small-large scale landscape projects with a concentration on sustainable practices (3 credits – lecture&lab)

Ecological Systems: Exploration of ecological elements – systems with an emphasis on ecological services and relationships to the built/natural environments (3 credits – seminar&lab)

Cognate: Student selected course within the CAED or KSU that is associated with their general interests; could include sciences, arts, technology, or public health (3 credits)

Third Year (culmination)

Intent: Inquiry into an approach that integrates design elements, theory, history, technical knowledge, and life experiences into a comprehensive design strategy

Fall

Studio 5|networks: Investigation of relationships of diverse design elements that interconnect at multiple scales within urban-suburban-natural environments (6 credits – studio)

Colloquium: Semester long lecture series managed by department, 5-8 lectures (1 credit – lecture)

Research Methods: Discussion and development of research strategies with the intent to develop a body of knowledge for final spring semester studio (3 credits – seminar)

Planning Technologies/GIS: Presentation and application of planning technologies that explores the connections of ecology-design-culture, with a concentration on GIS (3 credits – seminar&lab)

Cognate: Student selected course within the CAED or KSU that is associated with their general interests; could include sciences, arts, technology, or public health (3 credits)

Spring

Interdisciplinary/Capstone Studio: Option of a studio with CUDC architecture and urban design students or develop individual studio project and select faculty advisor (5-9 credits – studio)

Cognate: Student selected course within the CAED or KSU that is associated with their general interests; could include sciences, arts, technology, or public health (3 credits)

Professional Practice: Presentation of the roles and responsibilities for the landscape architecture profession (3 credits – lecture)

College of Architecture
Master of Landscape Architecture Proposal
7/5/2012

Revenue Parameters

Students	**10**
Credit Hours (1st year taught by Architecture)	23
RCM Instructional Fee/Hour	$ 362
RCM SSI / Hour	$ 347
University Overhead Rate	**42%**

	Year 1		Year 2		Year 3	
RCM Compensation						
Total Instructional Fee	83,260		177,380		264,260	
Total SSI	79,810		170,030		253,310	
Special Course Fee (Bursar Balance)						
Total Revenue	**163,070**		**347,410**		**517,570**	
Variable Costs (Faculty)						
Instructional Cost (1.5 FTE first year, 1.5 2nd, 0.0 3rd)		101,250		202,500		202,500
Guest Lecturers		5,000		10,000		15,000
Benefits		34,931		69,863		69,863
Total Variable Cost Faculty		**141,181**		**282,363**		**287,363**
Variable Non-Salary Costs						
Cleveland Room Rent		15,600		20,400		25,200
Advertising		5,000		5,000		5,000
Miscellaneous		3,000		5,000		7,000
Travel (guest lecturer)		5,000		10,000		15,000
Total Variable Cost Non Salary		**28,600**		**40,400**		**52,200**
Total Overhead Fee		**68,979**		**146,954**		**218,932**
Net Surplus (Deficit)		**(75,690)**		**(122,307)**		**(40,925)**
Required Special Course Fee to Breakeven		**$ 987.26**		**$ 748.82**		**$ 168.18**

Program Development Plan for a

Master of Science in Architecture and Environmental Design at Kent State University

August 2012

1. Program Designation, Rational and Focus

Designation:

Master of Science in Architecture and Environmental Design (MSAED)

Rationale

The College of Architecture and Environmental Design (CAED) has distinguished itself with its premier professional programs (Architecture, Urban Design and Interior Design) in the region. Building on this professional strength, the College is proposing to expand its mission and to enrich its research focus by initiating an inquiry-based non-professional graduate degree program.

One of the objectives of the proposed program is to strengthen the College research agenda through establishment of a research-focused graduate program. Through recruitment of faculty and students and the development of research projects, the College intends to aggressively pursue funded research in architecture and environmental studies. As a multidisciplinary degree the MSAED will help the College in establishing stronger academic and research ties with other colleges in Kent State University. In addition, the program is intended to strengthen the connection between research in the College and the building industry in the region.

With this proposed graduate degree, the CAED aims to address two broad paradigmatic changes in the profession and its professional accreditation agency. The first change is in response to a decision enacted by the National Architectural Accrediting Board (NAAB). On February 20, 2010, NAAB directors approved a resolution making it a condition of accreditation that non-accredited post-professional degrees offered by institutions with accredited degrees could not have the same degree titles as the accredited degrees[1]. Resulting from this mandate, the College of Architecture Graduate Program has decided to re-designate and refocus its Master of Architecture Post-Professional degree. The second issue is the growing pressure from the profession and the building industry towards research for better understanding of the global, environmental and societal impetus affecting architectural and urban design. The proposed degree will focus on areas of research addressing this impetus in the industry and its delivery mechanisms which lead to sustainable practices.

Focus

The Master of Science degree in Architecture and Environmental Design will provide students in Northeast Ohio and surrounding areas with a broad platform for scientific research and evidence-based tools in areas deemed significant for the design disciplines in the 21st century. . William McDonough[2] asserts a new paradigm for education towards "a more fulfilling relationship between humanity and the natural world". In a study entitled "The Future for Architects" conducted by the Building Future Group, the Royal Institute for British Architects (RIBA), establishes that survival of the building design professions will depend on an expanded mode of practice in which multidisciplinary collaborations form the core. The graduates will need to move in several career paths leading to a wider role in the built environment professions. Preparation for such careers is not fulfilled by the current traditional professionally-focused graduate degree offerings. This proposed degree will focus on providing the graduates with the research skill-sets and experiences that enable them to identify the different career paths and develop the multidisciplinary approaches.

[1] Source: Explanatory Note on Titling of Post-Professional Degrees, National Architectural Accrediting Board, 8/20/2010
[2] William McDonough, "Twenty-First Century Design", retrieved July 14th, 2012 from http://www.mcdonough.com/writings/21st.htm

Purpose and Significance

The program is intended to fulfill the following needs;

1. Enrich funded research in the College
2. Expand College outreach to include new types of graduate students
3. Increase multidisciplinary extent in the college offerings
4. Expand College offerings
5. Provide career paths to those who are not seeking professional careers
6. Respond to industry need to specialized individuals
7. Respond to regional industry need for research in areas of relevance
8. Absorb the Master of Architecture Post Professional option when phased out

2. Proposed Curriculum

The program is a thirty six (36) credit hour, research intensive program with one-year full residency requirement. Six (6) credits are required research methods coursework, nine (9) credits of thesis research and thesis, fifteen (15) credits of directed electives selected with the advisor and approved by the Master of Science Graduate Committee, and six (6) credits of free electives.

Based on the student's proposed research and program of study statement submitted with the admissions package, a faculty advisor with compatible research expertise and interests will be assigned. The program of study is designed to enable the students to customize their research degree with the approval of the thesis advisor and the Master of Science Graduate Committee (MSGC). Depending on individual student's research interests, preparation, the faculty advisor, and MSGC, the approved program of study will establish the individual's final curricular path.. Directed Electives may be selected from CAED and/or any other College in the University.

3. Program Administrative structure

The Master of Science in Architecture and Environmental Design is a multidisciplinary degree program intended to provide an umbrella platform for all disciplines represented by the faculty of the College. It also provides the College with an opportunity to collaborate with other colleges and faculty members in the University. Membership of the MSGC is open to all faculty engaged in scholarly research and creative activities in the College and Kent State University. Appointment to the MAGC will be approved by the Dean of CAED. Matching of research interests will take place upon the student's admission to the degree program and will be confirmed after one semester of the student's course of study.

The program will be chaired by a Program Coordinator who will be assisted by a committee. The Master of Science Graduate Committee will be responsible for admissions, and approval of coursework. The MSGC is responsible for monitoring progress towards completion of all requirements within the time allotted, and approval of deviation if required.

Master of Science Graduate Committee (MSGC)

An MS Program Committee will be assigned to conduct the following tasks:

- Administer admission
- Assign a thesis advisor to every admitted student
- Approve of students' program of studies and electives as approved by the thesis advisor
- Confirm thesis advisor at the end of the first semester
- Review and approve thesis proposals at the end of the first semester
- Approve membership of thesis committee
- Approve thesis oral Examination results
- Evaluate Program and report to the Associate Dean

Faculty Advising

A faculty advisor from the College is assigned to each MSAED student at matriculation. The advisor weighs in on the student's initial plan of study and on each subsequent term's choice of subjects. This individual should be a Faculty member with whom the student is in close contact. The advisor monitors the student's progress through completion of the degree and reports progress towards completion of program of studies to the MSGC at the end of each semester. In most cases, the Faculty advisor functions as the Thesis Advisor.

Thesis Committees

The thesis committee is composed of at least two members in addition to a Thesis Advisor. The thesis advisor must be a Graduate Faculty in the College of Architecture and Environmental Design. The second member of the thesis committee must be a faculty member of CAED. The third member shall be any member of Kent State University faculty or research staff, an outside professional, or a faculty member from another institution. The MSGC must approve the committee composition.

Co-thesis supervision is permitted as long as one of the supervisors is a Faculty at CAED. The other advisor may be any member of Kent State University faculty or research staff, an outside professional, or a faculty member from another institution.

4. Evidence of need for the new degree program

Need

In an article published in the Journal of Interior Design in 2004[3], Guerin and Thompson identified foreseeable challenges of design education to be evidence-based design and establishing a strong culture of research and providing breadth and depth of knowledge. Current professionally accredited programs attempt to address these goals with their accreditation criteria however, they fall short in achieving them. Even though the proposed degree is not intended to supplant the professional Master of Architecture degree, MSAED is geared towards providing specialized knowledge in areas that are increasingly complex and expanding both inside and outside Architecture and Environmental Design.

According to the Department of Labor the employment of architects and interior designer is expected to grow by 24% and 19% respectively from 2010 to 2020, faster than the average for all occupations (14%)[4]. The job prospects however, will be highly competitive because of the growing number of students graduating with architectural degrees. According to the same source "the best job opportunities will be for candidates who can distinguish themselves with their creativity". With an expected rate of change in the professional, scientific and technical service increase by over 29% in architecture and 58% in interior design professions in the same period, it is likely that the demand for highly skilled specialized designers in the technical and scientific areas of the built environment will increase at a higher rate than that of the general practice.

In addition to the financial benefits (11.9% mean salary difference between undergraduate and graduate degrees in Architecture[5]), graduate education offers an intellectual platform for the students as well as a potential for career advancement. The graduate degree will provide its students with the thinking skills required for the jobs of the twenty first century[6]. The multidisciplinary approach needed for these future jobs is hardly appropriate for undergraduate professional degrees. The proposed graduate program will emphasize this approach by framing its curriculum around a sizable number of credits to be taken outside the College.

The present Master of Architecture Post Professional (M. Arch. PP) degree which the Master of Science degree is replacing has seen an increase in the number of students and applicants in the last five years. The same trend could be observed for the thesis

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[3] Guerin, D. & Thompson, J.A. Interior Design Education in the 21st Century: An Educational Transformation. Journal of Interior Design, 30 (1), 1-12, Nov. 2004

[4] Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2012-13 Edition, Architects, on the Internet at http://www.bls.gov/ooh/architecture-and-engineering/architects.htm (visited July 16, 2012).

[5] Source: Design Future Council, 2012. Design Intelligence: 2012 Compensation, Bonus, & Benefits Survey., Design Intelligence, March/April 2012 Vol. 18. No. 2. Survey for 2009-2011.

[6] Guerin, D. & Thompson ibid.

option. The majority of these students has been international students with professional degrees who need to specialize in a specific area of study prior to continuing pursuit of their Ph.D. degree or joining design firms as consultants. Additionally, an increase in interest among practicing professionals with Bachelor's degrees who seek areas of specialization or mid-career change has been observed.

On October 27th, 2011 the proposal to establish the Master of Science degree was presented to the College of Architecture and Environmental Design Advisory Board representing leadership in the design professions and building industry, the Board was enthusiastically supportive of the proposal. The Board through the discussion recognized the value for the graduates of the program who would fill a need currently not met by the degree offerings.

(External letters of support to be included here in final submission.)

Potential duplication of programs in the state and region

In the last few years many of the Architecture programs developed inquiry-based graduate Architecture degrees because of the need for individuals with specialized knowledge in the design fields. These individuals are specifically prepared to respond to future requirements of ever increasingly complex building design, operation, and management. Additionally, this program provides the faculty with graduate students who serve as research assistants, fulfilling the research objectives of the College while providing financial support and training for some of the students enrolled in the program. Currently, the College of Design, Architecture, and Planning, University of Cincinnati offers a Master of Science in Architecture degree. University of Miami School of Architecture offers a similarly focused Master of Architecture: Research degree. Regionally, Carnegie Mellon University offers five variances of their Master of Science; Architecture, Architectural Engineering and Construction Management, Building Performance and Diagnostics, Computational Design, and Sustainable Design. Other Programs in the East Central Region include Ball State University (Historic Preservation), Illinois Institute of Technology, University of Illinois at Urbana-Champaign, and University of Michigan.

Albeit all designated as Master of Science in Architecture, these programs differ from each other because of the diversity in individual faculty research and expertise. The College of Architecture and Environmental Design and the diversity in program offerings in Kent State University will provide the prospective students, especially in the region, a unique opportunity to specialize in areas where Kent State expertise is in arenas not offered at these other universities and at a tuition rate in some instances less than charged elsewhere. Furthermore, basing the program on diversity of expertise and resources, the proposed degree will be supportive of the university global initiatives related to international students and scholars.

5. Prospective Enrollment

The program targets the following types of students;

a) Individuals who are currently applying to the Master of Architecture Post Professional degree
b) Graduates of a B.Arch. program who may be interested in graduate education in an area of specialization but not pursuing another professional degree
c) International students with research interests that coincide with the College and KSU existing areas of research expertise
d) Practitioners who want to focus on an area of specialization
e) Professional renewal and mid-career changes to take advantage of new opportunities in emerging industrial and professional domains.
f) Individuals who want to pursue research and advanced studies in preparation for doctoral level programs
g) Applicants with teaching or research career objectives
h) Individuals who are interested in entering into the Architecture and building industry as consultants or specialist, serving in the capacity of innovator and facilitator to connect the design disciplines with ancillary industry sectors.

(Students Survey instrument results will be included here).

(Academics Survey instrument results will be included here).

6. Special efforts to enroll and retain underrepresented groups

Despite the national low representation of minority students in Architecture[7], building, and planning professions, the College maintains its commitment to the goal of increasing the enrolment and success of the underrepresented monitories and women in its graduate programs. In order to achieve this targeted sector, recruiting programs have been devised through outreach programs and personal recruitment. Additional efforts will be taken to attend minority students' conferences, contacting through mail, colleges with high minority enrollments. The proposed degree program will encourage students to make use of available College and University scholarships and financial assistance programs. Additional graduate assistantships will be supported though funded research.

7. Human resources

A faculty member from CAED will serve as the coordinator for the program. Existing College full and part-time faculty with appropriate graduate status will serve as thesis advisors and graduate committee members, based on matching faculty research expertise and proposed student research area. The program requires that an outside member be required for every thesis committee. This individual should be a graduate faculty with an area of research expertise appropriate for the thesis topic proposed. The CAED envisions the addition of one additional full-time tenured or tenure-track faculty member in order to successfully execute this degree program. A search for this member is planned for Academic Year 2013.

8. Facilities

The program uses the existing facilities and does not require additional space except for a properly furnished office space with shared computers for use by all graduate students admitted to the program. Initially, reused computers from the Colleges digital laboratory renewal program will be used to furnish these workspaces. Students will be allowed to bring their own computer equipment. Specialized hardware and software will be funded though research grants.

Library Resources

No additional library resources will be needed

Simulation Laboratory

No additional computational needs (software and Hardware) will be required.

Need for additional facilities

Research/laboratory/fabrication space along with additional office space is programmed into the new CAED facility to be completed in 2015.

9. Additional cost and institutional commitment

See Appendix 2: Budget Data.

[7] The number of African American architects remained at 1.6% from 1983-2000. Source: Ilozor, et al. Achieving Diversity in Architectural Profession through Beginning Design Education Strategies. A Paper presented at the Built Environment Education Conference held in London 2012.

Appendices

Appendix 1: Curriculum

Semester	Class	Credit
Semester 1	ARCH 60922 Methods of Inquiry in Architectural Studies	2
	ARCH 6XXXX Advanced Research Methods in Environmental Design (*co-requisite with above*)	1
	Directed Elective	3
	Directed Elective	3
	Directed Elective	3
	Free Elective	3
	Total	**15**
Semester 2	ARCH 6XXXX Statistical Methods in Environmental Design	3
	ARCH 66998 Research	3
	Directed Elective	3
	Directed Elective	3
	Free Elective	3
	Total	15
Semester 3	ARCH 66299 Thesis I	6
	Total	6
Total		**36**

Required Courses

ARCH 60922 Methods of Inquiry in Architectural Studies (2)
ARCH 6XXXX Advanced Research Methods in Environmental Design (Proposed)
ARCH 6XXXX Statistical Methods in Environmental Design (Proposed)
ARCH 66199 Thesis I (6)
ARCH 66998 Research (3)

Directed Electives

Directed electives will be selected based on an agreement with the faculty advisor and the approval of the graduate committee.

Appendix 2

Projected Budget for the Master of Science in Architecture and Environmental Design

After three years the program aims at recruiting about ten (10) students per class. To achieve these numbers the following schedule is proposed;

- 3-5 first year
- 5-7 second year
- 7-10 third year

Projections for the year 1, 2, and 3 and beyond follow. The College is prepared to accept the start-up costs associated with the degree program over the first two years.

College of Architecture
Master of Science in Architecture and Environmental Design
7/6/2012
Year 1

Revenue Parameters

Students		**3**
Credit Hours (Complete Program)		36
RCM Instructional Fee/Hour	$	362
RCM SSI / Hour	$	347
University Overhead Rate		**42%**

	Year 1
RCM Compensation	
Total Instructional Fee	39,096
Total SSI	37,476
Special Course Fee (Bursar Balance)	
Total Revenue	**76,572**
Variable Costs (Faculty)	
Associate Professor (1 FTE)	75,000
Guest Lecturers	5,000
Benefits	25,875
Total Variable Cost Faculty	**105,875**
Variable Non-Salary Costs	
Advertising	5,000
Miscellaneous	3,000
Travel (guest lecturer)	5,000
Total Variable Cost Non Salary	**13,000**
Total Overhead Fee	**32,390**
Net Surplus (Deficit)	**(74,693)**
Required Special Course Fee to Breakeven	**$ 2,074.80**

College of Architecture
Master of Science in Architecture and Environmental Design
7/6/2012
Year 2

Revenue Parameters

Students	**6**
Credit Hours (Complete Program)	36
RCM Instructional Fee/Hour	$ 362
RCM SSI / Hour	$ 347
University Overhead Rate	**42%**

		Year 2
RCM Compensation		
Total Instructional Fee	78,192	
Total SSI	74,952	
Special Course Fee (Bursar Balance)		
Total Revenue	**153,144**	
Variable Costs (Faculty)		
Associate Professor (1 FTE)		75,000
Guest Lecturers		5,000
Benefits		25,875
Total Variable Cost Faculty		**105,875**
Variable Non-Salary Costs		
Advertising		5,000
Miscellaneous		3,000
Travel (guest lecturer)		5,000
Total Variable Cost Non Salary		**13,000**
Total Overhead Fee		**64,780**
Net Surplus (Deficit)		**(30,511)**
Required Special Course Fee to Breakeven		**$ 423.76**

College of Architecture
Master of Science in Architecture and Environmental Design
7/6/2012
Year 3 and beyond

Revenue Parameters

Students	**9**
Credit Hours (Complete Program)	36
RCM Instructional Fee/Hour	$ 362
RCM SSI / Hour	$ 347
University Overhead Rate	**42%**

	Year 3 and Beyond
RCM Compensation	
Total Instructional Fee	117,288
Total SSI	112,428
Special Course Fee (Bursar Balance)	
Total Revenue	**229,716**
Variable Costs (Faculty)	
Associate Professor (1 FTE)	75,000
Guest Lecturers	5,000
Benefits	25,875
Total Variable Cost Faculty	**105,875**
Variable Non-Salary Costs	
Advertising	5,000
Miscellaneous	3,000
Travel (guest lecturer)	5,000
Total Variable Cost Non Salary	**13,000**
Total Overhead Fee	**97,170**
Net Surplus (Deficit)	**13,671**
Required Special Course Fee to Breakeven	**$ -**

Program Development Plan for a Master of Health Care Design at Kent State University

10 August 2012

1. Designation of the new degree program, rationale for that designation, definition of the focus of the program and a brief description of its disciplinary purpose and significance.

Kent State University proposes to offer a Master of Heath Care Design that will be open to students who hold an accredited design degree. This new degree is a post-professional degree, open to those who have already demonstrated a level of competency in their first discipline by completion of the appropriate accredited degree. For most students, that will be an NAAB accredited Bachelors of Architecture or Master of Architecture, or a CIDA Bachelors in Interior Design or Masters in Interior Design. Foreign accredited degrees, such as a RIBA (Royal Institute of British Architects) accredited degree, also meet admittance standards.

The Master of Health Care Design is a companion to the recently established Certificate in Health Care Facilities. The required classes for the Certificate in Health Care Facilities form the core of classwork for the Master of Health Care Design in the first year of study. This coursework deals with behavioral science, health science, ethical and cultural issues in health care, and evidence-based design procedures which aid architects, administrators, and planners to better meet the needs of end users through the design process. The second year of study is focused on applying the principles and skills developed during the first year of study to actual design projects in a design studio setting. Note that students in the Architectural and Interior Design programs at Kent have the option of completing portions of the Health Care Facilities Certificate during their accredited degree programs, potentially reducing the time required to complete the degree.

The Master of Health Care Design is a focused, specialized degree that builds upon the more general accredited design degrees held by admitted students. The Masters of Health Care Design will provide graduates with increased job opportunities.

2. Description of the proposed curriculum.

The curriculum is designed to orient students to the special needs of patients in health care settings, and to provide them with the tools to research the requirements for various health care facilities (i.e., hospitals, clinics, assisted living, skilled nursing care) in order to develop design solutions to provide for efficient operation of facilities and to create living and working spaces that will support patient wellness through varying phases of independence and cognition.

Students gain a basic understanding of patient needs and behavior in *SBS 50020 Social and Behavioral Science Theories in Public Health,* and by selecting one of the two following courses: *ARCH 55640 Developing Environments for Patient Populations* or *SBS 52018 Environmental Health Concepts.*

Next, students are oriented to the special requirements of the current health care legal and administrative environment through *HPM 52015 Emerging Issues in Public Health Policy and Management* and *NURS 60450 Ethical and Cultural Issues for Health Professionals.*

Finally, students develop the tools to implement Evidence Based Design procedures. This program aids designers and administrators to plan for and design environments that meet the functional needs of the complex systems

required in health care facilities. Coursework in this area includes *ARCH 63002 Health Care Facilities I* and *ARCH 63003 Health Care Facilities II.*

Learning achieved through the above courses is applied during the second year in two design studios, ARCH 73002 and ARCH 73003. The first studio focuses on research and development of a health care facility focus. The second semester is a capstone project consisting of a complete design package for a health care facility in the student's primary professional field (i.e., architecture or interior design). See Attachment A for the full curriculum.

3. Administrative arrangements for the proposed program: department and school or college involved.

Kent State University's proposed Master of Health Care Design will be administered by the College of Architecture and Environmental Design. Coursework for the degree is offered by the College of Public Health, College of Nursing, and College of Architecture and Environmental Design. Coursework outside of the College of Architecture and Environmental Design is part of the existing Health Care Facilities Certificate.

4. Evidence of need for the new degree program, including the opportunities for employment of graduates. This section should also address other similar programs in the state addressing this need and potential duplication of programs in the state and region.

Over the next decade, public health is one of the strongest sectors of projected job growth. Likewise, the occupational outlook for architects is projected at 24% growth by the U.S. Bureau of Labor Statistics. This growth in occupational outlook for architects is in part due to pent up demand brought about by the 2008 recession which significantly slowed new construction, causing a slowdown in architecture, engineering, and interior design fields. As the postponed needs for new facilities create new job opportunity for designers in the future, health facilities will be a major component of that growth.

Northeast Ohio and Western Pennsylvania constitute a regional center for health care facilities. The Cleveland Clinic, University Hospitals, University of Pittburgh Medical Center, Summa Health Care System, and Rainbow Children's Hospital are major health care providers that are actively building new hospitals and clinics. In addition, Ohio's population will need significant investment in facilities to support assisted living and skilled nursing activities.

This proposed Masters in Health Care Design is designed to support the many architectural firms in our region which have significant health care facilities practices. In fact, the existing Certificate in Health Care Facilities and the proposed Masters in Health Care Design have been developed in partnership with local architectural firms. These firms report that they must go outside the state and region to hire architecture graduates with the skills they need to support their health care design practice. Currently, programs at Texas A&M University and Clemson University provide local firms with architecture graduates with the skills needed for health care design.
Letters supporting the establishment of a Masters of Health Care Design received from architectural and engineering firms include the following statements:

> Bill Ayars, Managing Principal, Perspectus Architecture: "The medical facilities locally are among the best in the world. They expect the design talent to be the best and should be able to trust that the talent locally obtained is on par with the best talent available. The…Masters program would help raise the caliber of our regional architectural talent and keep the specialized training and educational programming at the highest and most up-to-date level."
>
> Alan R. Ambuske, President, Ambuske Architects, Inc.: "…the Registered Architects in our firm are all Kent State University graduates. They are very good health care architects, however, the on the job training took years of learning the complexity of the health care design process and the related language, medical equipment, codes, department relationships, doctor/nurse/staff needs and the patient/family needs."
>
> Marc Bittinger, Mike Liezert, Tim Hunsicker, Principals, CBLH Design: "Northeast Ohio's strongest

assets are the healthcare providers…With much of our client base in healthcare, we look at prospective employee's experience in this area in detail. When we see either a degree or extensive experience in healthcare design, that candidate is more times than not interviewed by our management team. If a master's degree was created, it would assist our firm and others in the region in that graduates would be able to enter firms with at least a basic knowledge of vocabulary, design process, and planning objectives that are unique to this client type."

Henry I. Reder, AIA, Esq.: "…healthcare facilities are significantly different from and more complex than almost any other type of architectural project. Healthcare projects must be structured to stay flexible to include continuous changes in the medical profession, and also must include the collaboration of many different disciplines in the healthcare community…I wholeheartedly support the development of the Master of Health Care Design and I am willing to assist in any way that I can."

John P. Hall, Cannon Design: "…in today's market, we must have staff that approaches Health Care design projects with a robust understanding of the state of the art…The northeast has lacked significant dedicated programs for Health Care Facilities Design…We believe that the proposed program at Kent State CAED has the potential to lead in this area…"

Dennis J. Wessel, Senior Vice President, Karpinski Engineering: "The ever increasing complexity and specialization within the healthcare industry requires a commensurate understanding of the facilities requirements necessary to support that profession. I have personally seen the difficulty exerted by architects attempting to design healthcare projects for the first time. A lack of understanding of the means and methods associated with various procedures can cause poor designs and inefficient doctor and staff performance…The combination of an architect with significant healthcare training and a more knowledgeable healthcare design engineer on these projects will provide added benefit for owners, operators, doctors and staff that practice in the facilities we design. Karapinski Engineering and myself, personally, are fully behind this initiative…"

5. Prospective enrollment.

A survey is currently underway that addresses demand from firms, students, and related organizations which will eventually confirm enrollment. However, Attachment B used for budgeting purposes utilized an annual student cohort of 10 students.

6. Special efforts to enroll and retain underrepresented groups in the given discipline.

A severe lack of *gender diversity* is a nationally-known problem in architecture and allied design fields. Since this is a post-professional degree, the cohort of students available for this program is dependent upon the graduates of existing professional design programs. We view the Masters in Health Care Design as an opportunity to integrate gender diversity at the Master degree level since Interior Designers will now be eligible to apply for a Master level degree in the CAED.

We will continue our efforts to recruit ALANNA minorities into the design professions and encourage them to continue into this research degree utilizing various methodologies including recruitment through Architects, Contractors, Engineers (ACE), Upward Bound, The Cleveland School System design schools at John Hay and Collinwood, and through student driven organizations such as CAED's Designer's in Service.

7. Availability and adequacy of the faculty and facilities available for the new degree program.

Our current building will be adequate for the initial start up phase for the degree program. Existing courses in the College of Architecture and Environmental Design, College of Public Health, and College of Nursing will support the degree program. Adjunct faculty are available to teach new proposed courses.

8. Need for additional facilities and staff and the plans to meet this need.

A new full-time faculty member will be hired to serve as Program Director for the Masters of Health Care Design. With construction of the new architecture building, we anticipate adequate facilities to support growth of the program.

9. Projected additional costs associated with the program and evidence of institutional commitment and capacity to meet these costs.

See attachment.

Appendix A

Healthcare Facilities Certificate

Curriculum

Required:

AED 63001 – Evidence Based Design in Health Care	3
ARCH 63002 – Health Care Facilities I	3
ARCH 63003 Health Care Facilities II	3
EHS 52018 – Environmental Health Concepts	3
HPM 53003 – Health Care Systems	3

Plus one of the following two courses:

NURS 60450 – Ethical and Cultural Issues for Health Professionals	2
Or	
HPM 53004 – Public Health Policy, Law and Ethics	3

Plus one from the following list:

ARCH 55640 – Developing Environments for Patient Populations	3
HPM 52016 – Public Health Administration	3
SBS50020 – Social and Behavioral Science Theories	3
NURS 45010—Healthcare Policy	3

Total Requirements:

Minimum Total Hours:	20
Upper Division Hours	20
Liberal Education Requirements Hours	NA
Diversity Course Global/Domestic	NA

Master of Health Care Design

Curriculum:

Required:

Certificate in Health Care Facilities	20
Directed Elective	3
Health Care Design I	(3)
Design Investigation and Capstone Proposal	
Health Care Design IV	(6)
Capstone Project	

Total Requirements:

Minimum Total Hours	32
Upper Division Hours	32
Liberal Education Requirements Hours	NA
Diversity Course Global/Domestic	NA

College of Architecture
Certificate/Master in Health Care Design Proforma
1/11/2012

Revenue Parameters	FY 2013	FY 2014		FY 2015		FY 2016	
	Certificates	Certificates	Masters	Certificates	Masters	Certificates	Masters
Students	**10**	**24**	**8**	**36**	**12**	**48**	**24**
Credit Hours	18	18	18	18	18	18	18
RCM Instructional Fee/Hour	$ 383	$ 383	$ 383	$ 383	$ 383	$ 383	$ 383
RCM SSI / Hour	$ 225	$ 225	$ 225	$ 225	$ 225	$ 225	$ 225
Class Size	**10**	**12**	**8**	**12**	**12**	**12**	**12**

RCM Compensation				
Total Instructional Fee	68,940	220,608	330,912	496,368
Total SSI	40,500	129,600	194,400	291,600
Total Revenue	**109,440**	**350,208**	**525,312**	**787,968**
Salary and Teaching Costs				
Instructional Teaching cost per course $10,000 and $4,000	42,000	93,333	149,333	231,000
Director Salary (1/2)	45,000	46,350	47,741	49,173
Admin Support (1/4)	7,500	7,725	7,957	8,195
Educational Technologist (1/4)	15,000	15,450	15,914	16,391
Benefits	32,850	48,858	66,283	91,428
Total Salary and Teaching	**142,350**	**211,716**	**287,227**	**396,187**
Non Salary Costs				
Travel (Consultants and Lecturers)	4,000	8,000	12,000	16,000
Program Consultant and Adjunct Course Development	10,000	10,000	10,000	10,000
Advertising	10,000	10,000	7,500	7,500
Supplies	2,000	4,000	6,000	8,000
Total Non Salary	**26,000**	**32,000**	**35,500**	**41,500**
Total Overhead Fee	**46,293**	**148,138**	**222,207**	**333,310**
Net Surplus (Deficit)	**(105,203)**	**(41,646)**	**(19,622)**	**16,971**
Required Special Course Fee to Breakeven	**$ 1,753.39**	**$ 216.91**	**$ 68.13**	**$ -**

KENT STATE UNIVERSITY

TO: Educational Policies Council

FROM: Provost and Senior Vice President Todd A. Diacon

SUBJECT: Agenda for Monday, 15 October 2012
3:20 p.m., Kent Student Center, Room 204

DATE: 8 October 2012

The two councils—Undergraduate EPC and Graduate EPC —are meeting together with one 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 item on the agenda to an action or discussion item, please notify Therese E. Tillett, director of curriculum services, by Friday, 12 October 2012, to ensure that the materials are available at the meeting for review.

ACTION ITEMS

1. Approval of minutes of 17 September 2012.
   Attachment 1

Office of the Provost *(represented by Associate Provost Stephane E. Booth)*

2. Revision of the policy for instructional activities and the credit hour.
   Effective Spring 2013 | Attachment 2: Proposal, Appendices A, B, C

INFORMATION ITEMS

University Requirements Curriculum Committee

1. Boilerplate statement to be inserted into syllabi for courses designated as satisfying the Experimental Learning Requirement.
   Effective Spring 2013 | Attachment 3

2. Approved assessment plans for the following Kent Core courses:
   a COMM 15000 Introduction to Human Communication (Additional)
   b COMM 26000 Criticism of Public Discourse (Humanities)
   c JMC 20001 Media, Power and Culture (Social Sciences)
   Effective Fall 2013 | Attachment 4

Office of the Provost

3. Revision of the Kent State University *Curriculum Guidelines* to replace the 2009 version.
   Effective Fall 2012 | Attachment 5: Proposed Guidelines, Edited (Redlined) Version

College of Arts and Sciences

Department of Biological Sciences

4. Letter of intent to establish a Sustainable Horticulture and Landscapes major within the Bachelor of Science degree, to be offered at the Salem Campus.
   Attachment 6: Letter of Intent, New Program Needs Analysis and Faculty Credentials, Letters of Support and Survey Results

LESSER ACTION ITEMS

College of Applied Engineering, Sustainability and Technology

1. Establishment of 2+2 articulation agreement with the Civil Aviation Flight University of China (CAFUC), whereby eligible students complete the first two academic years in the Transportation Personnel Training Program major (Air Traffic Control or Flight Dispatch concentration) within the Bachelor of Engineering degree at CAFUC before transferring to Kent State for the Air Traffic Control [ATC] concentration in the Aeronautics [AERN] major within the Bachelor of Science [BS] degree. At the end of two academic years at Kent State, students earn both the BEng degree from CAFUC and the BS degree from Kent State. Admission, course and graduation requirements for the degree program are unchanged.
   Effective Fall 2012

2. Establishment of 3+2 articulation agreement with the Civil Aviation Flight University of China (CAFUC), whereby eligible undergraduate students after their third year at CAFUC may be admitted conditionally to Kent State's Master of Technology [MTEC] degree. They will then earn their CAFUC bachelor's degree in their fourth year and their Kent State master's degree in their fifth year, while taking coursework at Kent State. Admission, course and graduation requirements for the degree program are unchanged.
   Effective Fall 2012

College of Arts and Sciences

Department of Biological Sciences

3. Establishment of tech prep articulation agreement with Trumbull Career and Technical Center (Warren), whereby eligible graduates of the center's Equine and Small Animal Science programs will, after admittance, earn credit for one course (HORT 10001) applicable toward the Horticulture Technology [HORT] major within the Associate of Applied Science [AAS] degree.
   Effective Fall 2012

Department of Political Science / Center for Applied Conflict Management

4. Establishment of 2+2 articulation agreement with Cuyahoga Community College, whereby eligible graduates of the college's Associate of Arts degree and Conflict Resolution and Peace Studies certificate will, upon admittance, articulate into their third year of the Applied Conflict Management [ACM] major within the Bachelor of Arts [BA] degree. Admission, course and graduation requirements for the degree program are unchanged.
   Effective Fall 2012

College of Education, Health and Human Services

School of Health Science

5. Revision of admission policy for the Audiology [AUD] major within the Master of Arts [MA], Doctor of Audiology [AUD] and Doctor of Philosophy [PHD] degrees, as well as for the Speech Language Pathology [SLP] major within the Master of Arts [MA] and Doctor of Philosophy [PHD] degrees. The number of required letters of recommendation increases from two to three.
   Effective Fall 2013

School of Lifespan Development and Educational Sciences

6. Revision of name of Educational Interpreting [EI] concentration—to ASL/English Interpreting [ASEI]—in the Special Education [SPED] major within the Bachelor of Science in Education [BSE] degree. Minimum total credit hours to program completion are unchanged at 123.
   Effective Fall 2013

7. Revision of course requirements for the Education [EDUC] minor. Minimum total credit hours to program completion are unchanged at 42.
   Effective Fall 2013

LESSER ACTION ITEMS *continued*

Regional College

8. Establishment of new concentration Fraud Examination [FREX] in the Bachelor of Technical and Applied Studies [BTAS] degree. The concentration comprises existing ACTT, COMT, JUS, MIS courses. Also included in the proposal is revision to course requirements for the major and other concentrations. Minimum total credit hours to program completion are unchanged at 121.
   Effective Fall 2013

9. Revision of course requirements in the Allied Health Management Technology [AHMT] major within the Associate of Technical Study [ATS] degree. Revisions include addition of 9 credit hours of Kent Core courses to meet the requirements of the Ohio Board of Regents. Minimum total credit hours to program completion are unchanged at 66.
   Effective Fall 2013

10. Revision of course requirements in the Emergency Medical Service Technology [EMST] major within the Associate of Technical Study [ATS] degree. Revisions include addition of 6 credit hours of Kent Core courses to meet the requirements of the Ohio Board of Regents. Minimum total credit hours to program completion are unchanged at 62.
    Effective Fall 2013

11. Revision of course requirements in the Environmental Management [EMGT] major within the Associate of Technical Study [ATS] degree. Revisions include addition of 3 credit hours of Kent Core to meet the requirements of the Ohio Board of Regents. Minimum total credit hours to program completion are unchanged at 61.
    Effective Fall 2013

12. Revision of course requirements in the Environmental Health and Safety [EVHS] major within the Associate of Applied Science [AAS] degree. Revisions include course changes to meet the requirements of the Ohio Board of Regents. Minimum total credit hours to program completion are unchanged at 64.
    Effective Fall 2013

13. Revision of course requirements in the Industrial Trades Technology [ITTN] major within the Associate of Technical Study [ATS] degree. Revisions include addition of 3 credit hours of Kent Core to meet the requirements of the Ohio Board of Regents. Minimum total credit hours to program completion increase, from 61 to 64.
    Effective Fall 2013

14. Establishment of tech prep articulation agreement with Canton South High School, whereby eligible graduates of the Programming and Video Gaming program will, 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

15. Establishment of tech prep articulation agreements with Buckeye Career Center (New Philadelphia), whereby eligible graduates of the Graphic Arts and Computer Technology–Networking programs will, 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.
    Effective Fall 2013

16. Establishment of tech prep articulation agreements with the following center and school, whereby eligible graduates of their specified program will, after admittance, earn credit for four courses (ITAP 16620, ITAP 16621, ITAP 16625, ITAP 16680) applicable toward the Information Technology for Administrative Professionals [ITAP] major within the Associate of Applied Business [AAB] degree.
    a. Buckeye Career Center (New Philadelphia) – Business Administration and Management
    b. West Branch High School (Beloit) – Business Education/Technology
    Effective Spring 2012

CORRECTION

17 September 2012 Agenda: New post-bachelor's certificate Health Care Facilities will have the Banner code C632 (not C631).

UNIVERSITY REQUIREMENTS CURRICULUM COMMITTEE

Course Changes Effective for Fall 2013

PORT	37330	Early Brazilian Literature (3) [Writing Intensive]	Inactive
PORT	37331	Recent Brazilian Literature (3) [Writing Intensive]	Inactive

COURSE CHANGES

Course Changes Effective for Spring 2013

JMC	20008	Audience Analysis and Research (3)	Revise
JMC	21005	Advertising Messaging (3)	Revise
JMC	23030	Basic Video Production (3)	Revise
JMC	23031	Basic Audio Production (3)	Revise
JMC	26001	Multimedia Newswriting (3)	Revise
JMC	26007	Print Beat Reporting (3)	Revise

Course Changes Effective for Fall 2013

AERN	15741	Private Pilot Flight (3)	Revise
AERN	15742	Private Pilot Helicopter Flight (3)	Revise
AERN	15743	Private Pilot Helicopter Flight Add-On (2)	Revise
AERN	25743	Commercial Pilot Flight I (2)	Revise
AERN	35644	Instrument Flight Theory (3)	Revise
AERN	35645	Instrument Pilot Flight (2)	Revise
AERN	35646	Instrument Helicopter Flight (2)	Revise
AERN	35647	Commercial Pilot Flight II (2)	Revise
AERN	35648	Instrument Helicopter Flight Add-On (1)	Revise
AERN	35746	Commercial Pilot Theory (2)	Revise
AERN	35747	Commercial Pilot Flight III (2)	Revise
AERN	35748	Commercial Pilot Helicopter Flight Add-On (2)	Revise
AERN	35749	Commercial Pilot Helicopter Flight (3)	Revise
AERN	45648	Theory of Flight Instruction (3)	Revise
AERN	45649	Flight Instructor/Airplanes (2)	Revise
AERN	45650	Certified Flight Instructor Helicopter Flight (2)	Revise
AERN	45651	Flight Instructor-Instruments (2)	Revise
AERN	45652	Certified Flight Instructor Instrument Helicopter Flight (1)	Revise
AERN	45653	Multi-Engine Pilot Flight (1)	Revise
AERN	45654	Certified Flight Instructor Helicopter Flight Add-On (1)	Revise

Course Changes Effective for Fall 2013 *continued*

AERN	45655	Advanced Multi-Engine Pilot Flight (1)	Revise
AERN	45656	Certified Flight Instructor Instrument Helicopter Flight Add-On (1)	Revise
AERN	45657	Multi-Engine Flight Instructor (1)	Revise
COMT	11005	Introduction to Operating Systems and Networking Technology (3)	Revise
COMT	12000	Personal Productivity Software (3)	Revise
COMT	21002	Network Setup and Configuration (4)	Revise
COMT	21005	Visual Basic Database Programming (4)	Revise
COMT	21010	Workgroup Productivity Software (3)	Revise
COMT	21011	Techniques of Multimedia Web Design (3)	Revise
COMT	21100	Local Area Network Troubleshooting (3)	Revise
COMT	21110	Internetworking (3)	Revise
COMT	21092	Computer Practicum (1-3)	Revise
COMT	36301	Advanced C++ Programming (4)	Revise
COMT	36308	Ergonomics in Computer Systems (3)	Revise
COMT	36392	Internship for Computer Technology Students (3)	Revise
COMT	46311	Technology of Networking (3)	Revise
GRE	14205	Elementary Modern Greek I (4)	Inactive
GRE	14206	Elementary Modern Greek II (4)	Inactive
GRE	24208	Intermediate Modern Greek I (3)	Inactive
GRE	24209	Intermediate Modern Greek II (3)	Inactive
GRE	34350	Advanced Prose Authors (3)	Inactive
ITAP	16605	Introduction to Operating Systems and Network Technology (3)	Inactive
JMC	20004	Media Writing (3)	Revise
JMC	44042	Live Sports Production (3)	Revise
JMC	44043	Sports Field Production (3)	Revise
JMC	45000	Television Sports Graphics Production (3)	Revise
JMC	48006	Public Relations Publications (3)	Revise
MCLS	50655	Multimedia, Online Instruction and Second Language Acquisition (3)	Inactive
NRST	10003	Nursing Agency I (6)	Revise
NRST	10006	LPN to Associate Degree in Nursing Transition (3)	Revise
NRST	10008	Paramedic to Associate Degree in Nursing Transition (5)	Revise
NRST	20206	Nursing Agency II (5)	Revise
PORT	17201	Elementary Portuguese I (4)	Inactive
PORT	17202	Elementary Portuguese II (4)	Inactive
PORT	27209	Field Study (1-6)	Inactive
PORT	27210	Intensive Portuguese (5)	Inactive

Course Changes Effective for Fall 2013 *continued*

PORT 37211 Composition and Conversation (3).....Inactive

PORT 37421 Luso-Brazilian Civilization (3) .....Inactive

PORT 47093 Variable Title Workshop in Portuguese (1-6).....Inactive

PORT 47095 Selected Topics (3).....Inactive

PORT 47096 Individual Investigation (1-3).....Inactive

SPAN 48350 Don Quixote (3).....Inactive

SPAN 48370 Modernism in Spanish America (3).....Inactive

SPAN 58350 Don Quixote (3).....Inactive

SPAN 58370 Modernism in Spanish America (3).....Inactive

TAS 37900 Technical and Applied Studies Cornerstone (3) .....Revise

TAS 47900 Technical and Applied Studies Capstone (3).....Revise

Courses on Hold Effective for Spring 2013 UPDATE

This list reflects an update from what was published in the September agenda. Special topics, internship/ practicum, individual investigation, research and workshop courses were removed (37 courses). Also removed were cross-listed/slashed courses there were scheduled to be offered (although cancelled due to no enrollment) when their cross-listed/slashed counterpart was offered successfully in the past five years (35 courses). In addition, six courses previously on the list have been inactivated by their respective departments.

ANTH	48260	CULTURE CONFLICT
ANTH	48391	SEMINAR IN HISTORY OF ANTHROPOLOGY
ANTH	48410	STONE AGE ARCHAEOLOGY
ANTH	58260	CULTURE CONFLICT
ANTH	58391	SEMINARY IN HISTORY OF ANTHROPOLOGY 1750-1950
ANTH	58410	STONE AGE ARCHAEOLOGY
ANTH	68613	MORPHOLOGICAL ANALYSIS
ARCH	45220	AMERICAN ARCHITECTURE:COLONIAL TO 1900
ARCH	45391	SEMINAR:STRUCTURES III
ARCH	45591	SEMINAR:ENVIRONMENTAL TECHNOLOGY III
ARCH	55101	FIFTH-YEAR DESIGN STUDIO I
ARCH	55220	AMERICAN ARCHITECTURE:COLONIAL TO 1900
ARCH	55391	SEMINAR:STRUCTURES III
ARCH	55591	SEMINAR:ENVIRONMENTAL TECHNOLOGY III
ARTC	45703	LARGE SCALE ENAMELING
ARTH	42022	THE ARTS OF CHINA
ARTH	42070	HISTORY OF GRAPHIC DESIGN
ARTH	52058	AMERICAN FILM, PHOTOGRAPHY, ART AND IDEAS
ARTH	52070	HISTORY OF GRAPHIC DESIGN
BMS	60257	RESEARCH PROPOSAL
BMS	60440	CELLULAR AND MOLECULAR SIGNALING
BMS	60452	PULMONARY PHYSIOLOGY
BMS	70257	RESEARCH PROPOSAL
BMS	70440	CELLULAR AND MOLECULAR SIGNALING
BMS	70449	MEDICAL PHYSIOLOGY I
BMS	70452	PULMONARY PHYSIOLOGY
BMS	70729	CELLULAR AND MOLECULAR NEUROSCIENCE
BMS	78613	PLEISTOCENE HOMINID MORPHOLOGY
BMS	78638	BIOANTHROPOLOGICAL DATA ANALYSIS II
BSCI	30267	PLANT PHYSIOLOGY
BSCI	40164	MOLECULAR SYSTEMATICS AND PHYLOGENETICS

Courses on Hold Effective for Spring 2013 *continued*

BSCI	40364	LIMNOLOGY
BSCI	40439	ENVIRONMENTAL PHYSIOLOGY
BSCI	50164	MOLECULAR SYSTEMATICS AND PHYLOGENETICS
BSCI	50364	LIMNOLOGY
BSCI	50439	ENVIRONMENTAL PHYSIOLOGY
BSCI	60440	CELLULAR AND MOLECULAR SIGNALING
BSCI	60446	ADVANCED HUMAN PHYSIOLOGY
BSCI	60461	NEUROCHEMISTRY
BSCI	70164	MOLECULAR SYSTEMATICS AND PHYLOGENETICS
BSCI	70364	LIMNOLOGY
BSCI	70439	ENVIRONMENTAL PHYSIOLOGY
BSCI	70440	CELLULAR AND MOLECULAR SIGNALING
BSCI	70461	NEUROCHEMISTRY
CHDS	37700	HUMAN RELATIONS IN A WORLD OF DIVERSITY
CHDS	67858	SEMINAR:GROUP COUNSELING
CHEM	40114	ELECTROANALYTICAL CHEMISTRY
CHEM	50114	ELECTROANALYTICAL CHEMISTRY
CHEM	50555	ELEMENTARY PHYSICAL CHEMISTRY
CHEM	50557	PHYSICAL CHEMISTRY LABORATORY
CHEM	70114	ELECTROANALYTICAL CHEMISTRY
CHEM	70555	ELEMENTARY PHYSICAL CHEMISTRY
CHEM	70557	PHYSICAL CHEMISTRY LABORATORY
CI	61142	HISTORY AND INQUIRY IN SCIENCE EDUCATION
CI	67331	LITERACY LEARNING IN EARLY YEARS
CI	67333	BLACK WOMEN AND LITERACY
CI	71142	HISTORY OF INQUIRY IN SCIENCE EDUCATION
CI	77331	LITERACY LEARNING IN EARLY YEARS
CI	77333	BLACK WOMEN AND LITERACY
CI	87391	SEMINAR IN READING
COMM	25454	INTERCOLLEGIATE FORENSICS I
COMM	35454	INTERCOLLEGIATE FORENSICS II
COMM	65591	SEMINAR IN SMALL GROUP COMMUNICATION
COMM	65851	ORGANIZATIONAL COMMUNICATION
COMM	75591	SEMINAR IN SMALL GROUP COMMUNICATION
COMM	75851	ORGANIZATIONAL COMMUNICATION
CPHY	62242	CHARACTERIAZATION OF SOFT MATERIALS
CPHY	72243	LYOTROPIC LIQUID CRYSTALS AND MICELLAR SYSTEMS
CPHY	72418	DEFECTS IN LIQUID CRYSTAL MATERIALS
CS	41012	FINITE MATHEMATICS
CS	45111	PRINCIPLES OF VLSI DESIGN
CS	46201	INTRODUCTION TO THEORY OF AUTOMATA, FORMAL LANGUAGES, COMPUTATION
CS	47201	HUMAN COMPUTER INTERACTION
CS	51012	FINITE MATHEMATICS
CS	55111	PRINCIPLES OF VLSI DESIGN
CS	56201	INTRODUCTION TO THEORY OF AUTOMATA, FORMAL LANGUAGES, COMPUTATION
CS	57201	HUMAN COMPUTER INTERACTION
CS	62201	NUMERICAL COMPUTING I
CS	65201	INTERCONNECTION NETWORKS
CS	72201	NUMERICAL COMPUTING I
CS	75201	INTERCONNECTION NETWORKS
DAN	17013	STUDIO AFRICAN DANCE I
DAN	47055	BALLET IV-A
ECED	50123	CRITICAL INQUIRY INTO INTEGRATED CURRICULUM IN THE PRIMARY YEARS
ECED	50153	ORGANIZATION AND SUPERVISION OF EARLY CHILDHOOD CENTERS
ECED	60153	PLAY IN CHILDHOOD
ECED	70153	PLAY IN CHILDHOOD
ECON	32084	ECONOMICS OF THE ENVIRONMENT

Courses on Hold Effective for Spring 2013 *continued*

ECON	42080	REGIONAL ECONOMICS
ECON	42087	LAW AND ECONOMICS
ECON	52080	REGIONAL ECONOMICS
ECON	52087	LAW AND ECONOMICS
EDAD	66528	THE SCHOOL BUSINESS MANAGER AND SCHOOL TREASURER
EDAD	66537	THE PRINCIPAL AS EDUCATIONAL LEADER
EDAD	66591	SEMINAR IN EDUCATIONAL ADMINISTRATION
EDAD	76528	THE SCHOOL BUSINESS MANAGER AND SCHOOL TREASURER
EDAD	76537	THE PRINCIPAL AS EDUCATIONAL LEADER
EDAD	86558	ADVANCED EDUCATIONAL LEADERSHIP
EDAD	86591	SEMINAR IN EDUCATIONAL ADMINISTRATION
EERT	22013	INDUSTRIAL ELECTRONICS
EIRT	22032	PC NETWORK ENGINEERING II
EIRT	22033	FIBER OPTICS TECHNOLOGY
ENG	46203	TWENTIETH-CENTURY EUROPEAN LITERATURE
ENG	56203	TWENTIETH-CENTURY EUROPEAN LITERATURE
ENG	67601	DOCUMENTS AND TEXTS
ENG	67691	SEMINAR:SCHOLARLY EDITING
ENG	77601	DOCUMENTS AND TEXTS
ENG	77691	SEMINAR:SCHOLARLY EDITING
FIN	36061	REAL ESTATE PRINCIPLES
FIN	76084	FINANCIAL ENGINEERING
FIN	76085	FIXED INCOME MARKETS
FR	43366	STUDIES IN NINETEENTH-CENTURY FRENCH LITERATURE
FR	43380	FRANCOPHONE LITERATURE
FR	53366	STUDIES IN 19TH-CENTURY FRENCH LITERATURE
FR	53380	FRANCOPHONE LITERATURE
FR	63202	READING FRENCH FOR GRADUATE STUDENTS
GCOL	61093	WORKSHOP IN COLLEGE TEACHING
GCOL	71093	WORKSHOP IN COLLEGE TEACHING
GEOG	46035	MARKETING GEOGRAPHY
GEOG	49480	FIELD STUDY IN GEOGRAPHY
GEOG	49890	APPLIED GEOGRAPHY
GEOG	56035	MARKETING GEOGRAPHY
GEOG	59480	FIELD STUDY IN GEOGRAPHY
GEOG	60881	CONTEMPORARY ISSUES IN GEOGRAPHY
GEOG	69010	URBAN INFORMATION AND SYSTEMS METHODOLOGY
GEOG	76035	MARKETING GEOGRAPHY
GEOG	79010	URBAN INFORMATION AND SYSTEMS METHODOLOGY
GEOG	79480	FIELD STUDY IN GEOGRAPHY
GEOL	63069	CLAY MINERALOGY
GEOL	64032	SYSTEMATIC INVERTEBRATE PALEONTOLOGY II
GEOL	64034	MICROPALEONTOLOGY
GEOL	73055	ADVANCED IGNEOUS AND METAMORPHIC PETROLOGY
GEOL	73069	CLAY MINERALOGY
GEOL	74032	SYSTEMATIC INVERTEBRATE PALEONTOLOGY II
GEOL	74034	MICROPALEONTOLOGY
GER	23531	YIDDISH SHORT STORY
GER	61366	SEMINAR ON ROMANTICISM
GRE	34351	NEW TESTAMENT IN GREEK
HIED	66650	ORGANIZATION AND ADMINISTRATION OF HIGHER EDUCATION
HIED	76650	ORGANIZATION AND ADMINISTRATION OF HIGHER EDUCATION
HIST	41016	THE PROTESTANT AND CATHOLIC REFORMATIONS
HIST	51017	17TH-CENTURY EUROPE
HIST	51024	MODERN EUROPEAN HISTORY, 1914-1945
HIST	51041	HISTORY OF GERMANY, 1871 TO PRESENT
HIST	51088	NEW ERA THROUGH WORLD WAR:THE UNITED STATES 1920-1945

Courses on Hold Effective for Spring 2013 *continued*

HIST	51089	RECENT AMERICA:THE UNITED STATES 1945-PRESENT
HIST	55597	COLLOQUIUM IN RUSSIAN HISTORY
HIST	56597	COLLOQUIUM IN 20TH-CENTURY EUROPEAN DIPLOMACY
HIST	58797	COLLOQUIUM IN AFRICAN-AMERICAN HISTORY TO 1877
HIST	71025	MODERN EUROPEAN HISTORY:1945 TO PRESENT
HIST	71041	HISTORY OF GERMANY, 1871-PRESENT
HIST	71056	HISTORY OF COLONIAL AMERICA, 1492-1714
HIST	71058	THE JEFFERSON-JACKSON ERA, 1789-1848
HIST	71071	AMERICAN SOCIAL AND INTELLECTUAL HISTORY, 1876 TO PRESENT
HIST	71088	NEW ERA THROUGH WORLD WAR:THE UNITED STATES 1920-1945
HIST	75597	COLLOQUIUM IN RUSSIAN HISTORY
HIST	75697	COLLOQUIUM:SOCIAL HISTORY OF LATIN AMERICA
HIST	76597	COLLOQUIUM IN 20TH-CENTURY EUROPEAN DIPLOMACY
HIST	78797	COLLOQUIUM IN AFRICAN-AMERICAN HISTORY TO 1877
HM	43029	HOSPITALITY FINANCIAL POLICY
HM	53029	HOSPITALITY FINANCIAL POLICY
IERT	22008	TAGUCHI PROCESS IMPROVEMENT
ITEC	67412	INSTRUCTIONAL TECHNOLOGY IN SECONDARY SCHOOLS
ITEC	67417	ADVANCED INSTRUCTIONAL DESIGN
ITEC	67434	EMERGING TECHNOLOGIES
ITEC	77417	ADVANCED INSTRUCTIONAL DESIGN
ITEC	77434	EMERGING TECHNOLOGIES
JMC	32004	ADVANCED PHOTOGRAPHY
JMC	32008	PHOTO-DESIGN TECHNIQUES
JMC	42007	PHOTO-ILLUSTRATION TECHNIQUES
JMC	67094	COLLEGE TEACHING OF JOURNALISM
JUS	66774	COMPARATIVE JUSTICE INSTITUTIONS AND POLICY
KBM	40042	APPLIED MUSIC-INSTRUMENTAL
KBM	60042	APPLIED MUSIC-INSTRUMENTAL
KBM	70042	APPLIED MUSIC-INSTRUMENTAL
LAT	46352	ELEGIAC POETS
LAT	46372	LYRIC POETRY
LAT	56352	ELEGIAC POETS
LAT	66372	LYRIC POETRY
LEGT	18005	EMPLOYMENT REGULATIONS
LIS	60642	IMPLEMENTATION OF INFORMATION STORAGE AND RETRIEVAL SYSTEMS
LIS	60646	USER INTERFACES FOR INFORMATION RETRIEVAL SYSTEMS
MATH	19001	TECHNICAL MATHEMATICS I
MATH	47001	MATHEMATICAL LOGIC AND SET THEORY
MATH	57001	MATHEMATICAL LOGIC AND SET THEORY
MATH	62201	NUMERICAL COMPUTING I
MATH	62691	SEMINAR IN HARMONIC ANALYSIS
MATH	72201	APPROXIMATION THEORY
MATH	72691	SEMINAR IN HARMONIC ANALYSIS
MUS	25231	JAZZ ENSEMBLE
MUS	42222	CHAMBER MUSIC LITERATURE
MUS	43244	STUDENT TEACHING PREPARATION
MUS	51161	ADVANCED MUSICAL ANALYSIS
MUS	52222	CHAMBER MUSIC LITERATURE
MUS	58222	ELEMENTS OF ACCOMPANYING II
MUS	62602	SEMINAR IN MUSICS OF THE AMERICAS
MUS	66112	APPLIED MUSIC-GRADUATE PIANO ACCOMPANYING
MUS	66912	APPLIED MUSIC-GRADUATE GUITAR
MUS	72602	SEMINAR IN MUSICS OF THE AMERICAS
MUS	78294	COLLEGE TEACHING OF MUSIC
NURS	40061	PHYSICAL ASSESSMENT
NURS	60073	WOMEN'S HEALTH CLINICAL NURSE SPECIALIST CAPSTONE

Courses on Hold Effective for Spring 2013 *continued*

NURS	70746	ADVANCED METHODS FOR NURSING RESEARCH:MEASUREMENT IN NURSING
PHIL	30025	ENVIRONMENTAL PHILOSOPHY
PHY	12411	INTRODUCTION TO COMPUTER HARDWARE
PHY	54600	INTRODUCTION TO BIOLOGICAL PHYSICS
POL	30840	NONGOVERNMENTAL ORGANIZATIONS
POL	51391	SEMINAR:PROBLEMS IN PUBLIC POLICY
POL	60305	STATE AND LOCAL GOVERNMENT FINANCIAL ANALYSIS
POL	60306	LEADERSHIP AND PUBLIC POLICY
POL	70305	STATE AND LOCAL GOVERNMENT FINANCIAL ANALYSIS
POL	70306	LEADERSHIP AND PUBLIC POLICY
POL	70705	COMPARATIVE JUSTICE INSTITUTIONS AND POLICY
PSYC	41574	LABORATORY EXPERIENCE IN PSYCHOLOGICAL RESEARCH:COGNITIVE/LEARNING
PSYC	60313	COMMUNITY PSYCHOLOGY
PSYC	60325	FORENSIC PSYCHOLOGY
PSYC	61684	EXPERIMENTAL DESIGN AND METHOD
PSYC	70313	COMMUNITY PSYCHOLOGY
PSYC	70325	FORENSIC PSYCHOLOGY
PSYC	71046	CONNECTIONISM AND NEURAL NETWORKS
PSYC	71684	EXPERIMENTAL DESIGN AND METHOD
PSYC	71688	COMPUTER APPLICATIONS IN PSYCHOLOGY
RHAB	88182	PSYCHOLOGICAL ADJUSTMENT TO DISABILITY
SOC	42400	SELF AND IDENTITY
SPED	43529	NATURE AND NEEDS OF GIFTED CHILDREN
SPED	43530	INSTRUCTIONAL PROCESSES FOR GIFTED CHILDREN
SPED	43534	SOCIAL AND EMOTIONAL COMPONENTS OF GIFTEDNESS
SPED	53316	EARLY CHILDHOOD DEAF EDUCATION: FAMILY AND CHILD SERVICE PROVISION
SPED	63202	INSTRUCTING STUDENTS WITH SPECIAL NEEDS IN INCLUSIVE SETTINGS
SPED	73533	GIFTED SUBPOPULATIONS
SPSY	67932	ADVANCED INTERVENTIONS FOR ADDRESSING SEVERE BEHAVIOR
SPSY	77912	ROLE OF THE SCHOOL PSYCHOLOGIST
SPSY	77931	PROGRAM DEVELOPMENT AND ETHICAL APPLICATION OF APPLIED BEHAVIOR ANALYSIS
SPSY	77932	ADVANCED INTERVENTIONS FOR ADDRESSING SEVERE BEHAVIOR
TECH	11083	TECHNICAL DRAWING AND SKETCHING
TECH	31047	GRAPHIC COMMUNICATIONS TECHNOLOGY II
TECH	31071	WOODS TECHNOLOGY II
TECH	32100	FUNDAMENTALS OF RADIATION TECHNOLOGY
TECH	33580	ENGINEERING GRAPHICS FOR ELECTRONICS
TECH	42200	RADIATION PROCESSING OF MATERIALS
TECH	42400	RADIATION DOSIMETRY AND SAFETY
TECH	52200	RADIATION PROCESSING OF MATERIALS
THEA	31560	SCENIC TECHNOLOGY
THEA	41623	TELEVISION PRODUCTION:LIGHTING
THEA	51133	THEATRE AND DRAMA IN AMERICA I
THEA	51623	TELEVISION PRODUCTION:LIGHTING
THEA	57063	HISTORY OF DANCE AS A THEATRICAL PHENOMENON I
VCD	27000	INTERIORS RENDERING
VCD	27001	VISUAL DESIGN FOR MEDIA:BASIC
VCD	42004	COMPUTER ILLUSTRATION
VCD	42051	CALLIGRAPHY AND LAYOUT
VCD	52004	COMPUTER ILLUSTRATION
VCD	52051	CALLIGRAPHY AND LAYOUT
VCD	56053	WEB DESIGN AND PROGRAMMING STUDIO

Educational Policies Council
Minutes of the Meeting
Monday, 17 September 2012

Ex-Officio Members present: Provost Todd A. Diacon; Faculty Senate Chair Paul A. Farrell; Deans Sonia J. Alemagno, James K. Bracken, Timothy J. Chandler, John R. Crawford, Vincent J. Hetherington, Donald F. Palmer, Said L. Sewell, Shin-Min (Simon) Song, Douglas L. Steidl, Mary Ann Stephens, Wanda E. Thomas, Stanley T. Wearden; Associate Deans Joanne M. Arhar, Nancy E. Barbour, Thomas W. Brewer, Gail E. Bromley, Raymond A. Craig, Jonathan P. Fleming, LuEtt J. Hanson, Thomas E. Klingler, Ralph Lorenz, I. Richmond Nettey, Frederick W. Schroath

Ex-officio Members not present: Dean Laura Cox Dzurec; Director Robert A. Walker

Faculty Senate-Appointed Representatives present: Richard Feinberg, Donald (Mack) Hassler, Thomas Janson, Jonathan V. Selinger, James A. Tyner, Terrence L. Uber, Roberto M. Uribe, Donald L. White

Faculty Senate-Appointed Representatives not present: Vanessa J. Earp, Susan V. Iverson, Tracy A. Laux, William C. Ward III, Linda L. Williams

Council Representatives present: Gregory M. Blase, Jessie Carduner, Pamela K. Evans, Yuko Kurahashi, John A. Marino, Marilyn Norconk, Denice Sheehan, Jonathan VanGeest

Council Representatives not present: Paul J. Albanese, George E. Cheney, Richard L. Mangrum, R. Scott Olds, Angela L. Ridgel, Cynthia G. Roller, Sherry Schofield-Tomschin, Adil M. Sharag-Eldin, John H. Thornton

Observers present: Lindsey L. Ayers, E. Ronald Wright, Breanne Yonkof

Observers not present:

Consultants and Guests present: George F. Bigham III, Stephane E. Booth, Lisa N.H. Delaney, Julie A. Gabella, Mary Ann Haley, Corinne Hans, Joseph Karpinski, Mei-Chen Lin, Jason Ohlsson, Jennifer Sandoval, Denise A. Seachrist, Elizabeth A. Sinclair-Colando, Linnea Stafford, Melody Tankersly, Therese E. Tillett

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Provost Todd A. Diacon called the meeting of the Education Policies Council to order at 3:20 p.m., Monday, 17 September 2012, in room 204 of the Kent Student Center.

Provost Diacon introduced new EPC members joining from the College of Podiatric Medicine, Vincent J. Hetherington and E. Ronald White.

Director Therese E. Tillett announced that LIS 30010 and SPED 19201, SPED 19202, SPED 29201, SPED 29202, SPED 39201, SPED 39202, SPED 43101 and SPED 43108 have been withdrawn from the agenda pending further discussion among the departments.

Action Item 1: Approval of the minutes of 14 May 2012.

Professor Richard Feinberg moved for approval of the minutes, which was seconded by Associate Professor Gregory M. Blase. The item passed unanimously.

Action Item 2: Establishment of a Construction Management [COMA] major within the Bachelor of Science [BS] degree. There currently exists a Construction Management concentration in the BS in Technology program, which will be inactivated upon approval of this new major. Minimum total credit hours toward program completion are 121.

Dean Shin-Min (Simon) Song turned the introduction over to Associate Dean I. Richmond Nettey. Associate Dean Nettey explained that the College of Applied Engineering, Sustainability and Technology has been offering construction management as a concentration for several years. He said that with careful work through the Office of the Provost and the Ohio Board of Regents the desire is to now offer it as a full bachelor's degree program. He said that Assistant Professor Joseph Karpinski and Lecturer George F. Bigham III were present along with two construction management students. He added that catalog information as well as the transmittal from the Office of the Provost to the Ohio Board of Regents is included.

A member said that he was interested in the concentration of faculty needed for the bachelor's degree because it seemed a little thin. He wondered if there was a plan to hire soon since enrollment is at 100 students, and the threshold to hire more is 125. Associate Dean Nettey responded that the two full-time faculty would be augmented with several adjunct faculty.

Hearing no further questions, Dean Song moved for approval of the item. It was seconded by Associate Dean Nettey and passed unanimously.

Action Item 3: Establishment of a Health Care Facilities [C631] post-bachelor's certificate, to be offered both on-ground (Kent Campus) and online. Minimum total credit hours to program completion are 10.

Dean Douglas L. Steidl explained that what is being proposed is a graduate level certificate that came directly out of the professions. He said that he visited 15 firms, and 10 of the 15 requested this certificate. He added that it is a knowledge-transfer certificate that will provide initial medical information for designers and design information for medical professionals. He then moved for approval of the item, which was seconded by Associate Dean Joanne M. Arhar.

Provost Diacon asked for examples of who would enroll in this certificate. Dean Steidl replied that anyone wanting an initial understanding of medical issues regarding design. He added that recent graduates would enroll because it will give them a step up in their firm. He said that current students enrolled in Nursing and in the Master of Public Health degree would also be interested in it. Dean Stanley T. Wearden encouraged Dean Steidl to talk to the School of Visual Communication Design about overlapping subjects.

With no further questions or discussions, the item was approved unanimously.

Discussion Item 1: Academic policies and student success.

Director Tillett explained that she deals with a lot of queries regarding policies, and in the last academic year several revisions to policies were brought forth. One event that happened was the integration of the College of Podiatric Medicine with Kent State University, which brought forth the question how can the two institutions integrate and work together with their academic policies. It also begged the question why are things being done one way. Example is the grading policy…how can the university start looking at policies in light of student success. She added that when trying to clarify a particular policy, in many cases, layers of complexity are simply added. She cited US 10097 Destination Kent State: First Year Experience as an example of layered complexity. She said she wanted to take a fresh look at these types of policies because if faculty and advisors can't understand them, how can students be expected to. She said that she would like EPC to charge an ad hoc committee to take the policies, review them and come back with recommendations.

Provost Diacon added that certain policies that you don't think will have an impact, do. He said that there would be a benefit to having a group look at how other universities handle their policies. He added that it is hope to find what is impeding success. He asked how to go about creating the ad hoc committee. Director Tillett said that she had not seen it done and was looking to long-serving members to remember how they came about.

A member suggested getting together with the leadership of Faculty Senate to have the Senate charge the committee. Director Tillett explained that the committee was something she saw as having equal representation of both faculty and student success professionals. The member said that perhaps the committee could be appointed by Faculty Senate in conjunction with the Provost.

Dean Mary Ann Stephens pointed out that Director Tillett is principally looking at undergraduate policies, and any ambiguity that exists with undergraduate policies can be multiplied by three to understand what's going on with graduate policies. She added that she is working with the graduate associate deans to make recommendations to the Graduate Studies Administrative Advisory Committee (GSAAC). She said that the associate deans are with working with the graduate coordinators in their college.

Provost Diacon requested that Faculty Senate Chair Paul A. Farrell add the item to the Faculty Senate Executive Committee Agenda.

Discussion Item 2: Administrative policy, procedures and guidelines regarding the Educational Policies Council.

Director Tillett said that she has been updating the Curriculum Guidelines, and the guidelines will come to EPC next month. She added that she will share them with anyone who requests it prior to the meeting. She said they have not been updated since 2009 because the Ohio Board of Regents has been revising its guidelines since 2008, and it is still not done, so she decided to move ahead. She said that she wanted to share the EPC section before then because this section was slightly revised. She said that when the curriculum steering committee reviewed it last semester, members reviewed the EPC policy as published in the Policy Register, which has been in effect since 1967; the committee realized it was a really good policy, but it wasn't being followed. She said that EPC was created to empower departments and colleges to be the final approver. She said that with this, minor changes were made, mostly updating nomenclature. She said the changes were approved by Faculty Senate in July. She said the guidelines were also updated as to how things appear on agendas. An example she gave was the certificate today being voted upon, whereas previously it would not have been. Director Tillett reminded the council that any information and/or lesser action item can always be brought to the floor for discussion and a vote to approve/disapprove. She said that a chart was included to show what things go where.

A member pointed out that there was an error regarding the undergraduate council including "ex-officio members of the graduate council" of which Director Tillett took note.

Discussion Item 3: The EPC as two councils—undergraduate and graduate—three years later. How is it working? Is it still needed? Can it be improved?

Director Tillett said that it has been three years since the council was divided. She asked how it was working, if it is working, if it can be improved and what are some of the positives and negatives.

A member said that she believe the intent was to establish a procedure that the matters pertaining to graduates would got to the graduate council, and the matters pertaining to undergraduates would go to undergraduate council; both councils would meet jointly when matters affected both. She said there have been times when issues crossed both councils, the date wasn't one of the designated meeting times so they didn't meet together. The times we meet do not seem to be driven by the agenda. She said that the Office of Curriculum Services should check for cross-overs, and set up the conjoined items first and then the councils should separate into their own respective meetings.

Director Tillett explained that it was originally set up that the councils would meet jointly every November and May. She added that last year the councils met together more often because there were more items affecting both. She asked if cross-over items should be at the top of the agenda and then allow councils to go back to their items.

A member reported that the bylaws required the council itself to meet together one time and for the individual councils to meet at least three times, although it is not clear if the one mandatory joint meeting is included in the three mandatory individual meetings, or if it is three individual meetings plus the one joint meeting.

Another member asked if someone could review the rationale for separate councils; adding if there is not a good reason to have two it might be easier to go back to one. Professor Thomas Janson explained that when he was Faculty Senate chair an assignment by EPC was given to figure out how to increase discussion on graduate items. He added that he would say that it hasn't worked. Any discussions that have been had have only lasted about 45 minutes, which could be done in the whole group. He added that he believes the charge was a good one but is not sure if the desired outcome has transpired.

Another member added that there was another procedural element to the change that had to do with bringing the colleges together at the time. The entire structure was changing.

Dean Stephens said that she doesn't believe that full advantage has not been taken of the graduate council in large part because there are few programs that go through. She added that she is hoping with the policy review better advantage can be taken of the structure. She said that she liked the first suggestion regarding the distribution of time. She said she believes there may be some really meaty issues coming up that may take up more time than the large body allows.

Director Tillett also pointed out that the two-council structure has increased membership because each college has to have two administrative representatives, and Faculty Senate has to have ten. She added that some people—such as Robert A. Walker, director of the School of Digital Sciences—have to run back and forth. Provost Diacon asked what the council wanted to do.

A member said that he believes having a discussion at the undergraduate council can benefit the graduate council and vice versa because undergraduate education can lead to graduate education. He added that he doesn't see any reason to keep them apart and would like to return to the original structure.

A member pointed out that while the graduate council members can serve on the full council, it is more limited as to who can serve on the graduate council because they have to be graduate faculty. However, the member was not offering an opinion either way.

A member wondered if the objective is to increase discussion then perhaps an internet discussion could be had on a listserv prior to the meetings, which would lead to more productivity and allow for the return to one council.

A member suggested since an ad hoc committee was being created it may review this as well. Director Tillett pointed out that it is written that EPC should be reviewed every five years. She added it is a possibility, maybe another ad hoc committee. Provost Diacon asked if it stayed status quo what would happen.

Dean Timothy J. Chandler said he recommended following the first suggestion and moved for approval of the suggestion (meet as two councils, but meet as one when deemed necessary by the agenda), which was seconded by Professor Janson. Professor Janson explained that he seconded the motion because it was not the desire to have only one meeting, but to follow the needs of the agenda. He added that the concept was to be together to discuss joint items and be apart when not. Provost Diacon asked who determines when the councils should meet jointly and when they should not. A member said that the Office of the Provost should decide.

A member said that he recognized there was a vote on the floor, but would like clarification of voting practices. He said he understood it to be a parody of administrative and faculty votes. A member confirmed that there should be an equal number of votes. He added that if it doesn't match then Senate would appoint faculty-at-large members to balance.

A member suggested that the Office of the Provost and the Chair of Faculty Senate should decide equally when the councils should meet together or not. Director Tillett replied that is a possibility because she sends a draft of the agenda a week before the actual agenda is posted.

Another member said she was glad that the voting issue came up. She asked that if an undergraduate issue comes up for a vote and she is representing both herself at the graduate level and her dean at the undergraduate level, is she allowed to vote twice. Provost Diacon said this topic doesn't relate directly to the discussion but he is willing to have it later. He suggested that a decision be made regarding the motion on the floor and added that the Provost and Faculty Senate chair will decide when to meet together.

The motion passed unanimously.

Provost Diacon asked if someone wanted to bring up the voting issue. A member said that there needs to be clarity regarding the voting rights. Faculty Senate Chair Farrell said that the ex-officio members of EPC are those are members of the undergraduate and graduate council, if they meet together then each ex-officio member each get one vote, but whether proxies are allowed is another issues. Normally, proxies are not allowed at Senate. The member asked if this is an issue Faculty Senate should look at. Another member said that in terms of proxy votes if a member is representing both themselves and someone else they should get two votes. Chair Farrell said that the bylaws are silent on the issue of proxies. Another member said one good reason to not allow proxy votes is because it is based on the current conversation. Another member added that all senators have a vote but cannot case a vote if they are not present. The presenting member said that the issue is with smaller units in which case a school director could be asked to sit in.

A consultant said that proxy voting can get really nasty, and he would strongly encourage, based on his experience, not allowing proxy votes. Provost Diacon said that the norm in Faculty Senate is that there are no proxy votes and asked if anyone can explain why EPC should have them. Chair Farrell said that in some context a proxy vote would be a commitment of someone else vote. If a member attends that is not a member in place of a member; there is still a question if they would have a vote because technically they are not a member of the council. A member said that he believes there is a difference in Faculty Senate and EPC because if a dean sends a designee then that person is representing a point of view, and believes the deans would want that point of view represented.

The provost asked if substitutes are allowed to be sent in place of a member. Several members answered in the affirmative. A member suggested that the member suggesting designees be allowed write it up and submit it to the Faculty Senate Executive Committee for approval. Chair Farrell said that the clarification should be there in order to be added to the by-laws. Director Tillett pointed out that the bylaws list voting members and "his or her designe." Chair agreed with Director Tillett and said then it is covered.

Provost Diacon asked if anyone wished to discuss any of the Information or Lesser Action Items.

Chair Farrell referenced the Courses on Hold listed at the back of the agenda. He said this is something that caused concern at Faculty Senate that last round. He said the policy says that Curriculum Services will automatically put on hold courses not offered in five years or 10 years for courses that alternate years. He asked how is it determined what is offered in alternate years. He explained that now with Responsibility Centered Management (RCM) what used to be offered every year is now offered in alternate years. Director Tillett responded that the information is taken from Banner.

Chair Farrell said that another issue is courses that are cross-listed are being put on hold on one side but not the other. One had been offered and the other had no enrollment. Director Tillett asked why courses would continue to be offered if there was no enrollment. A member answered that students are enrolled in the home department of the instructor, but the course is still on the books because there may be a need to have a change in faculty by department. He added that in terms of practice, this is what is happening. Director Tillett replied that it has been found that courses are not being co-scheduled and no one is enrolling in them. The member explained that in part, what is determining the offering is the instructor.

Another member said that there is also an issue that if it is designated under one department it won't count toward the degree. Provost Diacon said that the argument is that it costs nothing, and it is not false advertising because we do offer it. He supplied an example of a Spanish course and history course being cross-listed in which the Spanish faculty normally teaches but then he/she leaves, so now the history department would now offer it. He added all departments would need to do is let Curriculum Services know and give evidence. Director Tillett asked if sections are not being built or students are not enrolling after eight years why it is continuing to display in the catalog. A member responded that it is an artifact of RCM, which has only been around three years. A consultant added that there is also an accreditation issue in which sometimes areas want to make sure there is a certain prefix [course subject] associated with the course.

A member said that as long as they are being offered there is no harm in leaving them there and they might be needed in the future. Provost Diacon said that he doesn't want to advertise courses that don't exist, but that he understands the argument. He added that he doesn't want too much manual labor for Curriculum Services. A member suggested that the cross-listed courses have a designation. Provost Diacon asked Director Tillett if there was a designation and if finding was a hassle. She replied the cross-listed courses are designated, and it is not difficult to find them. Another member suggested that the issue is being looked at in the wrong way, it is one course but has two different names, he asked why removed one of the courses but not the other(s) in the cross-listing. Provost Diacon responded because one has been offered in recent years and the other hasn't. Director Tillett offered that the last time the Courses on Hold list was run there were approximately 1600 courses on the list, and approximately 600 were inactivated by the departments. A member asked why each unit couldn't be responsible for its own courses. Director Tillett replied that method was tried seven years ago, and the departments did not respond. Provost Diacon asked if the list published with the agenda is the "watch list." Director Tillett replied in the affirmative, adding that these courses can be offered at any time, departments just need to contact Curriculum Services. She said they are on this list for three years, and if they not offered they are inactivated.

Faculty Senate Chair Farrell moved that courses should only be put on hold if it hasn't been offered under any designation for five or 10 years (the motion was not seconded nor voted upon).

A member asked how cross-listed courses are being identified. Director Tillett responded that they are coded in Banner.

Provost Diacon suggested that another way to say it is cross-listed courses being offered in either department regularly will be exempt from the Courses on Hold list. Chair Farrell said that a note should be made regarding either level as well, because some of them are 4/5 courses so those should be designated in the same way. Provost Diacon replied that he thinks it is a matter of policy; that we should just remove the courses that we are talking about from the hold list. He explained that he wants two things: truth in advertising and not giving Curriculum Services too much work, and it doesn't sound like keeping them on violates either. He recommended that it be done that way.

A consultant asked if the Courses on Hold list published for spring 2013 includes courses from the Courses on Hold list from spring 2012. Director Tillett replied in the negative. The consultant explained that when the spring 2012 list went out, a number of departments eliminated some, but some are still there; she requested that the updated spring 2012 list be sent back out. Director Tillett agreed to do that.

A member said that if the course is on hold it won't appear in timetabling. With timetabling everything is done up front, and if the course isn't available in the DCU then it can't be offered. Director Tillett reminded everyone that if there are plans to offer the course, the scheduler just needs to call the Curriculum Services office.

A consultant said that she wanted to bring out another point, if the course is included as an option in the major, and the student doesn't see it in the course listing, that can be a problem. Director Tillett agreed that the curriculum should be cleaned up.

The consultant said another issue is if there should be special dispensation for special topics courses. Director Tillett agreed that special topics and individual investigation courses should not be on the Courses on Hold list because they are used when needed.

Provost Diacon asked if there were any further comments or questions.

The consultant raised a question regarding Information Item 1: Approved assessment plans for Kent Core courses. She pointed out that the Kent Core Basic Sciences has special provisions with a small note that student may use major sequence courses in lieu of Kent Core courses. She asked if an assessment plan was needed for those since those courses are not really Kent Core courses; and conversely the respective departments do not want them offered as Kent Core courses. Director Tillett replied that they are Kent Core courses. They are designated as such in Banner and display as such in the catalog course descriptions. She then asked why they could not be added to the Kent Core list with a notation that they are for science majors only. The consultant replied that in the past that was not allowed.

A member asked how that articulates with the effort to reduce the number of Kent Core courses. Director Tillett replied that it's not adding more course; these courses have always been in the Kent Core, they are just hidden. Associate Provost Stephane E. Booth said that she believes these courses also need assessment plans. Chair Farrell said that it is Faculty Senate's right to interpret, but he believes that because they are not Kent Core courses but substitutions for them they would not need them. Provost Diacon said there seems to be a bureaucratic or technical issue with having them, but what is the downside of having them. The consultant explained that it can be a difficult process calling everyone together with the goal of assessing "X, Y and Z." She said that with some when it is just two faculty members teaching them, it is easy; but with something like College Writing I and II, with so many instructors, it is difficult to get agreement on assessment activities. She added that, to date, the ones that have been submitted are for the Kent Core.

Provost Diacon asked, for the sake of everyone present, how this conversation should take place. He asked if the entire EPC body needed to decide. He wondered if it could be handled by e-mail or phone conversations, and if those few people don't agree, then maybe EPC could be used as the decision-making body, not as the place for the initial conversation. Director Tillett asked if EPC was the body that decided to charge the assessment plans. Chair Farrell responded that he believed it was the University Requirements Curriculum Committee (URCC); however, URCC is a sub-committee of EPC. A member said that URCC charged the assessment plans, which was approved by EPC; maybe it needs to go back to URCC. Provost Diacon said that since Kent Core courses have to have an assessment plan, and those courses substitute Kent Core courses, then it is common sense that they ought to have also an assessment plan.

Provost Diacon asked for further questions.

A member, reverting back to the Courses on Hold discussion, asked if it was his responsibility to contact the deans of regional campuses that offer 20000-level courses that are scheduled to be put on hold. Provost Diacon responded that if it is being offered anywhere then it would not be put on hold. The member responded that he is offering a different level; the 20000-level is on the regional campuses while the 4/50000-level courses are on the Kent campus. Director Tillett asked why they are being offered under different course numbers at the undergraduate level. The member responded that on the regional campuses they have to be lower-division. Provost Diacon responded that it is exactly these kinds of questions that should not be brought up at EPC for the first time, an effort should be made to resolve between a few people and brought back to the full body if needed. [Following the meeting, this discussion did take place, and it was determined that the 20000-level course in question was no longer needed as the 40000-level course could be offered at the regional campuses.]

Hearing no further questions or concerns, Provost Diacon moved to adjourn the meeting at 4:50 p.m., which was seconded by Dean Sonia J. Alemagno and passed unanimously.

Respectfully submitted,

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

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **24-Sep-12** Curriculum Bulletin _____

Effective Date **Spring 2013** Approved by EPC _____

Department

College **PR - Provost**

Proposal **Revise Policy**

Proposal Name **Revision of the Policy on Instructional Delivery and Credit-to-Contact Hours**

Description of proposal:

This revision seeks to update Kent State's definition of credit-bearing instructional activities (e.g., lecture, laboratory, internship) and the method faculty use to assign the appropriate amount of credit hours. This update reflects directives from the U.S. Department of Education, the Ohio Board of Regents and the Higher Learning Commission of the North Central Association of Colleges and School, which is Kent State's regional accreditor. The update also aligns Kent State with other universities in determining the credit hour.

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

Faculty will need to review their courses to determine if the contact-to-credit ratio is aligned with the revised policy.

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

Associate and assistant deans of Kent State's colleges and regional campuses.

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 for the Revision of Kent State University's Policy on Instructional Activities and Credit-to-Contact Hours

Subject Specification:
This proposal seeks to update Kent State's definition of credit-bearing instructional activities (e.g., lecture, laboratory, internship) and the method faculty use to assign the appropriate amount of credit hours. This update reflects directives from the U.S. Department of Education, the Ohio Board of Regents and the Higher Learning Commission of the North Central Association of Colleges and Schools, which is Kent State's regional accreditor. The update also aligns Kent State with other universities in determining the credit hour.

Background Information:
In the 2008 reauthorization of the Higher Education Act, the Federal Government included a definition of the credit hour for programs eligible for federal student financial aid (34 CFR 600.2). Following the reauthorization, during the program integrity rulemaking in 2010 (75 Fed. Reg. 66831), the U.S. Department of Education required all states to prescribe the federal definition of the credit hour, and required accrediting agencies to review their institutions' credit-hour allocation.

Consequently, the Ohio legislative approved revisions to Ohio Administrative Code 333-01-02 *Definition of Headcount Enrollment and Full-Time Equivalent Enrollment, and Requirements for Higher Education Data Reporting* (19 November 2010) that defined the "academic year," "week of instructional time," and "semester credit hour" for all Ohio colleges and universities. The legislation acknowledged that credit hours may be calculated differently for non-lecture instructional activities (e.g., laboratory, practicum, studio), and that the chancellor may adopt guidelines to specify those calculations.

Also a result of the federal regulations, the Higher Learning Commission published *Information for Institutions on the Higher Learning Commission's Credit Hour Policies* (20 May 2011) in which it stated—for institutions preparing for an AQIP checkup visit or reaccreditation (under which Kent State falls)—its intent to accomplish the following:

1. Review an institution's written policies regarding the award of credit.
2. Determine whether the institution follows those policies in practice.
3. Determine whether the allocation of credit by the institution is in keeping with the federal definition of the credit hour, and whether an institution with courses in alternative formats has and follows policies that are consistent with commonly-accepted practice in higher education.

Kent State has a written policy on instructional activities and credit-to-contact hours. This policy is published in the university's *Curriculum Guidelines* (www.kent.edu/provost/curriculum/guidelines) and is based originally on the Ohio Board of Regents' *Operating Manual for Two-Year Campus Programs*, the only state guidelines that lists such definitions.

In March 2012, Stephane Booth, associate dean of quality initiatives and curriculum, convened a meeting of associate and assistant deans to review the current policy. It was determined that while the contact-to-credit assignment for some instructional activities were appropriate and consistent across the university (e.g., lecture, laboratory), some were not (e.g., internship, practicum); in addition, others were missing (e.g., individual investigation, clerkship, distance learning).

The associate and assistant deans then examined non-lecture and non-laboratory courses within their colleges to determine if consistency in credit assignment existed. The group also reviewed commissioned reports from the University Leadership Council on credit-hour definitions and assignment policies (see appendix A), and sought policies from other universities, including the University of Wisconsin and Kansas State University (see appendix B).

Meanwhile, Therese Tillett, director of curriculum services, has communicated with Vice Chancellor Stephanie Davidson and others at the Ohio Board of Regents about the chancellor's movement toward standardizing the credit-hour definition for non-lecture courses as mentioned in 3333-01-02. The vice chancellor is agreeable to considering Kent State's proposed revised policy on the credit hour to serve as the basis for discussions about state-wide guidelines (see appendix C).

The proposed revised policy on the following pages sets a baseline university standard. It is expected that some programs with accreditation and/or licensure requirements will require more contact hours per credit hour in their courses.

Alternatives and Consequences:
The alternative to the revised policy is leave it unchanged. It has already been concluded that many courses designated as "internship," "practicum," "field experience," among others, do not follow the minimum standards in the current policies and vary greatly from college to college, department to department, course to course. The consequences will be felt during the upcoming reaccreditation by the Higher Learning Commission, when a visiting accrediting team in 2013 will decide if a diverse sample of Kent State's course descriptions and syllabi accurately reflect in practice the university's policy on awarding credit.

Specific Recommendation and Justification*:*
It is the recommendation that the changes to the Policy on Instructional Activities and Credit-to-Contact Hours, as noted on the following pages, be approved and published in the 2012 *Curriculum Guidelines*.

Timetable and Actions Required:
Approval by Graduate Studies Administrative Advisory Committee (GSAAC) ..... 6 September 2012
Approval by the Associate and Assistant (A&A) Deans Committee..... 11 September 2012
Anticipated approval by the Educational Policies Council..... 15 October 2012
Anticipated approval by the Faculty Senate..... 5 November 2012
Anticipated approval by the Board of Trustees ..... 12 December 2012
Review and update of courses not meeting policy..... Spring 2013

REVISION of the Kent State University Policy on Instructional ~~Delivery~~ Activities and the Credit~~-to-Contact~~ Hours

DEFINITION OF SEMESTER CREDIT HOUR

~~One semester credit hour will be awarded for~~ "Semester credit hour" means a minimum of 750 minutes of formalized instruction that typically requires students to work at out-of-class assignments an average of ~~two hours for every hour of formalized instruction. The instructor bears the primary responsibility for formalized instruction, which may be delivered in a variety of modes. (Source: Ohio Board of Regents)~~ twice the amount of time as the amount of formalized instruction (1,500 minutes). It is acknowledged that formalized instruction may take place in a variety of modes.

While awarding semester credit hours typically occurs for instruction delivered in accordance with an institution's standard semester calendar, it may also occur for instruction that may not follow the typical pattern of an institution's standard semester calendar as long as the criteria for awarding such credit is met. Credit hours may be calculated differently for certain types of instructional activities, including but not limited to: laboratory instruction, clinical laboratory instruction, directed practice experience, practicum experience, cooperative work experience, field experience, observation experience, seminar, miscellaneous and studio experience (Ohio Administrative Code, 3333-1-02, 2010).

DEFINITION OF ACACEMIC YEAR LENGTH

~~An academic year is a minimum 30 weeks of instructional time. The number of weeks of instructional time is based on the period that begins on the first day of classes in the academic year and ends on the last day of classes or examinations. (Source: "Academic Calendar & Payment Periods," *2008-2009 Federal Student Aid Handbook*, Volume 3 Chapter 1)~~
"Academic year" means a period of time that is at least 30 weeks in length counting periods of time (terms) that begin on the first day of classes and end on the last day of classes or examinations. The 30-week requirement shall be measured exclusive of compressed terms, e.g., summer term (Ohio Administrative Code, 3333-1-02, 2010).

DEFINITION OF SEMESTER LENGTH

"Academic semester" means a period of time that shall consist of no fewer than 15 calendar weeks and no more than 17 calendar weeks of instructional time. The inclusion of breaks or holidays within any particular semester shall be at the discretion of the institution so long as the institution is in compliance with the criteria for awarding semester credit hours (Ohio Administrative Code, 3333-1-02, 2010).

DEFINITION OF INSTRUCTIONAL WEEK TIME

"Week of instructional time" means for purposes of the definition of academic semester, academic quarter and academic year, a week of instructional time is any period of seven consecutive days in which at least one day of regularly scheduled instruction, examination, or (after the last day of classes) at least one scheduled day of examinations occurs. (Ohio Administrative Code, 3333-1-02, 2010)

DEFINITION OF INSTRUCTIONAL ARRANGEMENTS AND GUIDELINES FOR THE AWARDING OF ACADEMIC CREDIT

~~The following terms for various types of instructional arrangements suggest the appropriate time to be associated with one credit hour. With the exception of the Studio and Applied Music Lesson, the following definitions are paraphrased from the *Standard Definitions of Instructional Arrangements and Guidelines for the Awarding of Academic Credit* issued by the Ohio Board of Regents (December 1997).~~

REVISION of the Kent State University Policy on Instructional ~~Delivery~~ Activities and the Credit~~-to-Contact~~ Hours

LECTURE is ~~50 minutes of~~ formalized instruction, conducted on- or off-campus, in ~~during~~ which the instructor presents an educational experience to students, applying any combination of instructional methods ~~such as lecture, directed discussion, demonstration or the presentation of audio-visual materials or techniques~~. This definition is applicable only when the course organization requires that the instructor bear the primary responsibility for the instructional activity and is directly involved with all the students in the class ~~in the instructional process~~. Students ~~are~~ will be expected to work on out-of-class assignments on a regular basis over the length of the course, which will normally average two hours of out-of-class study for each hour of formal class activity. This out-of-class study ~~is~~ shall not be counted as part of the lecture hour for credit ~~purposes~~.

- One credit hour is awarded for ~~each~~ a nominal hour (50 minutes) that is scheduled in ~~the~~ a standard week of a 15-week semester, or for 12.5 clock hours (750 minutes) of lecture instruction in a semester.

SEMINAR is ~~50 minutes of~~ a less formal educational experience than a lecture, in which a relatively small number of students engage in discussions directed by a faculty member.

- Credit hour for seminar instruction is awarded on the same basis as lecture instruction. ~~See lecture, above, for credit-to-contact hour.~~

LABORATORY is ~~50 minutes of~~ an educational activity with students conducting experiments, perfecting skills or practicing procedures under the direction of a faculty member.

- For laboratory instruction that requires little or no out-of-class study, one credit hour is awarded for ~~a minimum of~~ three nominal hours (2.5 clock hours or 150 minutes) in a standard week of a 15-week semester, or for 37.5 clock hours (2,250 minutes) in a semester ~~that requires little or no out-of-class study~~.
- For laboratory instruction that is supplemented by out-of-class assignments that normally average one hour of out-of-class study to prepare for or follow-up the laboratory experience, one credit hour is awarded for ~~a minimum of~~ two nominal hours (one clock hour/40 minutes or 100 minutes) in a standard week of a 15-week semester, or for 25 clock hours (1,500 minutes) in a 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~~.

CLINICAL LABORATORY applies ~~primarily~~ only to health technology programs, ~~and consists of 50 minutes~~ during which students are assigned to laboratory sections that meet at a health-related agency ~~facility~~ rather than in ~~an~~ on-campus laboratory facilities. Clinical laboratory sessions provide a realistic environment for student learning. A regular faculty member, full- or part-time, of Kent State directly supervises the ~~class~~ laboratory instruction.

- Credit hour for clinical laboratory instruction is awarded on the same basis as laboratory instruction. ~~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.~~

REVISION of the Kent State University Policy on Instructional ~~Delivery~~ Activities and the Credit~~-to-Contact~~ Hours

COBMINED LECTURE/LABORATORY integrates both activities into one course with one grade.

- Credit hour is awarded on the same basis as lecture and laboratory instructions and dependent on how the credit hours are allocated for each instruction.

  E.g., a 4-credit combined lecture/laboratory course (with laboratory having no out-of-class study) in a standard week of a 15-week semester can be broken down in any of these ways:
  - 3 credits lecture + 1 credit laboratory = 2.5 clock hours (150 minutes) lecture per week + 1 clock hour, 40 minutes (100 minutes) laboratory per week
  - 2 credits lecture + 2 credits laboratory = 100 minutes (1 clock hour, 40 minutes) lecture per week + 200 (3 clock hours, 20 minutes) minutes laboratory per week
  - 1 credit lecture + 3 credits laboratory = 50 minutes lecture/week + 300 minutes (5 clock hours) laboratory per week

PRACTICUM and **INTERNSHIP** courses are credit-bearing ~~off-campus~~ work experiences ~~(a practicum may be offered on campus also)~~ that are integrated with academic instruction and relate to an individual student's occupational goal. ~~during which s~~Students concurrently apply ~~concurrently~~ learned concepts to practical situations within an occupational field. The experience is coordinated by a Kent State faculty member, who assists the student in planning the experience and assigns the course grade to the student after appropriate consultation with the employer/supervisor. The student is expected to complete pre-determined assignments. Examples may include a weekly journal, final paper and experience report. Whether the internship or practicum is paid or unpaid is determined by the employer in compliance with the Fair Labor Standards Act. Use of "practicum" as opposed to "internship" (and vice versa) for the course title may be to accommodate the differences in accreditation nomenclature. ~~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~~ three clock hours ~~in a practicum or internship~~ in a standard week of a 15-week semester, or for a minimum of 45 clock hours (2,700 minutes) in a semester.

Comment [TET1]: OBR guidelines list practicum as 1 credit = 105 clock hours in a semester, or 7 clock hours per week/semester. This revision is based on a study done by the University Leadership Council on internship programs at seven universities, as well as the standard set by the University of Wisconsin.

FIELD EXPERIENCE is a form of experiential learning obtained by going on an educational field trip, usually organized by Kent State and led by a Kent State faculty member, in order to meet the needs of the curriculum and to develop practical skills in an environment beyond the classroom and campus. ~~work in an external agency or business that is related to an individual student's professional objectives and is taken as part of the program of studies leading to a degree. The experience is coordinated by a member of the faculty, who assists the student in planning the experience, may visits the site of the experience for a conference with the student and his/her supervisor at least once during the semester and assigns the course grade to the student after appropriate consultation with the employer/supervisor.~~

- One credit hour is awarded for a minimum of ~~12~~ three clock hours (180 minutes) ~~of field experience~~ in a standard week of a 15-week semester, or for a minimum of 45 clock hours (2,700 minutes) in a semester.

Comment [TET2]: OBR guidelines list field experience as 1 credit = 180 clock hours in a semester, or 12 clock hours per week/semester. This revision is based on a study done by the University Leadership Council on out-of-class programs at seven universities, as well as the standard set by the University of Wisconsin.

OBR also limits hours of field experience to maximum 9 credits in a semester, or maximum 9 credits total for combination of field experience, co-op and practicum. It was felt this decision should be made by faculty at the program level.

REVISION of the Kent State University Policy on Instructional ~~Delivery~~ Activities and the Credit~~-to-Contact~~ Hours

INDIVIDUAL INVESTIGATION / INDEPENDENT STUDY is a student-initiated experience to pursue an area of interest not covered by a regular course offering, with the guidance of a Kent State faculty member. The faculty member, who teaches such courses, has the primary responsibility to decide the subject content, objectives to be achieved and the effort to be expended by the student, and personally provides whatever instruction is required. The student is expected to complete pre-determined assignments, which may include a final research paper and a presentation on the findings of the study. The faculty member periodically assesses the student's progress, determines the evaluation methods of the work presented and assigns the final grade.

- One credit hour is awarded for a minimum three clock hours (180 minutes) that is scheduled in a standard week of a 15-week semester, or for a minimum of 45 clock hours (2,700 minutes) in a semester.

Comment [TET3]: OBR guidelines list this as 1 credit = 105 clock hours in a semester, or 7 clock hours per week/semester. I suggest changing this to the revised as this ratio is used by many institutions, including the University of Wisconsin, University of Illinois, Baldwin-Wallace, Colorado State University.

COOPERATIVE WORK EXPERIENCE is on- or off-campus paid employment. It augments formal classroom instruction. The experience is coordinated by a Kent State faculty member who visits the job site for a conference with the students and supervisor at least once during the semester, and assigns the course grade to the student after appropriate consultation with the supervisor/employer.

- One credit hour is awarded for a minimum of 10 clock hours (600 minutes) that is scheduled in a standard week of a 15-week semester, or for a minimum of 150 clock hours (9,000 minutes) in a semester.

Comment [TET4]: I discussed with Kent State faculty who direct co-op courses, and they agreed this is the typical followed practice (although some co-op courses don't follow it!).

~~**OBSERVATION** is when students participate in an educational experience as observers of practitioners representative of the profession or discipline. Student may participate at times in the activity under observation. Observation hours are coordinated by faculty members, who receive reports from the students of their observational experiences and provide assessment of students' progress toward the achievement of the objectives of the experience.~~

- ~~One credit hour is awarded for a minimum of 15 clock hours of observation in a standard week of a 15-week semester.~~

Comment [TET5]: Kent State has no course with "observation" in the title. EHHS has observation activities incorporated into courses, and a separate definition may cause confusion with accreditors.

STUDIO is a workplace for the teaching or practice of an art. ~~Although contact hours may depend on program requirements, typically,~~

- For studio instruction that requires little or no out-of-class study, one credit hour is awarded for three nominal hours (2.5 hours or 150 minutes) in a standard week of a 15-week semester, or 37.5 clock hours (2,250 minutes) in a semester.
- For studio instruction that is supplemented by out-of-class assignments that normally average one hour of out-of-class study to prepare for or follow-up the studio experience, one credit hour is awarded for ~~a minimum of~~ two nominal hours (1 hour/40 minutes or 100 minutes) in a standard week of a 15-week semester, or for 25 clock hours (1,500 minutes) in a semester ~~that are supplemented by out-of-class assignments~~.

APPLIED MUSIC LESSON is one-on-one instruction in a performance medium with a separate group studio, during which students perform and are critiqued by the instructor and their peers, and practice outside the lesson and studio session. Course is two or four credits.

- Two credit hours are awarded for a 30-minute private lesson, a one-hour group studio and an expectation of seven hours of outside practice in a standard week of a 15-week semester.
- Four credit hours are awarded for a one-hour private lesson, a one-hour group studio and an expectation of 14 hours of outside practice in a standard week of a 15-week semester.

REVISION of the Kent State University Policy on Instructional ~~Delivery~~ Activities and the Credit~~-to-Contact~~ Hours

CLERKSHIP applies only to the podiatric medical training program, during which students in third and fourth years of medical school are required to participate in clinical sciences and patient care. Clerkships expose students to all facets of podiatric medicine and surgery in the hospital, surgery center, professional office and other clinical settings. In addition to podiatric clerkships, students are required to complete clerkships in general medicine. Elective and international clerkships may also be available. The student clerk gains essential experience managing the care of patients and learning the roles and responsibilities a podiatric physician. They also witness first-hand the interaction with other health-care professionals. They are expected to observe and participate in patient care including the performance of basic podiatric and medical procedures under direct supervision. Students elicit patient histories, complete physical examinations, write progress notes, and assist in surgeries and medical procedures. Students are evaluated by the clerkship coordinator at each affiliated site. No stipend or pay is provided to the students.

- Four credit hours are awarded for a clerkship that typically comprises five mandatory months and one optional month of rotations, during which the work hours are that of a full-time job (i.e., 40 hours per week), generally similar to that of medical residents. Students may also be required to work on weekends and to be on call.

FLIGHT TRAINING comprises individualized practical flight instruction in aircraft and associated ground-based instruction in aircraft flight theory. Flight training is offered under the authority of an Air Agency Certificate issued by the Federal Aviation Administration (FAA) under 14 Code of Federal Regulations Part 141. Flight instruction is offered in the form of flight courses composed of instructional blocks made up of flight lessons that comply with standards of proficiency and competency stipulated in the FAA-approved Training Course Outline and Federal Aviation Regulations Parts 61 and 141.

- Three credit hours are awarded for a minimum 45 hours* of flight instruction in aircraft and 30 hours of ground-based flight theory instruction towards the Private Pilot Certificate in a standard week of a 15-week semester.
- Two credit hours are awarded for a minimum 17 hours* of flight instruction in aircraft and 15 hours of ground-based flight theory instruction towards the Commercial Pilot Flight I, II, III, Instrument Rating, Flight Instructor Airplanes in a standard week of a 15-week semester
- One credit hour is awarded for a minimum 14 hours* of flight instruction in aircraft and 10 hours of ground-based flight theory instruction towards the Multi-Engine Pilot Flight Rating, Advanced Multi-Engine Pilot Flight Rating and the Multi-Engine Flight Instructor Rating in a standard week of a 15-week semester.

* In the context of flight training hours, flight time is measured in Hobbs time, which is an aeronautical equivalent of clock hours. As dictated by equipment related constraints, pilot health and weather conditions, the total actual flight time will exceed the stipulated minimum number of flight hours in aircraft and associated number of hours of ground-based flight theory instruction.

DISTANCE LEARNING takes place when the instructor and students are separated by location and/or time, but are able to communicate through the use of technology such as videoconferencing and the Internet. The exchange between instructor and students may be synchronous or asynchronous and may be a hybrid delivery, whereby a specific percentage of in-class activities are required.

- Credit hours are determined as the equivalent amount of instruction and student effort leading to equivalent learning outcomes as required for the on-campus instructional delivery as defined above.

REVISION of the Kent State University Policy on Instructional Activities and the Credit Hour

DEFINITION OF SEMESTER CREDIT HOUR

"Semester credit hour" means a minimum of 750 minutes of formalized instruction that typically requires students to work at out-of-class assignments an average of twice the amount of time as the amount of formalized instruction (1,500 minutes). It is acknowledged that formalized instruction may take place in a variety of modes.

While awarding semester credit hours typically occurs for instruction delivered in accordance with an institution's standard semester calendar, it may also occur for instruction that may not follow the typical pattern of an institution's standard semester calendar as long as the criteria for awarding such credit is met. Credit hours may be calculated differently for certain types of instructional activities, including but not limited to: laboratory instruction, clinical laboratory instruction, directed practice experience, practicum experience, cooperative work experience, field experience, observation experience, seminar, miscellaneous and studio experience (Ohio Administrative Code, 3333-1-02, 2010).

DEFINITION OF ACADEMIC YEAR LENGTH

"Academic year" means a period of time that is at least 30 weeks in length counting periods of time (terms) that begin on the first day of classes and end on the last day of classes or examinations. The 30-week requirement shall be measured exclusive of compressed terms, e.g., summer term (Ohio Administrative Code, 3333-1-02, 2010).

DEFINITION OF SEMESTER LENGTH

"Academic semester" means a period of time that shall consist of no fewer than 15 calendar weeks and no more than 17 calendar weeks of instructional time. The inclusion of breaks or holidays within any particular semester shall be at the discretion of the institution so long as the institution is in compliance with the criteria for awarding semester credit hours (Ohio Administrative Code, 3333-1-02, 2010).

DEFINITION OF INSTRUCTIONAL WEEK TIME

"Week of instructional time" means for purposes of the definition of academic semester, academic quarter and academic year, a week of instructional time is any period of seven consecutive days in which at least one day of regularly scheduled instruction, examination, or (after the last day of classes) at least one scheduled day of examinations occurs (Ohio Administrative Code, 3333-1-02, 2010).

DEFINITION OF INSTRUCTIONAL ARRANGEMENTS AND GUIDELINES FOR THE AWARDING OF ACADEMIC CREDIT

LECTURE is formalized instruction, conducted on- or off-campus, in which the instructor presents an educational experience to students, applying any combination of instructional methods. This definition is applicable only when the course organization requires that the instructor bear the primary responsibility for the instructional activity and is directly involved with all the students in the class. Students will be expected to work on out-of-class assignments on a regular basis over the length of the course, which will normally average two hours of out-of-class study for each hour of formal class activity. This out-of-class study shall not be counted as part of the lecture hour for credit.

- One credit hour is awarded for a nominal hour (50 minutes) in a standard week of a 15-week semester, or for 12.5 clock hours (750 minutes) of lecture instruction in a semester.

REVISION of the Kent State University Policy on Instructional Activities and the Credit Hour

SEMINAR is a less formal educational experience than a lecture, in which a relatively small number of students engage in discussions directed by a faculty member.

- Credit hour is awarded on the same basis as lecture instruction.

LABORATORY is an educational activity with students conducting experiments, perfecting skills or practicing procedures under the direction of a faculty member.

- For laboratory instruction that requires little or no out-of-class study, one credit hour is awarded for three nominal hours (2.5 clock hours or 150 minutes) in a standard week of a 15-week semester, or for 37.5 clock hours (2,250 minutes) in a semester.
- For laboratory instruction that is supplemented by out-of-class assignments that normally average one hour of out-of-class study to prepare for or follow-up the laboratory experience, one credit hour is awarded for two nominal hours (one clock hour, 40 minutes or 100 minutes) in a standard week of a 15-week semester, or for 25 clock hours (1,500 minutes) in a semester.

CLINICAL LABORATORY applies only to health technology programs, during which students are assigned to laboratory sections that meet at a health-related agency rather than in on-campus laboratory facilities. Clinical laboratory sessions provide a realistic environment for student learning. A regular faculty member, full or part time, of Kent State directly supervises the laboratory instruction.

- Credit hour is awarded on the same basis as laboratory instruction.

COMBINED LECTURE/LABORATORY integrates both activities into one course with one grade.

- Credit hour is awarded on the same basis as lecture and laboratory instructions and dependent on how the credit hours are allocated for each instruction.

  E.g., a 4-credit combined lecture/laboratory course (with laboratory having no out-of-class study) in a standard week of a 15-week semester can be broken down in any of these ways:
  - 3 credits lecture + 1 credit laboratory = 2.5 clock hours (150 minutes) lecture per week + 1 clock hour, 40 minutes (100 minutes) laboratory per week
  - 2 credits lecture + 2 credits laboratory = 100 minutes (1 clock hour, 40 minutes) lecture per week + 200 (3 clock hours, 20 minutes) minutes laboratory per week
  - 1 credit lecture + 3 credits laboratory = 50 minutes lecture/week + 300 minutes (5 clock hours) laboratory per week

PRACTICUM and **INTERNSHIP** courses are credit-bearing work experiences that are integrated with academic instruction and relate to an individual student's occupational goal. Students concurrently apply learned concepts to practical situations within an occupational field. The experience is coordinated by a Kent State faculty member, who assists the student in planning the experience and assigns the course grade to the student after appropriate consultation with the employer/supervisor. The student is expected to complete pre-determined assignments. Examples may include a weekly journal, final paper and experience report. Whether the internship or practicum is paid or unpaid is determined by the employer in compliance with the Fair Labor Standards Act. Use of "practicum" as opposed to "internship" (and vice versa) for the course title may be to accommodate the differences in accreditation nomenclature.

- One credit hour is awarded for a minimum three clock hours (180 minutes) in a standard week of a 15-week semester, or for a minimum 45 clock hours (2,700 minutes) in a semester.

REVISION of the Kent State University Policy on Instructional Activities and the Credit Hour

FIELD EXPERIENCE is a form of experiential learning obtained by going on an educational field trip, usually organized by Kent State and led by a Kent State faculty member, in order to meet the needs of the curriculum and to develop practical skills in an environment beyond the classroom and campus.

- One credit hour is awarded for minimum three clock hours (180 minutes) in a standard week of a 15-week semester, or for a minimum 45 clock hours (2,700 minutes) in a semester.

INDIVIDUAL INVESTIGATION / INDEPENDENT STUDY is a student-initiated experience to pursue an area of interest not covered by a regular course offering, with the guidance of a Kent State faculty member. The faculty member, who teaches such courses, has the primary responsibility to decide the subject content, objectives to be achieved and the effort to be expended by the student, and personally provides whatever instruction is required. The student is expected to complete pre-determined assignments, which may include a final research paper and a presentation on the findings of the study. The faculty member periodically assesses the student's progress, determines the evaluation methods of the work presented and assigns the final grade.

- One credit hour is awarded for a minimum three clock hours (180 minutes) in a standard week of a 15-week semester, or for a minimum 45 clock hours (2,700 minutes) in a semester.

COOPERATIVE WORK EXPERIENCE is on- or off-campus paid employment. It augments formal classroom instruction. The experience is coordinated by a Kent State faculty member who visits the job site for a conference with the students and supervisor at least once during the semester, and assigns the course grade to the student after appropriate consultation with the supervisor/employer.

- One credit hour is awarded for a minimum 10 clock hours (600 minutes) in a standard week of a 15-week semester, or for a minimum 150 clock hours (9,000 minutes) in a semester.

STUDIO is a workplace for the teaching or practice of an art.

- For studio instruction that requires little or no out-of-class study, one credit hour is awarded for three nominal hours (2.5 clock hours or 150 minutes) in a standard week of a 15-week semester, or for 37.5 clock hours (2,250 minutes) in a semester.
- For studio instruction that is supplemented by out-of-class assignments that normally average one hour of out-of-class study to prepare for or follow-up the studio experience, one credit hour is awarded for two nominal hours (1 clock hour, 40 minutes or 100 minutes) in a standard week of a 15-week semester, or for 25 clock hours (1,500 minutes) in a semester.

APPLIED MUSIC LESSON is one-on-one instruction in a performance medium with a separate group studio, during which students perform and are critiqued by the instructor and their peers, and practice outside the lesson and studio session. Course is two or four credits.

- Two credit hours are awarded for a 30-minute private lesson, a one-clock-hour group studio and an expectation of seven clock hours of outside practice in a standard week of a 15-week semester.
- Four credit hours are awarded for a one-clock-hour private lesson, a one-clock-hour group studio and an expectation of 14 clock hours of outside practice in a standard week of a 15-week semester.

REVISION of the Kent State University Policy on Instructional Activities and the Credit Hour

CLERKSHIP applies only to the podiatric medical training program, during which students in third and fourth years of medical school are required to participate in clinical sciences and patient care. Clerkships expose students to all facets of podiatric medicine and surgery in the hospital, surgery center, professional office and other clinical settings. In addition to podiatric clerkships, students are required to complete clerkships in general medicine. Elective and international clerkships may also be available. The student clerk gains essential experience managing the care of patients and learning the roles and responsibilities a podiatric physician. They also witness first-hand the interaction with other health-care professionals. They are expected to observe and participate in patient care including the performance of basic podiatric and medical procedures under direct supervision. Students elicit patient histories, complete physical examinations, write progress notes, and assist in surgeries and medical procedures. Students are evaluated by the clerkship coordinator at each affiliated site. No stipend or pay is provided to the students.

- Four credit hours are awarded for a clerkship that typically comprises five mandatory months and one optional month of rotations, during which the work hours are that of a full-time job (i.e., 40 hours per week), generally similar to that of medical residents. Students may also be required to work on weekends and to be on call.

FLIGHT TRAINING comprises individualized practical flight instruction in aircraft and associated ground-based instruction in aircraft flight theory. Flight training is offered under the authority of an Air Agency Certificate issued by the Federal Aviation Administration (FAA) under 14 Code of Federal Regulations Part 141. Flight instruction is offered in the form of flight courses composed of instructional blocks made up of flight lessons that comply with standards of proficiency and competency stipulated in the FAA-approved Training Course Outline and Federal Aviation Regulations Parts 61 and 141.

- Three credit hours are awarded for a minimum 45 hours* of flight instruction in aircraft and 30 hours of ground-based flight theory instruction towards the Private Pilot Certificate in a standard week of a 15-week semester.
- Two credit hours are awarded for a minimum 17 hours* of flight instruction in aircraft and 15 hours of ground-based flight theory instruction towards the Commercial Pilot Flight I, II, III, Instrument Rating, Flight Instructor Airplanes in a standard week of a 15-week semester
- One credit hour is awarded for a minimum 14 hours* of flight instruction in aircraft and 10 hours of ground-based flight theory instruction towards the Multi-Engine Pilot Flight Rating, Advanced Multi-Engine Pilot Flight Rating and the Multi-Engine Flight Instructor Rating in a standard week of a 15-week semester.

* In the context of flight training hours, flight time is measured in Hobbs time, which is an aeronautical equivalent of clock hours. As dictated by equipment related constraints, pilot health and weather conditions, the total actual flight time will exceed the stipulated minimum number of flight hours in aircraft and associated number of hours of ground-based flight theory instruction.

DISTANCE LEARNING takes place when the instructor and students are separated by location and/or time, but are able to communicate through the use of technology such as videoconferencing and the Internet. The exchange between instructor and students may be synchronous or asynchronous and may be a hybrid delivery, whereby a specific percentage of in-class activities are required.

- Credit hours are determined as the equivalent amount of instruction and student effort leading to equivalent learning outcomes as required for the on-campus instructional delivery as defined above.

APPENDIX A

UNIVERSITY LEADERSHIP COUNCIL

Credit Hour Definitions and Assignment Policies

Custom Research Brief • February 10, 2012

RESEARCH ASSOCIATE
Marisa Petruccelli

RESEARCH MANAGER
Sarah Moore

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THE ADVISORY BOARD COMPANY
WASHINGTON, D.C.

I. Research Methodology

Research Parameters:

The Council interviewed registrars and associate provosts at research universities.

A Guide to the Institutions Profiled in this Brief				
Institution	**Location**	**Enrollment**	**Classification**	**Control**
Ball State University	Midwest	21,000	Research Universities (high research activity)	Public
Baylor University	South	15,000	Research Universities (high research activity)	Private
Kansas State University	Midwest	24,000	Research Universities (high research activity)	Public
Ohio University	Midwest	23,000	Research Universities (high research activity)	Public
University of Florida	South	51,000	Research Universities (very high research activity)	Public
University of North Carolina (UNC) Greensboro	South	21,000	Research Universities (high research activity)	Public
University of North Dakota	Midwest	13,000	Research Universities (high research activity)	Public
University of Wisconsin (UW)-Superior	Midwest	3,000	Master's Colleges and Universities (smaller programs)	Public

Source: National Center for Education Statistics

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III. Policy Development

Policy Status

Unwritten

Unwritten Policy: ***Ball State University***
Contacts report an unwritten credit assignment policy and plan to establish a formal policy prior to an upcoming accreditation visit.

Informal Written Policy, Not Universally Distributed: ***Baylor University***
Though contacts define a credit assignment policy, it is not included in any formal university policy. Only study abroad program directors reference a written copy of the policy as a result of a recent review of course credit assignments for study abroad. Contacts may consider establishing a formal written policy prior to the institution's next accreditation visit.

Drafted

Draft, Awaiting Approval: ***Kansas State University***
A task force has drafted a document that defines a credit hour and provides guidelines for various course types (e.g., online and lab courses). In the coming months, this drafted policy will be submitted to the Academic Affairs Committee, Faculty Senate, and Committee on Policies and Procedures for approval.

Draft, Awaiting Approval: ***Ohio University***
A credit assignment policy has been drafted and approved by academic deans and the Quarters and Semesters Steering Committee, which is guiding the university's transition to a semester system. Contacts expect the policy will be approved after review by the Faculty Senate and Educational Policy Committee Chair.

Formalized

Formal Policy, Recently Approved: ***UW-Superior***
A credit hour definition was approved in 2011 by the Curriculum Committee, the Faculty Senate, and the Chancellor. Prior to this, no written credit hour policy existed.

Formal Long-time Policy: ***UNC Greensboro***
For many years, a course credit structure guide defining a credit hour has been included in the Curriculum Guide.

Formal Long-time Policy: ***University of Florida***
Historically, faculty assigned credit based on informal guidelines, but several years ago these guidelines were codified in a formal policy and published on the Provost's website.

Formal Long-time Policy: ***University of North Dakota***
For over 20 years, the university has maintained a formal definition of a credit hour; this definition is published in the academic catalog and on the registrar's website.

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III. Policy Development

Policies Drafted by Task Forces

At **Kansas State University**, the formal university credit assignment policy was drafted by a task force composed of the Associate Provost for Institutional Effectiveness, the Vice Provost for Academic Affairs, the university attorney, the Chair of the Faculty Senate Subcommittee on Academic Affairs, a member of the Division of Continuing Education, and the Chair of the Committee on Policies and Procedures, which is composed of the chief academic advisors of every college.

At **Ball State University,** the provost, university senate, and the University College Associate Provost will select members for a task force to begin drafting a formal policy.

Codification and Communication of Policy to Faculty

Published Policies Promote Faculty Awareness

- **Curriculum Guide:** At **UNC-Greensboro,** the formal credit assignment policy is published in the Curriculum Guide that all faculty receive.
- **Academic Catalog and Registrar's Website**: The policy at the **University of North Dakota** is published in the academic catalog and on the registrar's website.
- **University Policies Website:** At the **University of Florida,** the credit hour definition is published with all other university policies on the Provost's website. At **UW-Superior,** the definition is published on a policies website within the Registrar's office.
- **Faculty Handbook**: Pending policy approval, contacts at **Kansas State University** may include the formal credit hour definition in the faculty handbook.
- **Course Catalog**: Once a credit assignment policy is formalized at **Baylor University,** contacts may consider including it in undergraduate and graduate course catalogues.

Anticipated Faculty Responses

Contacts at **Kansas State University** predict that faculty will welcome a formal definition as it may empower them to assign students an appropriate amount of outside work.

Alternatively, contacts at **Ball State University** anticipate some degree of faculty resistance to a formal policy because it will be an initiative dictated by a government mandate rather than university priorities.

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IV. Credit Hour Definitions

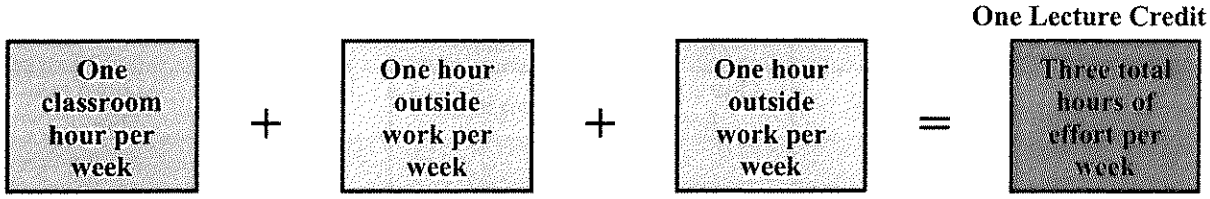
Out-of-class Expectations

No Reference to Out-of-class Expectations

Credit assignment policies at the **University of North Dakota** and **UNC-Greensboro,** and informal policy at **Ball State University,** do not specify out-of-class expectations for students. However, the undergraduate bulletin at UNC-Greensboro advises students to expect two to three hours of work outside of class for each hour of scheduled class.

Standard Out-of-class Expectation for Lecture Courses: Two Hours per Week

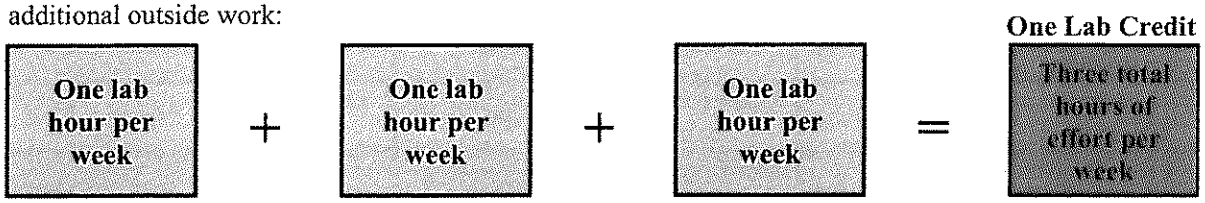
Among contact institutions that specify out-of-class expectations in their policies, all report that two hours of outside work are required for each hour of classroom instruction per week.



Range of Out-of-class Expectations for Lab Courses

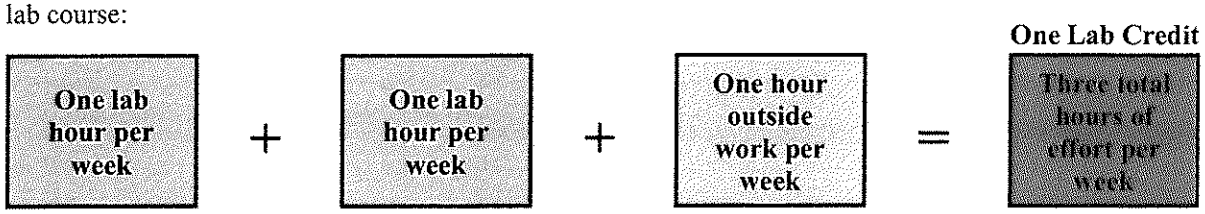
No Outside Work Required

Tradition at the **University of Florida** and policy at **Kansas State University** provide multiple options to fulfill one lab credit. In one option, one lab credit may be fulfilled by three lab hours per week and no additional outside work:



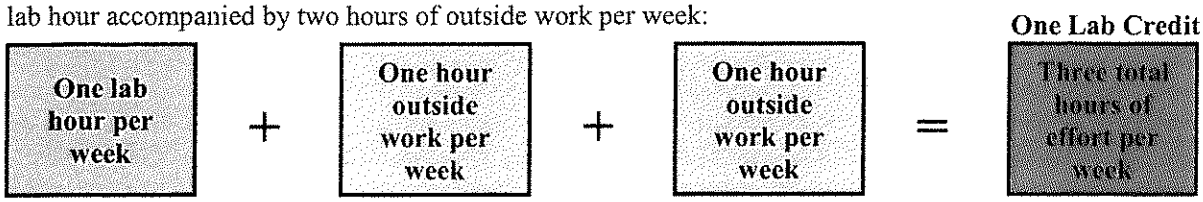
One Hour of Outside Work per Week

At **UW-Superior**, one hour of additional out-of-class student work is expected for every two lab hours per week; at **Kansas State University**, this configuration is one option for fulfilling one credit hour of a lab course:



Two Hours of Outside Work per Week

At the **University of Florida,** the second traditional definition of a science lab credit hour stipulates one lab hour accompanied by two hours of outside work per week:



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IV. Credit Hour Definitions

Credit Hour Definitions for Online Courses

Though some institutions, such as **Baylor University** and the **University of North Dakota**, do not maintain formal policies for awarding credit to online courses, most institutions report that the same criteria used for lecture courses apply to online courses. More specifically, contacts report the following practices:

Award Equivalent Credit to an In-person Course Offered in an Online Format	Many contacts report that online courses are often modeled after analogous in-person courses and receive the same number of credits because format does not affect the content or rigor of the course. If there is no analogous in-person course, instructors at the **University of Florida** write a syllabus describing the structure of the course in a traditional format and compute credit hours according to the policy for lecture courses.
Specify Interaction Time Rather than Instruction Time	Because instruction time can be difficult to measure in an asynchronous online course, policy at **UNC-Greensboro** dictates that for each credit hour, online courses must involve one hour of student-instructor *interaction* per week, in lieu of the hour of scheduled instruction time required for lecture courses.
Specify Total Amount of Effort Rather than Instruction Time and Student Work	Policy at **Kansas State University** and **UW-Superior** determines credit for online courses based on the total amount of "effort" required to complete the class and assignments. Rather than specify one hour of classroom instruction and two hours of outside work as it does for a lecture course, policy for online courses requires any combination of contact time (online synchronous or asynchronous) and outside work equaling three hours of "effort" per week.

No Explicit References to Learning Outcomes in Credit Hour Policies

Across contact institutions, no credit assignment policy explicitly refers to learning outcomes. While policies may dictate the expected time students must apply to out-of-class assignments, policies do not dictate specific assignments or outcomes because they vary widely across courses and are best defined by the faculty member teaching each course.

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UNIVERSITY LEADERSHIP COUNCIL

Credit Hour Definitions and Assignment Policies

Networking Contacts • February 10th, 2012

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UNIVERSITY LEADERSHIP COUNCIL

Building Robust Academic Internship Programs

Custom Research Brief • March 19, 2010

RESEARCH ASSOCIATE
Dov Friedman

RESEARCH MANAGER
Aashna Kircher

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THE ADVISORY BOARD COMPANY
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II. Executive Overview

Key Observations:

- **Setting strong requirements and tracking student progress are central to building valuable internship programs.** Requirements can help institute quality control both over the classroom component and over the internship work, while tracking student progress ensures that fewer students are unaccounted by the internship office.

- **Some internship offices offer only basic job-related assistance to students, including publicizing offerings, interview and resume skill building, and arranging employer visits; however, other offices take a more active role by devising new opportunities and promoting the use of institutions' centralized internship databases.** These more active roles exhibit marked success in maintaining the strength of internship programs and resisting efforts to curtail their inclusion in academics.

- **Successful internship offices maintain constant communication with students from prospective student events through graduation.** Offices tailor their communication to their respective audiences, discussing the role of internships in academic life with beginning students and the more specific internship requirements with more advanced students.

- **According to contacts, internship directors should perpetually reevaluate the strength of internship offerings with a thought to how offerings can be expanded and how to effectively market the program to potential internship providers.**

- **To combat faculty skepticism of internships' value, internship directors must cultivate relationships within academic affairs, accentuate the academic value of internships, and compromise on assessment of credit and grading.**

- **Across institutions, faculty members receive no added benefits for devising and executing internship seminars.** Despite widespread agreement that faculty buy-in is essential, institutions grant no benefits to these same faculty for their hard work on internships. No contact institutions decrease course load, and only one institution maintains a formula that compensates faculty for their internship students. At that institution, the threshold for additional compensation is high enough that few if any faculty meet the standards.

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III. Structuring A Robust Internship Program

According to contacts, setting strong academic requirements and tracking internship progress are integral to bolstering academic internship programs. Yet, contacts present differing opinions on where internships should reside in the broader university structure. Contacts at **University B** insist that tying internships into students' academic development requires strong relationships with faculty and persistent advocacy for internships' academic value. These goals can only be accomplished when internships are housed on the academic side of the university. Conversely, contacts at the **University G** claim that internships' residence on one or the other side is immaterial.

1) Setting Strong Requirements

Establishing Baseline Standards for Internships

Setting Guidelines for Work Type

At **University B**, the internship office maintains strict guidelines that govern what types of work qualify for internship credit. For example, the institution dictates that no more than 15 percent of internship work may be of a clerical nature.

Instituting Policies for Internship Duration

- At **University A**, students work between eight and twelve hours per week while concurrently enrolled in a semester of courses. Thus a typical internship for University A students lasts about 16 weeks.
- At **University E**, credits are assessed per number of internship hours completed. To earn one credit, students must intern for 45 hours. University E's system equates roughly with University A's—to earn four credits at University E, students must complete 180 hours, or about 12 hours per week.
- At **University B**, the internship office requires a minimum 12-week commitment. This stems from research into the experiential learning process. The process requires three periods of equal length: ramping up responsibility, productivity, and reflection. Through these periods, students' skills will grow; they will contribute as productive members of their teams; and they will benefit from a period of reflection on their experiences.

Assuring Internship Quality

The internship office at **University B** requires students to present a job description for the director's approval before the start of the internship. Before the internship begins, students work with their faculty internship advisers who devise syllabi and review internship seminar requirements.

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IV. The Role of an Internship Office Director

Across contact institutions, the extent of the internship director's (and thus the greater office's) responsibilities varies markedly. At the most limited end of the spectrum rests the director at the **University G**, whose responsibilities predominantly focus on internship offerings and campus recruitment. At the most comprehensive end of the spectrum lies the director at **University B**, who fulfills the above functions but also serves as a consistent advocate of experiential education and a facilitator of effective communication regarding internships. The diagram below describes in detail the responsibilities that lie under each model of office directorship.

Comprehensive Director Responsibility

Limited Director Responsibility

Career Skills Development

Across institutions, internship offices provide skills training to assist students in their job search. Training areas include interview skills, resume building strategies, and job search strategies. Some offices employ upper division students as models for first-year students.

Publicize Offerings

All internship offices agree that one of their chief responsibilities is to facilitate student access to internship offerings. Some institutions merely list offerings in a centralized system; however, others assiduously promote internships through strategic marketing explained further below.

Organize On-Campus Employer Recruitment

Contacts note that organizing on-campus recruitment is necessary for effective internship programs. These efforts often dovetail with employer recruiting for full-time employment post-graduation. Yet contacts suggest that these efforts alone cannot ensure robust offerings.

Devise New Internship Offerings

Contacts at Universities A, B, and D stress the importance of efforts to create new opportunities to meet more students' needs. The director considers types of offerings that are underrepresented and solicits student input on where internships are lacking.

Promote Contributions to Internship Database

Contacts at University B observe that the director must work to ensure that the internship office's offerings are comprehensive. University B's director impresses upon deans that faculty must submit job opportunities to the centralized hub of internship offerings.

Advocate Academic Role of Internships

At University B, the internship office employs its director strategically to combat faculty pushback regarding internships' academic value. At University E, the director is involved in efforts to compromise with faculty on the assessment of graded credit for internships.

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V. Communicating the Value of Internships (Cont.)

Advertising Internship Opportunities: Strategies Across Institutions
Institutions have devised innovative ways to market internships to students, heightening awareness of the wide-range of opportunities that exist. Some of these strategies include: **Centrally Listing Opportunities:** Across institutions, contacts maintain web-based banks of internship opportunities. Such systems are integral to expanding campus awareness, student participation, and internship offerings. **Broadcasting through Web-Based Campus News:** At University B, the internship office uses a site that aggregates campus news to spread information about internship opportunities. **Utilizing Listservs:** University C's and University B's internship offices both use weekly campus community-wide emails to provide information on internship programs. **Advertising via Flat Screen Monitors:** At University E, the internship office publicizes news on monitors around campus to further increase student awareness of the benefits associated with internships. **Marketing at Campus-wide Gatherings:** University E uses flat panel advertising at weekly event attended by all undergraduates. Though this strategy is most applicable to religious institutions, the strategy can be modified and implemented at sporting events, campus arts initiatives, and major student events.

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VII. Securing Faculty Buy-In

Though internship office activities do not typically depend on faculty participation, internship programs do benefit greatly from faculty investment in the objectives of academic internship programs. Some contacts observe faculty inclination to moderately resist some efforts of internship offices. These contacts have uncovered strategies for counteracting common areas of faculty resistance:

Communicate to Faculty the Academic Value of Internships	University B's career center director advocates placement of the office under academic affairs. Despite faculty concerns, institutional recognition of internships as academic is a powerful asset which allows the director to talk to faculty as part of the same team—as opposed to approaching faculty from within student affairs. University A's director recommends a persistent and concerted effort to impress on faculty the notion that internships have academic merit. These efforts require the director to frame him or her self as a stakeholder in academics. Subsequently, implementation of academic standards for internships as detailed above may allay faculty concerns.
Compromise on Major Credit and Grading Format for Internships	University E introduced a pilot internship program which includes a letter-graded seminar component that counts as major credit because the internships and seminar content are field-specific. When faculty opposed the awarding of four graded, major credits for internships, the internship director worked to compromise. The director stresses the importance of these efforts, which resulted in graded major credit for the seminar and pass/fail general credit for the internship itself.
Reward Faculty Support for Internship Programs	Many contacts cite the importance of recognizing faculty efforts to strengthen internship programs. However, no institutions actually maintain policies to incent faculty participation. Contact institutions do not reduce teaching course loads for faculty who teach intern seminars or tutorials, and they do not provide additional compensation to faculty for assuming these responsibilities either. Contacts agree that incentives for faculty would increase their participation in internships, thus improving students' opportunities and experiences; however, no contacts suggested policy changes were in the works. **University B** recognizes faculty members who best understand the value of internships through a designation of commendation. Yet, contacts at University B note that the designation does not function as an incentive to faculty members not already engaged in the process. The question of how to reward faculty for their efforts above and beyond their strict responsibilities thus remains unanswered by contact institutions.

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UNIVERSITY OF WISCONSIN – SUPERIOR

Policy Subject: **Credit Hour Definition (numberAP1127)**
Cabinet Division: **Registrar's Office (Enrollment Management)**
Date Created: 5/17/11 (approved by Faculty Senate)

I. Background and Purpose

1.1 New federal regulations (34 CFR parts 600 and 668), with an effective date of July 1, 2011, require that institutions submit their definitions and related policies regarding credit hour to their accrediting agencies and receive an official, recorded certification from that agency that the definitions meet the new minimum definition of a credit hour: 34CFR 600.2

1.2 A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than

1.2.1 One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, the equivalent amount of work over a different amount of time; or

1.2.2 At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

II. Constraints

2.1 No constraints

III. Definitions

3.1 A class hour is defined as 50 minutes. The definitions below refer to number of class hours during a semester that is approximately fifteen weeks long or an equivalent amount of time for terms of longer or shorter duration.

IV. Policy Statements

4.1 One on-campus class credit is defined as: 1 class hour of classroom or direct faculty instruction per week and A minimum of 2 class hours of out-of-class student work each week.

4.2 One distance learning or hybrid class credit is defined as: an equivalent amount of instruction and student work leading to equivalent learning outcomes, as required for an on-campus class as defined above.

4.3 One laboratory credit is defined as: a minimum of 2 class hours of work each week in a laboratory under the supervision of a lab supervisor/instructor and an expectation of 1 class hour of additional out-of-class student work each week

4.4 One studio credit hour is defined as: a minimum of 2 class hours of studio work each week under the direct supervision of an instructor and a minimum of 2 class hours of individual studio work each week

4.5 One ensemble music credit is defined as: a minimum of 1 class hour of supervised rehearsal each week and a minimum of 2 class hours of individual student work each week

4.6 One internship or practicum credit is defined as: at least 45 hours of supervised work in a field placement each semester

4.7 One individualized study credit (e.g. thesis, independent and applied music) is defined as: a minimum of 3 class hours of direct instruction and/or individual work each week

V. Policy Procedures

5.1 The Registrar and Associate Dean of Academic Affairs will assist Departments in assigning and calculating times for classes.

5.2 Department Chairs and Program Associates will schedule classes in a way that conforms to the above definitions.

5.3 Any class that meets for more than 75 minutes consecutively will include a 10 minute break for each 75 minutes segment.

5.4 After classes are scheduled and before student registration begins, a People Soft Query will be run to verify that scheduled class meetings meet minimum time requirements.

5.5 If scheduled classes do not meet minimum requirements, the Associate Dean will work with Department Chairs to adjust the times to meet established standards.

VI. Compliance

6.1 Approved by: UAAC (4/26/11), Faculty Senate (5/17/11) and Chancellor Erlenbach(5/27/11)

6.2 No consequences.

6.3 Faculty, Department Chairs and Enrollment Management staff are aware of this policy change.

VII. Attachments

7.1 No attachments

KANSAS STATE UNIVERSITY

Addition to University Handbook:
Section F: Instruction – Academic Procedures
F115: Credit Hour
With additional instruction placed in Department Head's Manual

Background: Proposed by Credit Hour work group and approved by CAPP
Approved by FS Academic Affairs on December 20, 2011
Approved by Faculty Senate on February 14, 2012

Credit Hour

F115 One Credit Hour: the amount of effort required to attain a specific amount of knowledge or skill equivalent to three hours of effort per week for 15 weeks. Any combination of contact time and effort outside of class is allowed. Common practice is for one academic hour of credit to be composed of a lecture or class to meet for one hour (50 minutes) per week, with two hours per week of outside assignment and study effort expected each week for 15 weeks. A laboratory class period equivalent to an academic hour of credit would either meet for one three-hour period each week for 15 weeks with all effort by the student expected to be completed during the laboratory period; or one two-hour laboratory period with one hour of student effort expected outside the class period, each week for 15 weeks. Shortened academic sessions (including condensed semesters, intersession classes, or summer classes) are expected to maintain an equivalent amount of time (contact and outside of class time) as those classes in the 15-week semester. It should be noted that the judgment of the amount of academic effort that comprises one hour of credit for any class is ultimately a faculty decision, from the development of the course syllabus to the approval through Faculty Senate. Additional time outside of class may be required for graduate coursework. For further detail please see the Department Head's manual: http://www.k-state.edu/academicpersonnel/depthead/contents.html

---

The following information is to be placed in the Department Head's Manual and elsewhere as needed:

A. Contact Period: For a regular semester session, each academic day is divided into standard contact periods of 50 minutes each and a 10-minute period for travel time between classes, or a standard 75-minute contact period and a 10-minute period for travel time between classes. To accommodate special needs of faculty, approval may be given to hold classes at non-standard times. Depending on the credit hours assigned to a course and the type of classes used for the course, different combinations of these standard contact periods could be used.

- **Lecture/recitation classes**: For each credit hour assigned, a course containing lecture or recitation classes will typically have one 50-minute standard-contact-period class each week during the semester.
- **Laboratory/studio classes**: For each credit hour assigned, a course containing laboratory or studio classes will typically have a class with three sequential 50-minute standard-contact-periods each week during the semester, or two sequential 50-minute

standard-contact-periods each week during the semester, plus one hour of effort assigned outside of class. Traditionally, the extra 60 minutes outside of class is for writing reports or completing graphics or studio assignments.

- **Internship/practicum/independent study/individual instruction classes**: For each credit hour assigned, the amount of effort required to complete the class and its assignments is equivalent to the amount of effort required for lecture or laboratory classes with the same credit. Thus, any combination of contact time and effort outside the contact time would equate to three hours of effort each week for 15 weeks.
- **Distance/online classes**: For each credit hour assigned, the amount of effort required to complete the class and its assignments is equivalent to the amount of effort required for a similar or the same lecture or laboratory class with the same credit. Thus, any combination of contact time (online synchronous or asynchronous work) and effort beyond the contact time would equate to three hours of effort each week for 15 weeks.

B. The following requirements define the amount of contact and outside of class time in minutes for standard class periods during a five-day week. Lengths of sessions shorter than 15 weeks are also discussed.

1. **For the 15-week semester:**
   A one-credit-hour lecture or recitation course will typically have one 50-minute contact period each of 15 weeks, for a total of 750 minutes of contact time (final exam in the 16th week). It is expected that the average student would also spend two hours of effort outside of the class per week for this one hour of credit on assignments, reading, homework, and other work. Thus, the total time expected would be 2250 minutes (750 in class plus 1500 outside of class) per semester for one hour of course credit.

   For a two-credit-hour class, the expectation would be for a total of 1500 minutes of contact time in the class and 3000 minutes of time spent outside of class, or 4500 minutes of total time. For a three-credit-hour class, the expectation would be for a total of 2250 minutes of contact time in the class and 4500 minutes of time spent outside the class, or 6750 minutes of total time. As more credit hours are added to lecture or recitation classes, the expected time in and outside of class would simply be multiples of the above examples.

   For a one-hour laboratory/studio class, two example formats are described below.
   - A format requiring three sequential standard-contact-periods will typically have 170 minutes of contact time in the laboratory/studio for each of 15 weeks, for a total contact time of 2550 minutes for the semester.
   - A format requiring two sequential standard-contact-periods plus one hour of work outside of class will typically have 110 minutes of contact time in the laboratory/studio for each of 15 weeks, plus 60 minutes of work outside of class per week, for a total of 1650 minutes in class and 900 minutes outside of class, or 2550 total minutes for the semester.

   As laboratory/studio classes add more credit hours, the total effort would simply be multiples of the above time requirements.

2. **For Shortened Academic Sessions:**
   Since the final exams for shortened session classes are given during the final class periods, there may be slightly fewer minutes expected for the classes. Examples are shown below for some standard summer and intersession courses.

   - **Eight-week summer session class**: A three-credit-hour lecture or recitation course has the equivalent of a 60-minute class period every day for 38 class days. This schedule results in 2280 minutes of contact time, with the expectation of another 4560 minutes of time spent outside of class, for a total time expected of 6840 minutes.
   - **Six-week summer session class**: A three-credit-hour lecture or recitation course has the equivalent of 80-minute class periods every day for 28 class days. This results in 2240 minutes of contact time, with the expectation of another 4480 minutes of work outside of the classroom, for a total time expected of 6720 minutes.
   - **Four-week summer session class**: A three-credit-hour lecture or recitation course has the equivalent of 120 minutes of class contact every day for 19 class days. This schedule results in 2280 minutes of contact time, with the expectation of another 4560 minutes of time spent outside of class, for a total time expected of 6840 minutes.
   - **Three-week intersession class**: A three-credit-hour lecture or recitation course has the equivalent of 160 minutes of class contact every day for 14 class days. This provides a total of 2240 minutes of contact time, with the expectation of another 4480 minutes of work outside of the classroom, for a total time expected of 6720 minutes.

3. **Special Policies Relating to Intersession**:
   As course sessions are shortened, the amount of time expected for students' work outside of class makes it extremely challenging, if not logistically impossible for the average student to take more than three hours during an intersession. For example, in a three-week three-credit-hour course, students would be expected to be in class for nearly three hours each day, and spend an average of nearly 4.5 hours per day working outside of class over the 18 total days (14 class days plus 4 weekend days). For this reason, students are not allowed to take more than 4 credit hours of courses during any three-week intersession. In addition, courses taught during intersession must abide by the policy that each credit hour of the class requires at least one week of class-related time.

APPENDIX C

From: Stephanie Davidson
Sent: Thursday, September 27, 2012 6:02 PM
To: TILLETT, THERESE; Cathy Hill; Jane Fullerton; Paula Compton
Cc: Tom Bordenkircher; Shane Degarmo
Subject: RE: credit hour policy for non-lecture coursework?

Hi Therese,

Thank you so much for forwarding this!! I am sending it on to other folks in the program approval area too—this could serve as a basis for general guidelines in our program approval manual. We look forward to hearing how this progresses through the Kent State approval process.

Stephanie

Stephanie Davidson, PhD
Vice Chancellor
Ohio Board of Regents

From: TILLETT, THERESE
Sent: Thursday, September 27, 2012 4:34 PM
To: Stephanie Davidson; Cathy Hill; Jane Fullerton; Paula Compton
Subject: RE: credit hour policy for non-lecture coursework?

Hello, Stephanie, Jane, Cathy and Paula,

I wanted to share progress Kent State has made on updating our definition of credit-bearing educational activities and the methods used to assign the appropriate amount of credit hours. This update reflects the federal and state directives, as well as the Higher Learning Commission's mandate for all institutions to have a policy regarding the award of credit, and that the policy is consistent with commonly-accepted practices in higher education.

Kent State is up for HLC reaccreditation in 2014, so it is imperative we have this policy in place for the self-study report and visit in 2013.

Over the past year, Kent State faculty and administrators have met to review our current credit-hour policy, which was based originally on OBR's Operating Manual for Two-Year Campus Programs. We commissioned reports from the University Leadership Council on credit-hour definitions and assignment policies (which I can share with you if desired), and reviewed policies from other universities, including the University of Wisconsin, University of Illinois and Colorado State University.

Attached is a draft is the policy. I anticipate that Kent State's Faculty Senate will review and vote on it at its November meeting, and then it will be forwarded to the university's Board of Trustees for its December meeting.

At that point, I will forward you the approved policy. I hope it can be used start a broader, state-wide discussion on standard guidelines for non-lecture courses as you mentioned earlier.

Best, Therese

Therese E. Tillett | Director of Curriculum Services | Office of the Provost
Kent State University | 384 University Library | 1125 Risman Dr | Kent, OH 44242
Tel: 330-672-8558 | Fax: 330-672-2645 | ttillet1@kent.edu | www.kent.edu
Curriculum Services: www.kent.edu/provost/curriculum

From: Stephanie Davidson
Sent: Wednesday, December 21, 2011 3:56 PM
To: TILLETT, THERESE; Cathy Hill; Jane Fullerton
Cc: Paula Compton
Subject: RE: credit hour policy for non-lecture coursework?

Hi Therese,

As I mentioned, OBR doesn't have any specific policies on how credit is determined for the alternate instructional activities (e.g., practicum, studio, etc.) for the 4 year institutions—the only definitions appeared in the two year manual and were only meant for the two-year campuses and their associate degree programs.

I'm not sure how the definitions were originally derived in the 1970s, but it is likely that the chief academic officers of the two year campuses were engaged in the process and agreed to those definitions for their professional/technical programs.

The definitions included in the Chancellor's Directive were based on what was in the two year manual and I would not hold the universities to the same requirements for their practicum and field hour experiences. I have specifically not included definitions regarding required credit hours for those activities in the general manual at this time—as we haven't had the broad discussion that the two year campuses have had.

Again, I would appreciate your faculty's thoughts on appropriate guidelines in those areas. It could be the start of a broader, state-wide discussion. Comparisons to what other university campuses are doing for similar types of experiences would also be helpful.

Stephanie

Stephanie Davidson, PhD
Vice Chancellor
Ohio Board of Regents

From: TILLETT, THERESE
Sent: Monday, December 12, 2011 1:45 PM
To: Stephanie Davidson; Cathy Hill; Jane Fullerton
Cc: Paula Compton
Subject: RE: credit hour policy for non-lecture coursework?

Thank you, Stephane, for your quick reply. Kent State is on a semester system; fortunately, we don't have to undergo any conversion. We have always followed the OBR policies on defining the credit hour for the various instructional activities (your policies are our policies). However, our faculty have always chafed at OBR's credit-hour definition for practicum and field experience courses. It would be interesting to understand the decision behind the contact-to-credit ratio that currently exists for these two types of instructional activity. I know OBR's Operating Manual was established in the 1970s. I wonder if these specific definitions were never updated for the semester hour?!

This may be an opportune time for Kent State to thoughtfully review those two policies and determine revisions that best fit the needs of students. In turn, that may help lay the foundation to drive the state's move toward standard guidelines.

Best, Therese

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From: Stephanie Davidson
Sent: Friday, December 09, 2011 4:31 PM
To: TILLETT, THERESE; Cathy Hill; Jane Fullerton
Cc: Paula Compton
Subject: RE: credit hour policy for non-lecture coursework?

Hi Therese,

You are correct, we've never had specific definitions for our bachelor's and graduate programs for those other types of instructional activities—the only definitions appeared in the two year manual. The committee that provided the recommendations to the Chancellor on the quarter hour to semester hour conversion used the two year manual as the basis for demonstrating how the changes would apply to other types of instructional activities.

Because we have never formally defined required lengths for those other types of instructional activities for bachelor's and graduate programs (and because the new manual doesn't include those specific definitions) I would suggest that you simply use what has worked for Kent State in the past and then "pro-rate" it to the semester system. For instance a 3 quarter hour practicum would now be classified as two semester hour course.

I would love to see your policy for those other types of instructional activities—we could then perhaps use that as a starting point for discussion among the universities on some standard guidelines in the future.

Stephanie

Stephanie Davidson, PhD
Vice Chancellor
Ohio Board of Regents

From: TILLETT, THERESE
Sent: Friday, December 09, 2011 3:02 PM
To: Cathy Hill; Stephanie Davidson; Jane Fullerton
Subject: credit hour policy for non-lecture coursework?

Hello, Stephanie, Jane and Cathy,

In the OBR directive that defines the semester hour, there's a proviso that states that credit hours may be calculated differently for the other instructional activities, such as laboratory, studio or practicum.

There are, currently, OBR definitions for those "other" types of instruction, as published in the Operating Manual for Two-Year Campus Programs. Kent State has historically followed those definitions for all levels of coursework (mainly because such definitions have not existed in guidelines for bachelor's and graduate programs). However, we have many problems with some of these OBR definitions. Kent State will be up for reaccreditation in 2014, and since the credit hour is such a hot button, we really need to get these issues resolved.

I guess my questions for you are the following:

- Will the state be defining the credit hour for those non-lecture-type courses for bachelor's and graduate degrees?
- If yes, will they the same definitions currently in the revised (Feb. 2010) Operating Manual for Two-Year Campus Programs? (This revision was an addendum to the 18 March 2010 credit-hour directive from the chancellor.)
- Can institutions have input in the final definitions? For example, one of Kent State's problem is OBR's ratio of time-to-semester-credit for practicum (105 clock hours per 1 semester credit). The time expected is unrealistically high for such credit award. Our practicum courses are typically 3 to 6 credits.
- If the answer to my first question is no, can then Kent State develop its own definition and credit hour policy for non-lecture-type courses (e.g., laboratory, clinical lab, directed practice, practicum, field experience, observation, seminar, studio, miscellaneous applications courses)?

Any guidance you can give me would be greatly appreciated.

Best, Therese

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UNDERGRADAUTE STUDIES

Interdepartmental Correspondence

To: Stephane Booth, Associate Provost

From: Said L. Sewell, Ph. D., Dean; Co-chair, URCC

Subject: Proposal for ELR Action

Date: September 17, 2012

The University Requirements Curriculum Committee has approved the attached ELR Approval Form and Syllabus Statement.

Cc: Therese Tillett, Curriculum Services
URCC

ELR Syllabus Statement

For ELR courses: This course may be used to fulfill the university's Experiential Learning Requirement (ELR) which provides students with the opportunity to initiate lifelong learning through the development and application of academic knowledge and skills in new or different settings. Experiential Learning can occur through civic engagement, creative and artistic activities, practical experiences, research, and study abroad/away.

Undergraduate Studies

Interdepartmental Correspondence

To: Dr. Stephane Booth, Associate Provost

From: Said L. Sewell, Ph. D., Dean; Co-chair, URCC

Subject: Course Proposals for EPC

Date: September 17, 2012

The University Requirements Curriculum Committee has approved the following Kent Core requirements with the Assessment Plans.

COMM 15000, Introduction to Human Communication, 3hrs.
Kent Core Assessment Plan

COMM 26000, Criticism of Public Discourse, 3hrs.
Kent Core Assessment Plan

JMC 20001, Media, Power, and Culture, 3hrs.
Kent Core Assessment Plan

Cc: Therese Tillett, Curriculum Services
URCC

Kent Core Learning Outcomes Assessment Plan

Course number, title (credit hours): COMM 15000, Introduction to Human Communication (3 credits)

Department/School: Communication Studies Proposed Kent Core Category: Additional Courses

A sample syllabus must accompany the plan.

I. Kent Core learning objectives	**II. Ohio Transfer Module learning objectives**	**III. What corresponding learning outcomes are included in this course?**	**IV. What method(s) will be used to assess student learning?**	**V. What evidence of this assessment will be presented annually for the five-year Kent Core review of this course?**
Acquire critical thinking and problem solving skills	Evaluate arguments in a logical fashion; competence in analysis and logical argument	By the end of the semester, students should be able to demonstrate **effective** and professional-looking presentations.	Students give multiple speeches in class. Requirements for all of the speeches include researching and selecting credible sources of information to support claims made. This makes a speech more effective. Students learn how to critically evaluate sources and determine what sources are appropriate to support their arguments. Speeches are filmed for assessment.	A random sample of student speeches will be assessed by instructors (not the speaker's) trained in using an edited version of the AAC&U's Oral Communication Rubric. This rubric allows assessment of the overall quality of a presentation as well as breaking out several different learning outcomes. One learning outcome is the use of quality supporting materials. Scores on this outcome from speeches given earlier in the semester can be compared to scores on speeches given later. These change scores can be reported for review of this course. Improvement in scores would serve as an indication of the improvement in selecting, evaluating, and using credible sources in a logical manner.
Apply principles of effective written and oral communication	Communicate effectively	By the end of the semester, students should be able to demonstrate effective and professional-looking presentations.	Students give multiple speeches in class. Successful speeches must incorporate a variety of components (organization, language, delivery, supporting material, clear central message, etc.). Students learn these components from lectures, readings, and in-class activities. Speeches are filmed for assessment.	A random sample of student speeches will be assessed by instructors (not the speaker's) trained in using an edited version of the AAC&U's Oral Communication Rubric. Total scores on speeches given earlier in the semester can be compared to total scores on speeches given later. These change scores can be reported for review of this course. In addition, these scores can provide us with details on where students are improving the most and where additional instruction might be needed to help aid learning.
Broaden their imagination and develop their creativity				

I. Kent Core learning objectives	II. Ohio Transfer Module learning objectives	III. What corresponding learning outcomes are included in this course?	IV. What method(s) will be used to assess student learning?	V. What evidence of this assessment will be presented annually for the five-year Kent Core review of this course?
Cultivate their natural curiosity and begin a lifelong pursuit of knowledge				
Develop competencies and values vital to responsible uses of information and technology				
Engage in independent thinking, develop their own voice and vision, and become informed, responsible citizens	Engage in our democratic society; be active and informed citizens; develop a disposition to participate in and contribute to our democracy			
Improve their understanding of issues and behaviors concerning inclusion, community and tolerance	Acquire an understanding of our global and diverse culture and society			
Increase their awareness of ethical implications of their own and others' actions				
Integrate their major studies into the broader context of a liberal education				
Strengthen quantitative reasoning skills				
Understand basic concepts of the academic discipline	Employ the methods of inquiry characteristic of natural sciences, social sciences and the arts and humanities	By the end of the semester, students should be able to describe selected interpersonal, group, and public communication theories and how they are applied.	The course integrates this outcome throughout the entire semester. In order to assess student understanding of these elements, a pretest will be administered at the beginning of the course and a post-test will be administered at the end.	Both assessments will be multiple-choice tests. Change scores can be calculated to serve as an indication where students are improving in their knowledge acquisition of the selected interpersonal, group, and public communication theories and how they are applied. These scores and analyses can be reported in the review of the course.

ASSURANCES:

By submitting this proposal, we assure that:

1. The faculty members who teach this course have agreed to the learning outcomes and assessment methods.
2. Assessment results will be reviewed annually by the faculty and submitted to the University Requirements Curriculum Committee.
3. Modifications to the course and/or assessment plan will be based on the annual review.

Department Chair/School Director (or designee) Signature _____ Date _____

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

The type of oral communication most likely to be included in a collection of student work is an oral presentation and therefore is the focus for the application of this rubric.

Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Framing Language

Oral communication takes many forms. This rubric is specifically designed to evaluate oral presentations of a single speaker at a time and is best applied to live or video-recorded presentations. For panel presentations or group presentations, it is recommended that each speaker be evaluated separately. This rubric best applies to presentations of sufficient length such that a central message is conveyed, supported by one or more forms of supporting materials and includes a purposeful organization. An oral answer to a single question not designed to be structured into a presentation does not readily apply to this rubric.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Central message: The main point/thesis/"bottom line"/"take-away" of a presentation. A clear central message is easy to identify; a compelling central message is also vivid and memorable.
- Delivery techniques: Posture, gestures, eye contact, and use of the voice. Delivery techniques enhance the effectiveness of the presentation when the speaker stands and moves with authority, looks more often at the audience than at his/her speaking materials/notes, uses the voice expressively, and uses few vocal fillers ("um," "uh," "like," "you know," etc.).
- Language: Vocabulary, terminology, and sentence structure. Language that supports the effectiveness of a presentation is appropriate to the topic and audience, grammatical, clear, and free from bias. Language that enhances the effectiveness of a presentation is also vivid, imaginative, and expressive.
- Organization: The grouping and sequencing of ideas and supporting material in a presentation. An organizational pattern that supports the effectiveness of a presentation typically includes an introduction, one or more identifiable sections in the body of the speech, and a conclusion. An organizational pattern that enhances the effectiveness of the presentation reflects a purposeful choice among possible alternatives, such as a chronological pattern, a problem-solution pattern, an analysis-of-parts pattern, etc., that makes the content of the presentation easier to follow and more likely to accomplish its purpose.
- Supporting material: Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, and other kinds of information or analysis that supports the principal ideas of the presentation. Supporting material is generally credible when it is relevant and derived from reliable and appropriate sources. Supporting material is highly credible when it is also vivid and varied across the types listed above (e.g., a mix of examples, statistics, and references to authorities). Supporting material may also serve the purpose of establishing the speakers credibility. For example, in presenting a creative work such as a dramatic reading of Shakespeare, supporting evidence may not advance the ideas of Shakespeare, but rather serve to establish the speaker as a credible Shakespearean actor.

ORAL COMMUNICATION VALUE RUBRIC

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

Level / Learning Outcome	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic by clearly demonstrating that the material is from relevant and credible authorities.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic by demonstrating for the most part that the material is from relevant and credible authorities.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic by somewhat demonstrating that the material is from relevant and credible authorities.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic by barely demonstrating that the material is from relevant and credible authorities.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

Total Score: _____/ 20

COMM 15000 – Introduction to Human Communication

Standard Course Syllabus

A Kent Core Course

Insert Instructor Information from Welcome Email Here

Name:
E-Mail:
Classroom Location:
Classroom Meeting Days/Times:
Office Hours:
Office Location:

If you have any questions or issues, you should contact your instructor first. For issues that cannot be resolved with your instructor, contact Course Director, Dr. Jennifer McCullough at jmccul11@kent.edu.

Syllabus Disclaimer: This syllabus included in your textbook is the standard syllabus for the online lecture/lab sections which meet twice a week. If you are enrolled in the Distance Learning section, Honors section, or section that meets in person once a week, please make sure to check on Vista and with your instructor for the correct breakdown of grades and due dates. These sections have specific requirements, and you will be held to the syllabus posted on Vista rather than this standard form included in the textbook.

Course Structure: Students are required to complete online lectures & activities and attend 2 hours of class each week. This totals to 3 hours of class each week. Students are required to complete the online lectures and participation activities before the first in-person class each week.

Required Web Site: The online component of this course runs through Vista (http://vista8.kent.edu). Students can access Vista by logging in through Flashline (http://flashline.kent.edu) or by going directly to the Vista site and clicking on this course.

E-mail: Include "COMM 15000" in subject line of all emails. Include your name **and** section number in all email correspondence.

University Course Description: Introduction to Human Communication explores communication theories and practices in a variety of contexts: interpersonal, group, and public. Students are introduced to the transactional nature of communication and the impact of context, culture, and audience on competent communication. Students explore the processes of active listening, message construction, and communicating common ground.

Kent Core: This course may be used to satisfy a Kent Core requirement. The Kent Core as a whole is intended to broaden intellectual perspectives, foster ethical and humanitarian values, and prepare students for responsible citizenship and productive careers.

Course Overview

This course is designed to show students how theories of human communication can be applied in a variety of contexts with diverse audiences.

Course Learning Outcomes

- To develop an understanding of selected interpersonal, group, and public communication theories and how they may be applied.
- To understand the elements of ethical communication.
- To demonstrate effective and professional-looking presentations.

Graded Assignments

Online Components	
Online Weekly Quizzes (14 x 10 points)	140 pts
Online Midterm Exam	70 pts
Online Final Exam	70 pts
Bridging Online and In-Class Work	
Weekly Participation (15 x 4 points)	60 pts
In-class Components***	
Informative Speech w/Outline	150 pts
Self-Critique of Informative Speech	50 pts
Persuasive Speech w/Outline	200 pts
Group Presentation w/Outline and Paperwork	200 pts
Communication Research Participation	60 pts
Total	1000 pts

***** You must complete every speech (Informative, Persuasive, and Group) in order to pass this class. If you fail to deliver a speech, you will receive no points on the assignment and an "F" in the course. The informative speech will be filmed for the self-critique, and all speeches may be filmed for assessment purposes.*****

Online Weekly Quizzes. Each week, including the week of your midterm, you will be required to complete a quiz over the material presented in the online lectures, readings, and any video clips shown online during that week. Although you have until the **Friday of that week at 11:59 pm EST** to complete the quizzes, you must complete the lectures and corresponding participation activities before the first in-class session for the week. Each quiz will be worth 10 points, and they may include multiple choice, true-false, and/or matching questions.

Online Midterm Exam. During **Week 8**, you will have until **Sunday, March 4th at 11:59pm EST** to complete the online midterm exam. It will cover all material from Week 1 through Week 8. This exam is worth 70 points, and it may include multiple choice, true-false, and/or matching questions. Please see the course schedule for exact deadline for completing the midterm exam.

Online Final Exam. During **Finals week**, you will have until **Thursday, May 3rd at 11:59pm EST** to complete the online final exam. It will cover all material from Week 9 to Week 16. This exam is worth 70 points, and it may include multiple choice, true-false, and/or matching questions. Please see the course schedule for exact deadline for completing the final exam.

Weekly Participation. Each week, you have the opportunity to earn up to 4 points for participation. In each weekly module, you will see a short assignment that you must complete before the first time you meet with your class in-person. These assignments will vary from week to week. However, they usually will ask you to respond to questions, complete a survey, work on a component of your speech, or complete a similar task. To receive credit for completing these tasks, you must bring your work to the first class meeting of the week as indicated in the tentative course schedule. These tasks (no matter how small) should be typed in order to receive full credit. A failure to bring this assignment will result in a loss of participation points for that week. Instructors may decide to assign a portion of the 4 points to a task that will occur on the second class session that week. Therefore, it is important that you pay attention to any announcements made in class or online regarding this breakdown. If no announcement is made, the activity described online will be worth 4 points.

Informative and Persuasive Speeches and Outlines. Your instructor will discuss guidelines for your topic selection. The grading of the informative speech is broken down into four parts: 1) organization, 2) delivery, 3) time, and 4) preparation. The first three are graded on the day you present your speech. The preparation grade, however, is based on a typed outline due on your speaking day. The persuasive speech also adds a grade for the quality of the PowerPoint presentation used for the speech. Reference lists should accompany your outlines to document your sources, and the outlines should be typed in APA format. Additional requirements for the outline will be posted on Vista. The informative speech is worth 150 points, and the persuasive speech is worth 200 points.

Self-Critique of Informative Speech. Your informative speech will be filmed. You will be required to view this recording and write a self-evaluation of the speech. This evaluation will help you set goals for you future speeches, better understand instructor and peer feedback, and chart your progress. Guidelines for this paper will be available on Vista. In addition to the paper, you will be required to rework a small portion of your speech to practice areas your instructor note as needing the most improvement. This critique and practice is worth 50 points.

Group Presentation, Outline, and Paperwork. Your instructor will discuss guidelines for your topic selection. You will be assigned to a group no later than after the persuasive speeches have been completed. A majority of this grade will be a group grade. However, each student will receive an individual grade for the delivery of their portion of the presentation. In general, the grade it is broken down into six parts: 1) organization, 2) delivery, 3) time, 4) PowerPoint presentation, 5) group cohesion, and 6) preparation. The first five are graded on the day you

present your speech. The preparation grade, however, is based on a typed outline and paperwork due at various times leading up to and upon completion of the presentation. Reference lists should accompany your outlines to document your sources, and the outlines should be typed in APA format. Additional requirements for the outline and paperwork will be posted on Vista.

Communication Research Participation. This assignment allows students to see how communication research is conducted and be a part of the research process. Throughout the semester, faculty and graduate students will be conducting research projects. The point value of research opportunities varies, but research participation counts for 60 points of your total course grade. Typically, each research participation opportunity is worth 15 or 30 points each. Alternative assignments are available during the last weeks of class for any student who was unable to participate or who decided not to participate.

Grading. If you have concerns about your grades, you should make an appointment to speak with your instructor outside of class. Grades will be posted on Vista, so please make sure to let your instructor know if you think there is an error. Make sure to keep all of your graded work as evidence.

Course Registration: Students who are not officially registered may not attend classes. If you do not officially register by the deadline, you will not receive credit for this course.

Grading Scale			
A = 93%- 100%	B+ = 87%- 89.99%	C+ = 77%- 79.99%	D+= 67%- 69.99%
A- = 90%- 92.99%	B = 83%- 86.99%	C = 73%- 76.99%	D = 60%- 66.99%
	B- = 80%- 82. 99%	C- = 70%- 72.99%	F = 59.99% & Below

Attendance Policy

Due to the nature of this course, attendance is crucial. This is an active class that requires your full participation as a speaker and listener. You are expected to attend class regularly and be on time; your participation is a vital part of the classroom experience. Regular attendance is essential to success in this course. Therefore, the following policy is enforced strictly:

- You are allowed **two** unexcused absences during the semester before penalties for absences begin. That is, you are permitted to miss 2 hours of class before you will be penalized.
- Attendance is taken at the beginning of each class. Tardiness is counted as ½ an absence. Therefore, coming to class late twice counts as one unexcused absence.
- For each unexcused absence after the first two, your final course grade will be reduced by 5% (50 points).
- For example: If you earned 850 (B) of the 1000 points available in the course and had four unexcused absences (two free plus two penalized), your final grade would be a 750/1000 (C).
- Note: For sections that only meet once a week, a student is only allowed one unexcused absence before penalties are administered, and each unexcused absence

after that results in a 10% penalty (100 points). This is consistent with the policy that students are allowed to miss 2 hours of class before penalties begin.

Excused Absences. There are some absences that the university considers to be excused. For this class, these include a documented illness, death in the immediate family, religious observance, academic field trip, KSU concerts or athletic event, KSU disciplinary hearing, or court-ordered appearance.

Students missing class due to one of the non-emergency related approved excuses listed above should contact their instructor prior to missing class. Since emergencies, by definition, would make this difficult, students are expected to contact their instructor as soon as possible. You must provide **written** documentation that your instructor can keep as proof of the legitimacy of the reason for your absence when you return to class. Late documentation will not be accepted, and the absence, regardless of the reason, will count as unexcused.
Doctor/dentist appointments (non-emergency), work, vacation or family trip, car trouble, undocumented illness, or advising appointments are some reasons for absences that will not be excused.

Save your free unexcused absences in case you experience a situation such as these.

If you miss class for any reason, you are responsible for understanding any material (course content, assignment details, or announcements) that may have been covered that day. You should obtain this information from a classmate and make sure to check with your instructor if you have any questions.

Missed Deadlines or Late Assignments

Missed Test Deadlines. Since you know all test deadlines at the beginning of the semester and have one week to complete quizzes and exams, make-up tests are made available online **only** if you supply a documented excuse (which would qualify for an excused absence) that prohibited the use of Vista for a significant portion of the week leading up to the test deadline.
Procrastination and/or potential computer problems are not unavoidable circumstances. You should take tests on reliable and familiar computer in a quiet location, and you should not procrastinate. You may experience technical difficulties, so you should plan to take the tests with enough time to deal with any unforeseen issues.

Late Participation Assignments. Late participation assignments which are explained online and due in class during the first meeting that week will **not** be accepted late without a documented excuse that would satisfy the excused absence policy.

Other Late Assignments. Other late assignments or paperwork are penalized one full letter grade for each class day late without an excused absence.

Missed Speeches due to an Unexcused Absences. If a speech is missed due to an unexcused absence, you will not be allowed to make it up. If you fail to deliver a speech, you will

receive no points on the assignment and an "F" in the course. You must complete every speech (Informative, Persuasive, and Group) in order to pass this class.

Missed Speeches due to an Excused Absence. If a speech is missed due to an excused absence, you may deliver a make-up speech on a date established by your instructor. Remember, for an absence to be excused, you must provide **written** documentation that your instructor can keep as proof of the legitimacy of the reason for your absence when you return to class. **In addition, your instructor should be emailed prior to this in every instance possible to allow the instructor time to prepare for the extra class time.** The same policy applies to the make-up date that your instructor provides you.

Incomplete Grades. According to university policy, "The administrative mark of IN (Incomplete) may be given to students who have completed at least 12 weeks of the semester **(if they are currently passing)** and are unable to complete the work due to extenuating circumstances." Instructors are not obligated to assign a grade of "Incomplete." The only valid reasons for an "Incomplete" are medical or other serious circumstances that prohibit the student's ability to complete the course **after the last day to withdraw from the course.** Student **must have earned a 70% or better** in the class at the time of the request

Student Responsibilities

Students are expected to:

- Become familiar with the course website on Vista.
- Complete the initial course assessment online during Week 1.
- Complete all online lectures and participation activities prior to the first day class meets each week.
- Complete and/or submit graded work according the criteria and deadlines described by the instructor and established in this Syllabus, the Tentative Course Schedule, and assignment sheets.
- Understand that according to the University Administrative Code (3342-3-07), "Cheating and plagiarism constitute fraudulent misrepresentation for which no credit can be given and for which appropriate sanctions are warranted and will be applied." Therefore, the student understands that speeches and other work submitted must be his or her own and created for this course.
- Contact your instructor with any course-related questions you may have.
- Foster an atmosphere that is comfortable and respectful.
- Understand that to ask for special consideration is unfair to your peers, and the granting of special consideration to any student is a violation of the code of ethics.
- Communicate professionally in all correspondence.

Academic Dishonesty

You are not permitted to use notes, textbooks or offer/receive help from others during quizzes & exams. Students found in noncompliance will be subject to *University Administrative Code (3342-3-07), cheating and plagiarism.*

Your instructor is **required** to respond to any form of academic dishonesty, including intentional or unintentional plagiarism (see Administrative code 3342-3-07 for more detailed information). If an instructor believes they have a case of plagiarism, they must:

- Inform the student that they believe he or she has plagiarized.
- Provide the student with an opportunity to explain why he or she believes that is not the case.
- If this explanation is deemed inadequate to the instructor, the instructor will notify the student of the sanction imposed based on the seriousness of the infraction (large or small assignments). These sanctions could include failing the assignment or failing the class.
- The instructor must inform the Basic Course Director and the Director of the School of Communication Studies of the nature of the infraction and the action taken, and
- If directed:
  - Email memo to Judicial Affairs (j-affairs@kent.edu) of the nature of the infraction and the action taken (include student name and number, course name and number).
  - Judicial Affairs will notify student and instructor of scheduled hearing.
  - Student may appeal and can bring someone to speak on their behalf.
  - Instructor must prove case with evidence (papers, proof of plagiarism, etc.).
  - Instructor recommends sanctions.
  - Student provided time to respond to instructor's evidence.
  - Judicial Affairs board decides the merit of the case and approves/overturns sanctions.
  - Hearings are videotaped.

Classroom Disruptions

From: Kent State University's *Administrative Code*
Administrative policy and procedures regarding class disruptions (3342-4-02.2)

(A) Policy statement. In the event of classroom disruption, under no circumstance is a member of the faculty expected to take physical action to control a disturbance. Faculty should also make every effort to discourage students from taking physical action against disrupters.

(B) Disruption of classes by student. Class order and discipline are the responsibility of the class instructor insofar as possible. In the event of a disruption, the following procedures should be followed:

(1) The instructor should ask student(s) causing the disruption to cease and desist. Identification of the student(s) involved should be attempted.

(2) The instructor should notify the disrupter(s) of possible suspension and/or dismissal from the class and of further possible action under rule 3342-4-02 of the Administrative Code (the student conduct code), or the Revised Code, or both.

(3) If disruption does not cease, the instructor should order the disrupter(s) out of the classroom and inform those involved that failure to do so will subject the disrupter(s) to student conduct sanction and/or criminal arrest.
(4) If the disruption continues, the university police should be immediately notified to resolve the problem. [330-672-2212 or 911 if considered emergency]
(5) The instructor should not dismiss the class unless there is reason to believe that physical harm to person(s) or property is possible, or unless by allowing the students to remain, the disruption would increase.
(6) The instructor should subsequently notify the chairperson and/or dean of the incident to coordinate and facilitate the student conduct referral process.

Students with Accessibility Needs

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 within the first week of classes** to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services (visit www.kent.edu/sas for more information on registration procedures).

Tentative Course Schedule for Standard Sections

Note: All readings and online lectures should be completed **before** class meets the first time each week. Weekly quizzes should be completed before 11:59pm each Friday. Weekly Participation Activity deadlines are listed on the day they are due in class. Speech Days are in bold. It is your responsibility to note which days you have been assigned to speak.

Week	Day	Topic	Readings	Weekly Participation Assignments	Other Due Dates
1	Online	Course Orientation; Getting Started in Communication	Chapter 1 (p. 3-35)		Online Course Assessment due by Tuesday, January 10th at 11:59pm EST. Online Weekly Quiz due by Friday, January 13th at 11:59pm EST.
	M/T	Introduction to Course; Ice-breakers			
	W/R	Ethics		Bring in signed Syllabus Contract	
2	Online	Public Speaking – Getting Started; Informative Speech Assignment Explained	Chapter 10 (p.261-285)		Online Weekly Quiz due by Friday, January 20th at 11:59pm EST.
	M/T	Communication Anxiety		Communication Anxiety Activity	
	W/R	Audience Analysis			
3	Online	Selecting a Topic; Researching	Chapter 11 (p. 287-313) and Chapter 13 (p. 366-368)		Online Weekly Quiz due by Friday, January 27th at 11:59pm EST.
	M/T	Topic Selection		Topic Selection Activity	
	W/R	Citations			
4	Online	Informative Speaking and Organizing	Chapter 12 (p. 315-343)		Online Weekly Quiz due by Friday, February 3rd at 11:59pm EST.
	M/T	Outlining		Outlining Activity	
	W/R	Introductions, Conclusions, and Transitions			
5	Online	Delivery; PowerPoint Presentations	Chapter 13 (p. 345-373)		Online Weekly Quiz due by Friday, February 10th at 11:59pm EST.
	M/T	Delivery		Delivery Activity	
	W/R	**Informative Speeches**			
6	Online	Listening	Chapter3 (p. 67-93)		Online Weekly Quiz due by Friday, February 17th at 11:59pm EST.
	M/T	**Informative Speeches**		Listening Activity	
	W/R	**Informative Speeches**			

Week	Day	Topic	Readings	Weekly Participation Assignments	Other Due Dates
7	Online	Perceptions	Chapter 2 (p. 37-65)		Online Weekly Quiz due by Friday, February 24th at 11:59pm EST.
	M/T	**Informative Speeches**			
	W/R	Developing Perceptual Skills		Perception Activity	
8	Online	Persuasion; Persuasive Speech Explained	Chapter 14 (p. 375-405)		Online Weekly Quiz due by Friday, March 2nd at 11:59pm EST. **Online Midterm Exam** due by Sunday, March 4that 11:59 pm EST.
	M/T	Topic Selection; Organizing for Audience Type		Audience Type Activity	
	W/R	Persuasive Appeals			
9	Online	Verbal Communication	Chapter 4 (p. 95-117)		Online Weekly Quiz due by Friday, March 9th at 11:59pm EST.
	M/T	Obstacles to Encoding		Obstacles Activity	
	W/R	Reworking Your Informative Speech			**Self-Critique of Informative Speech due in class.**
10	Online	Nonverbal Communication	Chapter 5 (p. 119-149)		Online Weekly Quiz due by Friday, March 16th at 11:59pm EST.
	M/T	Functions of Nonverbal Messages		Nonverbal Activity	
	W/R	**Persuasive Speeches**			
11	M-R	Spring Break – No Classes			
12	Online	Building Interpersonal Relationships	Chapter 6 (p. 151-175)		Online Weekly Quiz due by Friday, March 30th at 11:59pm EST.
	M/T	**Persuasive Speeches**		Interpersonal Activity	
	W/R	**Persuasive Speeches**			
13	Online	Communication in Groups; Group Presentation Explained	Chapter 8 (p. 203-231)		Online Weekly Quiz due by Friday, April 6th at 11:59pm EST.
	M/T	**Persuasive Speeches**			
	W/R	Problem Solving Process; Group Assignments		Problem Solving Activity	
14	Online	Effective Group Members and Leaders	Chapter 9 (p. 233-259)		Online Weekly Quiz due by Friday, April 13th at 11:59pm EST.
	M/T	Effective Group Members		Characteristics Activity	
	W/R	Effective Leaders			

Week	Day	Topic	Readings	Weekly Participation Assignments	Other Due Dates
15	Online	Managing Conflict	Chapter 7 (p. 177-201)		Online Weekly Quiz due by Friday, April 20th at 11:59pm EST.
	M/T	Conflict Styles		Conflict Activity	
	W/R	Group Delivery and Dysfunctional Members			
16	Online	Communication and Your Career Overview	No New Readings		Online Weekly Quiz due by Friday, April 27th at 11:59pm EST. **Communication Research Participation** or Alternative Assignments due by Friday, April 27th at 11:59pm EST.
	M/T	**Group Presentations**		Career Activity	
	W/R	**Group Presentations**			

Final Exam
You must complete the online final exam during finals week. **The exam will be available from Sunday, April 29th at 9am to Thursday, May 3rd at 11:59pm EST.**

The schedule on these pages is tentative. The instructor reserves the right to make any necessary changes to the schedule deemed necessary and appropriate. You are responsible for any changes announced in class, on Vista, or via email. Remember, this schedule applies to the standard online lecture/two lab sessions per week course. Those students in the Distance Learning section, Honors Section, or section that meets one day per week should refer to the syllabus on your Vista site.

Kent Core Learning Outcomes Assessment Plan

Course number, Comm 26000 title Criticism of Public Discourse (credit hours): 3

Department/School: Proposed Kent Core Category: Humanities

A sample syllabus must accompany the plan.

I. Kent Core learning objectives	II. Ohio Transfer Module learning objectives	III. What corresponding learning outcomes are included in this course?	IV. What method(s) will be used to assess student learning?	V. What evidence of this assessment will be presented annually for the five-year Kent Core review of this course?
Acquire critical thinking and problem solving skills	Evaluate arguments in a logical fashion; competence in analysis and logical argument	Analyze rhetorical problems faced by speakers, emphasizing those created by differing audience perceptions, ideologies and values Analyze various rhetorical appeals including the use of artistic proof and inartistic proof employed by rhetors to persuade audiences	Three rhetorical critiques that utilize the Neo-Aristotelian critical method	Assessment is based on a rubric that evaluates critiques on the required elements of the critical method. The grades can be tabulated for submission in a report for each semester's performances
Apply principles of effective written and oral communication	Communicate effectively	To be able to express the above effectively	Two oral presentations that utilize Neo-Aristotelian Criticism	An assessment of improvement of the content of critiques as evidence by a change in grade over the course of the semester which can be tabulated and reported.
Broaden their imagination and develop their creativity				
Cultivate their natural curiosity and begin a lifelong pursuit of knowledge				
Develop competencies and values vital to responsible uses of information and technology				

I. Kent Core learning objectives	II. Ohio Transfer Module learning objectives	III. What corresponding learning outcomes are included in this course?	IV. What method(s) will be used to assess student learning?	V. What evidence of this assessment will be presented annually for the five-year Kent Core review of this course?
Engage in independent thinking, develop their own voice and vision, and become informed, responsible citizens	Engage in our democratic society; be active and informed citizens; develop a disposition to participate in and contribute to our democracy			
Improve their understanding of issues and behaviors concerning inclusion, community and tolerance	Acquire an understanding of our global and diverse culture and society	To understand the role and value of public oral communication in the development and resolution of selected controversies in a diverse society. To discover the rhetorical resources available for dealing constructively with rhetorical problems that grow out of social diversity	The presentation of a rhetorical critique that focuses on diversity and the exposure of student to 29 other critiques of the same nature. Class discussion of each critique with a focus on the diversity aspect of the issue or speech including considerations of the rhetorical problem and strategies used to attempt to overcome that problem	Evaluation of the final critique with a statistical compilation of grades that can be tabulated for submission in a report of each semester's performances
Increase their awareness of ethical implications of their own and others' actions				
Integrate their major studies into the broader context of a liberal education				
Strengthen quantitative reasoning skills				
Understand basic concepts of the academic discipline	Employ the methods of inquiry characteristic of natural sciences, social sciences and the arts and humanities	Know the purposes, processes and methods of rhetorical criticism. Understand the historical evolution of rhetorical theory and rhetorical criticism	Specific questions about rhetorical theory and criticism on the final examination including aspects of Classical Rhetorical theory ,critical theory language, reasoning, persuasion and, social movement theory	The scores on the specific portion of the final will be tabulated to assess acquisition of the knowledge required for this outcome which can then be reported. This portion of the final would appear on a specific page that would then be separated and tabulated individually and anonymously.

ASSURANCES:

By submitting this proposal, we assure that:

1. The faculty members who teach this course have agreed to the learning outcomes and assessment methods.
2. Assessment results will be reviewed annually by the faculty and submitted to the University Requirements Curriculum Committee.
3. Modifications to the course and/or assessment plan will be based on the annual review.

Department Chair/School Director (or designee) Signature Paul Haidakis Date 5-2-12

Comm 26000 Critique Evaluation Rubric						
Evaluation Criteria	Excellent	Good	Average	Poor	Very Poor	
1. **Historical Context**--Does the critique include appropriate historical background relevant to the particular speech being analyzed? What cumulative events occurred in the past that led up to the Rhetorical Situation?	5	4	3	2	1	
2. **Rhetorical Situation**—What was the specific occasion and setting for the speech? What event or events brought the speaker to address this particular audience about this particular topic at this particular time?	5	4	3	2	1	
3. **Speaker**—The critique needs to contain a consideration of the speaker's biography relevant to the Rhetorical Situation. What did the relevant audience(s) know about the speaker? What was that person's ethos? What was their relationship to the subject and audience?	5	4	3	2	1	
4. **Exigence**—What was wrong that the speaker thought needed to be fixed?	5	4	3	2	1	
5. **Rhetorical Purpose**—The critique needs to address one or more of the following and ask if the speaker was trying to : Create Virtual Experience, Explain, Alter Perception, Formulate Belief, Initiate Action or Maintain Action	5	4	3	2	1	
6. **Goal**—The critique should include a determination of the speakers specific goal eg. Get elected, pass a vote, persuade movement members to demonstrate etc.	5	4	3	2	1	
7. **Audience**—A consideration of the makeup of the audience(s) needs to be included. Who were they? Why were they there? Were they present at the speech? Were they mediated? What were their attitudes, beliefs and values? Were they friendly? Hostile? Indifferent? What was their relationship with the speaker?	5	4	3	2	1	

8. **Rhetorical Problem**—Following a consideration of the audience the critique should then determine what obstacles to persuasion faced the speaker including one or more of the following:	5	4	3	2	1	N/A
8a Audience—Inattention, Misperception/Misinterpretation, Lack of Motivation, Inertia (already had their minds made up, usually a hostile audience)						
8b. Subject—Complexity & Cultural History (emotional topics, taboo subject, etc.)						
8c. *Purpose*—Cost (can the audience afford what the speaker wants done? This includes not only financial considerations but life, limb, loss of employment, inconvenience, reputation etc)						
8d. Control(does the audience reasonably believe they have the power to achieve the speakers quest?)						
8e.*Speaker*—What is the speaker's ethos? How does that audience perceive that person?						
9. **Rhetorical Strategies**—The critique must then address the methods by which the speaker persuades the audience to achieve the purpose/goal in the face of the rhetorical problem (if any, sometimes they are preaching to the choir) Rhetorical strategies include various arguments contained in the speech along with stylistic strategies (word choice, figures of speech, repetition etc) that can be analyzed through the five canons of rhetoric: Invention, Arrangement, Style, Delivery and Memory.	5	4	3	2	1	
10.**Evaluation**-The critiques should then conclude with a consideration of Effects, Truth, Ethics and Aesthetics determining which among those were present and effective or ineffective.	5	4	3	2	1	

COMM 26000: Criticism of Public Discourse

A Kent Core & Diversity Course

Spring 2012

Guide: Dr. David Trebing
Email: jtrebing@kent.edu
Phone: 672-0207
Office: 115 Taylor
Hours: M/W 10:45-3:40 & 5:15-6:45
T/H 10:35-12:20

Required Text:
Campbell, K. K., & Huxman, S. S. (2008). *The Rhetorical Act: Thinking, speaking, and writing critically,* (4th ed.). Belmont, CA: Thompson/Wadsworth.

Description: A critical examination of selected public speeches representing diverse viewpoints on a variety of historic and contemporary issues, emphasizing methods of evaluating public oral communication and the role of speechmaking in free societies.

Purpose: This course views public oral discourse as a humanistic endeavor concerned with the formation of judgment and enlightened choice. This course may be used to satisfy a **Kent Core Requirement**. The Kent Core as a whole is intended to broaden intellectual perspectives, foster ethical and humanitarian values, and prepare students for responsible citizenship and productive careers. Specifically, the course emphasizes methods of rhetorical criticism and the role of public discussion and debate in the resolution of historical and contemporary issues.

This course may be also used to satisfy the **University Diversity Requirement**. Diversity courses provide opportunities for students to learn about such matters as the history, culture, values and notable achievements of people other than those of their own national origin, ethnicity, religion, sexual orientation, age, gender, physical and mental ability, and social class. Diversity courses also provide opportunities to examine problems and issues that may arise from differences, and opportunities to learn how to deal constructively with them. Specifically, it examines rhetorical responses to significant historical and contemporary controversies with particular attention to minority voices and visions; it will focus on the analysis of persuasive appeals that are grounded in the cultural history, values, and attitudes of the participants. Students will prepare critiques that analyze the use of rhetorical principles and that identify and evaluate constructive ways of resolving differences.

Objectives: Upon completion of the course, students should be able to demonstrate the following competencies:

1. know the purposes, processes, and methods of rhetorical criticism
2. understand the historical evolution of rhetorical theory and rhetorical criticism
3. understand the role and value of public oral communication in the development and resolution of selected controversies in a diverse society
4. analyze rhetorical problems faced by speakers, emphasizing those created by differing audience perceptions, ideologies, and values
5. discover the rhetorical resources available for dealing constructively with rhetorical problems that grow out of social diversity
6. evaluate public oral communication by applying criteria to judge effects, ethics, truth, and artistic quality

Assignments and Evaluation: Please permit 24 hours from receipt of graded work to schedule an appointment for consultation with your professor. Do not ask questions about graded work in class or in the presence of other students. Your grades are a private matter, are regulated by FERPA and cannot be discussed in any context except in private and face to face. Keep track of your grades in the space provided. Determination of your grades will be based on the following assignments and point values.

Assignment/Test	**Point Value**	**Grade Earned**
Test I	15	_____
Test II	15	_____
Rhetorical Critique # 1	15	_____
Rhetorical Critique # 2	15	_____
Rhetorical Critique # 3	20	_____
Participation	5	_____
Final Exam	15	_____
Total Points:	**100**	_____

(93-100 = A; 90-92 = A-; 87-89 = B+; 83-85 = B; 80-82 = B-; 77-79 = C+; 73-75 = C; 70-72=C-; 67-69 = D+; 60-65 = D; less than 60 = F)

Assignment Descriptions:

Exams : The Final will be comprehensive. Exams will cover chapters, supplemental readings, & lecture notes. They will be short answer, short essay and long essay

Rhetorical Critiques: Each student will analyze three rhetorical artifacts selected from the various units that will be studied. Specific assignment details are provided in the "Guidelines" statements for each critique. Critique One is a written paper with a complete bibliography. Critiques Two and Three are written in full sentence outline form covering all required elements, include a complete bibliography, are reported in class, and must be defended in response to issues raised in class discussion.

All written work for all assignments should conform to the following criteria: APA or MLA format, typed, black ink, 10-12 size font, one side of page, double-spaced, stapled, 1-inch margins all around. Cover sheets are required. Use descriptive page numbering. Do not place papers in any type of folder. Check spelling and grammar.

Class Participation: To receive full credit for class participation, students should consistently arrive at class on time and stay for the entire session, read assigned chapters and speeches and prepare discussion questions based on the readings, and participate thoughtfully in classroom discussion and activities.

Attendance: Kent State University's policy on classroom attendance is that "Classes are conducted on the premise that regular attendance is expected." Therefore, the attendance policy is the following:

Students are permitted two unexcused absences during the semester before penalties for the absences are administered. Each unexcused absence after the first two unexcused absences will result in the reduction of the student's final course grade by 3.33 points (For MWF class, one week equals one letter grade or 10 points).

An absence is unexcused if it is taken at the discretion of the student. For example, social events, concerts, sporting events, fraternity/sorority functions, discretionary travel, early departure for or late return from Thanksgiving break, accepting overtime at work, doing work for another class, etc.

Excused Absences are those over which the student has no effective control. According to *The University Digest of Rules and Regulations*, such circumstances include "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." Absences will be excused only with written proof of such a circumstance that prevents attendance on the day in question. The written verification of absence must be provided by another person as witness or authority, and presented to the instructor within two weeks of the absence(s).

If students arrive late for class, after roll has already been taken, it is the students' responsibility to have the "absence" mark changed in the attendance sheet – on the day in question. Do not expect your professor to recall if you were in class on any given day.

Late registration – Students entering a section at late registration/drop and add are still permitted the one week equivalent of unexcused absences without penalty. However, the sessions missed before registration will be counted toward the total number of missed sessions limit.

Student Responsibility:

It is the responsibility of the student to read and understand the expectations and requirements that appear in this syllabus. Do not jeopardize your success in this class though ignorance or irresponsibility. READ THIS STUFF!

Academic Honesty: All work for class, whether draft or final product, whether written, oral or electronic, must conform to the university's policy on cheating and plagiarism. It is the responsibility of the student adequately and properly to cite work according to the current MLA or APA standards. Improperly cited or non-attributed quotations and work are, by definition, violations of the university's policy on plagiarism and cheating.

The University Digest of Rules and Regulations defines cheat as "intentionally to misrepresent the source, nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such misrepresentation." *The Digest* defines *plagiarism* as "to take and present as one's own . . . 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." Examples of actions that fall within these definitions can be found in *The University Digest of Rules and Regulations*. Reusing one's own work, including papers and reports or research from other courses at this university or elsewhere, including portions of such material, is considered cheating.

A student who violates these rules will receive zero (0) for the relevant assignment and/or a failing grade for the course. Also possible are disciplinary probation, suspension, or dismissal from the University.

Students with Disabilities: In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please contact your instructor at the beginning of the semester or when given an assignment for which an accommodation is required. Students with disabilities much verify their eligibility through the Office of Student Accessibility Services (SAS) (330-672-3391).

Course Registration: According to Kent State University policy, students are not permitted to attend classes in which they are not officially enrolled. It is the student's responsibility to ensure proper enrollment in classes. You are advised to review at once your class schedule; you have until the end of the registrar's posted schedule adjustment period to correct it. If you do not correct registration errors by the date and you do continue to attend and participate in classes for which you are not officially enrolled, you are advised now that you will not receive a grade at the conclusion of the semester. Moreover, it is possible that your place in the class could be lost because of registration demand, and you will not be able to register for the class at all. Check your schedule very carefully.

University Regulations: By this citation *The University Digest of Rules and Regulations* are included in and made a part of this syllabus.

Kent Core Learning Outcomes Assessment Plan

Course number (credit hours): JMC 20001 Media, Power and Culture (3)

Department/School: School of Journalism and Mass Communication Proposed Kent Core Category: Social Science

A sample syllabus must accompany the plan.

I. Kent Core learning objectives	II. Ohio Transfer Module learning objectives	III. What corresponding learning outcomes are included in this course?	IV. What method(s) will be used to assess student learning?	V. What evidence of this assessment will be presented annually for the five-year Kent Core review of this course?
Acquire critical thinking and problem solving skills	Evaluate arguments in a logical fashion; competence in analysis and logical argument			
Apply principles of effective written and oral communication	Communicate effectively			
Broaden their imagination and develop their creativity				
Cultivate their natural curiosity and begin a lifelong pursuit of knowledge				
Develop competencies and values vital to responsible uses of information and technology		Recognize how technological and economic factors influence mass media industries, consumers and content. Identify various forms of mass media content such as entertainment, journalism, advertising and public relations and understand how each is different.	Five common multiple choice questions from each learning outcome will be administered to students enrolled in all sections (face-to-face and online) to test their mastery of these course learning objectives in the course.	Students' answers to these 10 questions will be collected from a random sample from all sections. The percent correct will be reported and evaluated.
Engage in independent thinking, develop their own voice and vision, and become informed, responsible citizens	Engage in our democratic society; be active and informed citizens; develop a disposition to participate in and contribute to our democracy			

I. Kent Core learning objectives	II. Ohio Transfer Module learning objectives	III. What corresponding learning outcomes are included in this course?	IV. What method(s) will be used to assess student learning?	V. What evidence of this assessment will be presented annually for the five-year Kent Core review of this course?
Improve their understanding of issues and behaviors concerning inclusion, community and tolerance	Acquire an understanding of our global and diverse culture and society	Understand the portrayals of the values and cultures of underrepresented groups in both historic and contemporary mass media content. Recognize new and ongoing diversity issues involving the various mass media and their effects on individuals and society.	Students in all sections of the course will be administered five questions that are designed to assess their knowledge and appreciation of the portrayal of underrepresented groups in various forms of media content.	Students' answers to these 5 questions will be collected from a random sample from all sections. The percent correct will be reported and evaluated.
Increase their awareness of ethical implications of their own and others' actions				
Integrate their major studies into the broader context of a liberal education				
Strengthen quantitative reasoning skills				
Understand basic concepts of the academic discipline	Employ the methods of inquiry characteristic of natural sciences, social sciences and the arts and humanities			

ASSURANCES:

By submitting this proposal, we assure that:

1. The faculty members who teach this course have agreed to the learning outcomes and assessment methods.

2. Assessment results will be reviewed annually by the faculty and submitted to the University Requirements Curriculum Committee.

3. Modifications to the course and/or assessment plan will be based on the annual review.

Department Chair/School Director (or designee) Signature _____ Date 7/9/12

Media, Power and Culture Online
Summer 2012

JMC 20001 Sections 032 and 200
Rev 1.1

Professor
Gary Hanson
101B Franklin Hall
330.672.8300
e-mail address: glhanson@kent.edu
Office hours by appointment

Traci Williams (Section 032)
teasley1@kent.edu
Office hours by appointment

Beate Gersch (Section 200)
bgersch@kent.edu
Office hours: by appointment

Professor Hanson will present material on the course Web site. Professors Williams and Gersch will grade your assignments and respond to your MPC Journal.

Course Materials

Required text
Mass Media in a Changing World, 4th Edition by George Rodman (McGraw Hill).

The text is available at the university bookstores and from online retailers. You might search online for the best bargain. Used books are acceptable. You will NOT use the accompanying DVD of supplemental material. (A book with an unopened DVD has a higher resale value.) You may choose to purchase access to an on-line version of the textbook. The university has negotiated a reduced price with publisher McGraw Hill for this course. Visit https://create.mcgraw-hill.com/shop for details. Type *Media, Power and Culture* into the search box to find the KSU version of the book.

Internet access
You will need high-speed Internet access to view the course material. Cable Internet services such as Time Warner's Road Runner are sufficient. Most telephone dial-up connections will **not** work.

Course Web sites
The course material is located on the Media, Power and Culture Web site at ***http://mpc.kent.edu*** and on Kent State University's course management Website Blackboard Learn at ***http://learn.kent.edu***. In simple terms, you will **access content** on the MPC Web site and **submit your work** on Blackboard Learn.

You can use your KSU Flashline login and password to access both Web sites.

Course Description

Television, newspapers, radio, magazines, movies, advertising - these are the major sources of adult information and entertainment in the United States. They are also powerful forces of cultural transmission and socialization. Some may argue the mass media play a central role in the social construction of meaning.

Yet, most Americans play a relatively passive and uncritical role as media consumers. The purpose of this course is to encourage Kent State University students to become more knowledgeable and critical consumers of mass media. This requires some knowledge of the evolution of mass media into their current forms; the legal constraints upon and rights of mass communicators; the social, political and economic forces that play a role in shaping mass media and the content of their messages; and the theoretical perspectives and empirical evidence regarding mass media effects on the individual consumer.

The power, importance, and pervasiveness of mass media in American society continue to grow. Graduates of this university from every major discipline will rely on mass media for their news, their entertainment and their continuing adult education. The purpose of this course, then, is to provide students from across the university with the opportunity to reflect upon the values, norms, stereotypes and ideology contained in mass media messages - to acquire critical media literacy.

Thus, the word "power" in the course title can be interpreted in three ways: First, the course explores the powers that shape mass media. Second, the course explores the power media have to shape the perceptions and values of the audience. Finally, this course should empower Kent State University students to become more proactive mass media *users*, rather than passive mass media *consumers*.

It is impossible to become a critical consumer of the mass media in the abstract. Critical thinking skills can be developed only through direct interaction with the mass media and their messages. As part of this course, you will be required to stay abreast with current media issues. This is one of the few classes that you'll take at the university where watching television is OK. (But you must watch it in the right way by viewing it critically and paying attention to the messages.)

Media Power and Culture is included in the university's list of courses for the Kent Core and has been designed as a domestic diversity course.

Course Objectives

When you are finished with the course, you should:

- understand the role of mass media in American history, democracy and culture
- recognize how technological and economic factors influence mass media industries, consumers and content
- understand the relationship between media providers and their respective audiences
- possess basic media literacy skills and be able to apply them to analyzing media content
- identify various forms of mass media content such as entertainment, journalism, advertising and public relations and understand how each is different
- understand the portrayals of the values and cultures of underrepresented groups in both historic and contemporary mass media content
- recognize new and ongoing diversity issues involving various mass media and their effects on society

Course Work

As you might imagine, an Internet course is different from a regular classroom course. Our only interactions will be online, so the burden of keeping up with the material is placed squarely on you. If you took this course thinking it would be easier than a course taught in the typical format, then you're in the wrong class. It'll be different, but not easier. Plan on spending at least two-and-a-half hours interacting with each topic's content online. You'll need to allow additional time to work on your journal and studying for the quizzes.

Course Content

Media, Power and Culture is divided into sessions – each built around a specific media issue or type. A schedule of sessions and due dates is listed below.

***What You'll Learn in this Session* guidelines and the *JumpStart* video**

Each session begins with a list of ideas and concepts that you should be familiar with when you've completed the session. These topics are listed at top of every session on the course Web site and provide an overview of the work that you'll do for each session. Each session draws together resources from a variety of sources – some produced specifically for Media, Power and Culture Online; others from professional and academic media sources. Individual videos, readings and audio clips will have Professor's Notes attached to them to give you some important background and context. You should read the Professor's Notes carefully.

Each session contains at least one **JumpStart** video from the professor. The JumpStart video gives you some important background on the topic to get you started. You should read the notes and watch the video first before you look at the rest of the content.

Readings

Each session includes a news story or commentary about a timely media issue. You should read this story first. Each session also includes a chapter in the textbook. It is important that you read the chapter, as that material will be part of your quizzes. There are additional Web readings for each section. The Web readings are short enough that you may want to print them for easier reading and as a reference for the quizzes and the exams.

Online Video and Audio

A course in the mass media should use the techniques of the mass media to teach it. This class will make heavy use of online multimedia material. Much of this course will be taught using material developed specifically for Media, Power and Culture Online and delivered via streaming video files over the Internet. You'll be listening to several audio clips as well, including segments from On the Media produced for National Public Radio and video clips from CBS News and the MediaWatch segments of the Newshour with Jim Lehrer on PBS. The course Web site should be compatible with most of the popular Internet browsers. You will need the latest version of Adobe Flash Player installed on your browser. **If you encounter any technical problems at all, you must get them resolved immediately, so you don't fall behind in the course.**

MPC Journal

You are required to write a journal entry for each session. The journal is the major writing assignment for the course. Each session poses a question for you to consider in your journal. The specific instructions for each journal topic are listed on the course Web site. Each journal submission should be approximately 350 words. I recommend that you write your journal "off line" in your favorite word processing program and copy the finished product to Blackboard Learn.

Your journal entries have specific due dates. All due dates for the course are listed below.

Please be sure to review the grading rubric for the journals on the Blackboard Learn site. Your contributions will be graded on the following criteria: (a) the quality of your journal entry and the reasoning behind it, (b) the level at which your work is supported by specific course material and (c) your your adherence to the deadlines and other requirements . You will lose a significant number of points for your journal if you don't meet these requirements.

Quizzes and Exams

All quizzes and exams will be taken in Blackboard Learn.

Each Session will include a multiple-choice quiz. You will be able to use your notes and the textbook. Material for the quizzes will be taken from the corresponding chapters in the book, the online readings and the video and audio material posted on the Web site. The *What You Should Know* bullet points and the session's study guide will help you with the quizzes.

You will take a final exam for the course. The exams will consist of essay questions or written projects and are administered through the Blackboard Learn site. The exams will test your ability to synthesize and summarize the course material.

Course Schedule

The online nature of the course means that you can set your own pace to complete each session, but successfully managing your time with the course will keep you from falling behind. As part of Media, Power and Culture, you'll watch, read or listen to approximately 15 items in each session. The course content within each session is grouped into parts to help you manage your time. You might consider the following scenario for each session:

1. Skim the **book chapter**, paying attention to the key terms and headings. The purpose of the chapter is to give you an overview of the topic.
2. Read the **What You'll Learn points** and watch the **JumpStart** video.
3. Check the **Homework** tab to get familiar with the **Journal** topic as you work through the material.
4. Print the **Study Guide** for each topic from the link located at the top of each session's home page.
5. Work through each part of the session, taking notes along the way. Use the Study Guide as the basis for taking your own notes.
6. Write your **Journal contribution** by the scheduled date (see below).
7. Get your notes together and take the **Online Quiz on the Blackboard Vista site**.

MPC Schedule	Start	Work Due
Session 1: Media in a Changing World	July 9	July 11
Session 2: Research and Media Effects	July 11	July 13
Session 3: Books	July 13	July 15
Session 4: Newspapers	July16	July 18
Session 5: Magazines	July 18	July 20
Session 6: Movies	July 20	July 22
Session 7: Recorded Music	July 23	July 25
Session 8: Radio	July 25	July 27
Session 9: Television	July 27	July 29
Session 10: The Internet	July 30	August 1
Session 11: Electronic News	August 1	August 3
Session 12: Public Relations	August 3	August 5
Session 13: Advertising	August 6	August 8
Session 14: Law and Ethics	August 8	August 10
Final Exam	August 10	August 11

Course Grades

Quizzes: 40 points each
Journals: 50 points each

Final Exam: 100 points

93% 100% A
90% 92% A-
88% 89% B+
83% 87% B
80% 82% B-
78% 79% C+
73% 77% C

70% 72% C-
68% 69% D+
60% 67% D
Below 60% F

A Word About Grades
The grades will be determined by your point totals as indicated above, and you should have a good indication of your progress as you move along in the course. Invariably, someone's point total always falls near the cutoff point for the next highest letter grade. There are NO opportunities for special consideration or extra credit that cannot be offered to the entire class.

School Statements

Statement on 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:

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.

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 class 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 Core:
This course may be used to satisfy a Kent Core requirement. The Kent Core courses as a whole are intended to broaden intellectual perspectives, foster ethical and humanitarian values, and prepare students for responsible citizenship and productive careers.

Diversity courses:
This course may be used to satisfy the University Diversity requirement. Diversity courses provide opportunities for students to learn about such matters as the history, culture, values and notable achievements of people other than those of their own national origin, ethnicity, religion, sexual orientation, age, gender, physical and mental ability, and social class. Diversity courses also provide opportunities to examine problems and issues that may arise from differences, and opportunities to learn how to deal constructively with them.

Curriculum Guidelines

2012 - 2013

DRAFT

KENT STATE UNIVERSITY

Office of the Provost

October 5, 2012

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INTRODUCTION

The purpose of *Curriculum Guidelines* is to provide faculty members, academic administrators and curriculum committee members with a blueprint to develop and revise academic policies, majors, concentrations, minors, certificates, courses and organizational changes and agreements with curricular implications. It also provides a description of the review processes and procedures to obtain approval for proposals. Careful attention to the concepts in this guide will help those initiating curricular proposals to respond effectively to the various levels of review involved in moving curricular innovations from conception through approval.

Formal approval of specific curricular proposals is required to establish, to revise or to inactivate courses, programs, policies, academic administrative structures or agreements with curricular implications. While these guidelines speak to the approval process, developers of curricular actions are cautioned to consider carefully the distinctions among concept, proposal, approval, authorization, funding and implementation.

If further explanation is needed for any matter related to the preparation or approval of a curricular proposal, contact the Curriculum Services staff in the Office of the Provost:

Therese E. Tillett
Director of Curriculum Services
330-672-8558
ttillet1@kent.edu

Lisa N.H. Delaney
Academic Program Coordinator
330-672-8559
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www.kent.edu/provost/curriculum

❖ I. EDUCATIONAL POLICIES COUNCIL ❖

ADMINISTRATIVE POLICY AND PROCEDURES REGARDING THE EDUCATIONAL POLICIES COUNCIL

University Policy 3342-2-07
[www.kent.edu/policyreg/policydetails.cfm?customel_datapageid_1976529=2037680]

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. 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 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 agenda of the educational policies council. 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. 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. Inactivation of courses affecting other 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, minor and certificate admission, course and graduation requirements consistent with university-wide policies.
3. Curricular changes initiated by academic departments but forwarded to parent college for approval and to other affected academic units for acknowledgement shall be as follows:
   a. 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 academic programs or 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 academic programs or other curricular requirements of colleges other than the parent college; and
   e. Establishment of new or additional courses designed for academic programs or 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, minor and certificate programs; proposed departures from university-wide policies shall be approved by the educational policies council; and
   b. General curricular policies and requirements for the college; proposed departures from university-wide policies shall be approved by the educational policies council.
5. Independent schools, honors college, graduate studies, undergraduate studies and university libraries shall function in a fashion parallel to the college curriculum committees.

Effective: September 12, 2012 (Kent State University Board of Trustees)
Prior Effective Dates: November 4, 1977, October 5, 1979, April 30, 1982, May 28, 1997, September 8, 1997

FACULTY SENATE BYLAWS (EXCERPT)

University Policy 3342-2-06
[www.kent.edu/policyreg/policydetails.cfm?customel_datapageid_1976529=2037675]

F. **Councils, committees and commissions.**

1. Rights of the faculty senate and definitions. The rights of the faculty senate and definitions are specified in paragraph G1 of rule 3342-2-05 of the Administrative Code and of this register.
2. Educational policies council.
   a. Composition.
      i. The educational policies council shall consist of two bodies, one responsible for undergraduate education called the undergraduate council and the other responsible for graduate education called the graduate council. Issues jointly affecting undergraduate and graduate education will be discussed at the semester meeting of the full educational policies council.
   b. Function.
      i. The educational policies council shall be concerned with conceptual and structural aspects of long-range academic planning; overall curricular planning; the arbitration of interdepartmental and intercollegial curricular disputes; the conformity of collegial and departmental curricular programs and proposals to university-wide policies; the establishment, discontinuance, or significant alteration of academic programs; the establishment or discontinuance of bodies or agencies which are directly related to academic programs; the standards for admission and graduation of students; library policies and facilities; and such matters as may be referred to it by college curriculum committees or the faculty senate.
      ii. The undergraduate council shall be concerned with conceptual and structural aspects of long-range academic planning; overall curricular planning; the arbitration of interdepartmental and intercollegial curricular disputes; the conformity of collegial and departmental curricular programs and proposals to university-wide policies; the establishment, discontinuance, or significant alteration of academic programs; the establishment or discontinuation of bodies or agencies which are directly related to academic programs; the standards for admission and graduation of students; library policies and facilities; and such matters as may be referred to it by college curriculum committees or the faculty senate related to issues that impact undergraduate education.
      iii. The graduate council shall be concerned with conceptual and structural aspects of long-range academic planning; overall curricular planning; the arbitration of interdepartmental and intercollegial curricular disputes; the conformity of collegial and departmental curricular programs and proposals to university-wide policies; the establishment, discontinuance, or significant alteration of academic programs; the establishment or discontinuance of bodies or agencies which are directly related to academic programs; the standards for admission and graduation of students; library policies and facilities; and such matters as may be referred to it by college curriculum committees or the faculty senate related to issues that impact graduate education.
   c. Division of labor.
      i. All recommendations of the educational policies council related to long-range academic planning or to the establishment, discontinuance, or major alteration of programs or bodies shall be submitted to the faculty senate for approval. Proposals for the discontinuance or major alteration of an academic program shall be preceded by a program review conducted according to established procedures.

ii. Business of the educational policies council, which normally would not come to the faculty senate floor may, at the option of said council or at the request of the faculty senate, be brought to the floor.

iii. All commissions appointed to consider academic planning for the university shall report to the educational policies council.

iv. The co-chairs of the educational policies council shall appoint a University Requirements Curriculum Committee which shall be concerned with the liberal education requirements, the diversity requirements, and the writing intensive requirements. This subcommittee shall report to the undergraduate council.

d. Voting.

i. "Ex officio" members shall have vote and shall consist of those who are "ex-officio" members of the undergraduate council and/or the graduate council.

ii. "Ex officio" members on the undergraduate council shall have vote and shall be the senior vice president of academic affairs and provost; the dean of undergraduate studies; the dean or his/her designee from each of the academic colleges; the dean of the honors college; the dean or director or his/her designee in each independent school; the dean of university libraries or his/her designee; and the chair of the faculty senate or his/her designee.

iii. "Ex officio" members on the graduate council shall have vote and shall be the senior vice president of academic affairs and provost; the dean of graduate studies; the associate dean for graduate affairs or his/her nominee in each of the academic colleges or independent schools with graduate programs; the dean of university libraries or his/her designee; and the chair of the faculty senate or his/her designee. In any degree-granting unit without an associate dean for graduate affairs, that position on the graduate council shall be filled by the administrator or faculty member with administrative responsibility for graduate affairs in that unit.

e. From the elected representatives on the faculty senate, the chair-elect shall appoint ten senators to membership on the educational policies council with due regard for representation by curricular units of the university. Five senators will be appointed to the undergraduate council and five senators with full graduate faculty status within their respective units will be appointed to the graduate council.

f. One elected member of each college curriculum body shall be elected by these bodies to membership on the undergraduate council.

g. To ensure representation from among the university's graduate coordinators, one member of each college graduate coordinating body shall be elected by these bodies to membership on the graduate council. The faculty member must be a full member of the graduate faculty within their respective academic unit.

h. The chair-elect shall appoint additional regular faculty to membership on the educational policies council with due regard for representation by curricular units of the university as needed so that the faculty membership equals the "ex officio" membership.

i. One undergraduate student appointed by the undergraduate student senate and one graduate student appointed by the graduate student senate shall serve as observers to the educational policies council with rights of participation but without a vote. The undergraduate student shall also be a member of the undergraduate council and the graduate student shall also be a member of the graduate council.

j. The educational policies council shall meet at least once during each term of the academic year.

k. The undergraduate and graduate councils shall each meet at least three times during each term of the academic year.

l. Agendas, minutes and attachments of the meetings of the educational policies council and its two bodies shall be distributed to each other as well as to members of the faculty senate.

Effective: June 20, 2012 (Kent State University Board of Trustees)
Prior Effective Dates: November 4, 1977; October 5, 1979; July 11, 1980; March 11, 1982; April 30, 1982; March 5, 1984; May 18, 1984; February 19, 1990; September 23, 1991; February 24, 1992; December 24, 2001, May 10, 2009

GUIDELINES FOR DETERMINING EPC AGENDA STATUS

A. **Action Items:** Items reviewed, discussed and voted upon by EPC members.

1. Major or degree – establishment, revision of name, inactivation
2. Minor – establishment
3. Certificate – establishment
4. Unique program (i.e., affects students from more than one academic unit; e.g., Military Studies, Washington Program) – establishment, revision, inactivation
5. Academic unit (college, school, department) – establishment, revision, inactivation
6. Center or institute – establishment, revision, inactivation
7. University academic requirement (e.g., Kent Core) – establishment, revision, inactivation
8. University academic policy – establishment, revision, inactivation
9. University academic operational procedure or regulation – establishment, revision, inactivation

B. **Information Items:** Items considered notification to the EPC and not voted upon unless a motion to do so is made by an EPC member.

1. Major or degree – letter of intent or program development plan to establish (sent to the Ohio Board of Regents for approval before submitting full proposal)
2. Suspension of admissions into an academic program
3. Five-year review of certificate programs

C. **Lesser Action Items:** not discussed or voted upon unless a motion is made by an EPC member to do so; 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 a 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

EPC MEETING DATES FOR 2012-2013

More information about EPC meetings, agendas, minutes and members are found at the following website: www.kent.edu/provost/curriculum/epc.

- **20 August 2012** (deadline for materials: 30 July)
  Final meeting to approve spring 2012 course proposals
- **17 September 2012** (deadline for materials: 27 August)
- **15 October 2012** (deadline for materials: 24 September)
- **19 November 2012** (deadline for materials: 29 October)
- **28 January 2013** (deadline for materials: 7 January)
  Final meeting to approve fall 2013 course and program proposals
- **18 February 2013** (deadline for materials: 1 February)
  AY 2013-14 special course fee submissions due to Provost's Office (Tim Martin)
- **18 March 2013** (deadline for materials: 25 February)
- **15 April 2013** (deadline for materials: 25 March)
- **20 May 2013** (deadline for materials: 29 April)
  Final meeting to approval fall 2013 policy proposals and other catalog changes

EPC SUBCOMMITTEES

UNIVERSITY REQUIREMENTS CURRICULUM COMMITTEE

The University Requirements Curriculum Committee (URCC) oversees university-wide curricular requirements that apply to every undergraduate student. These include the Kent Core (general education requirement), freshmen orientation (currently US 10097 Destination Kent State: First Year Experience) and the diversity, writing-intensive, experiential learning and Transfer Module requirements. The URCC was established in 1999 with the merger of the Liberal Education Requirements Curriculum Committee, the ad hoc Subcommittee on Diversity in the Curriculum and the EPC Subcommittee on Writing.

The URCC is composed of 14 voting members representing faculty and administrators from Kent State's colleges and independent school(s). Faculty members are nominated by the Committee on Committees of the Faculty Senate and broadly represent the colleges and independent school. A student representative serves as *ex officio*. The co-chairs of the committee will be a faculty committee member and either the dean for Undergraduate Studies or the dean of the Honors College.

The URCC is responsible for periodic review and recommendation of changes in these requirements as well as review and recommendation of action on new course and program proposals. Kent Core, diversity. writing-intensive and experiential learning course proposals are first approved by department/school and college curriculum committees then forwarded to the URCC. Following review and approval by the URCC, proposals are forwarded to the EPC. Before beginning preparation of such proposals, departments should consult the administrative or faculty co-chair of the URCC.

THE UNIVERSITY COUNCIL ON TEACHER EDUCATION

The University Council on Teacher Education (UCTE), which reports to the provost and senior vice president of academic affairs, considers curricular proposals relating to teacher education and licensure, providing advice on these matters to the EPC. It concerns itself especially with those areas of teacher education that involve more than one college or school, and those that are of broad interest to the university community. Before beginning preparation of such proposals, departments should consult the administrative or faculty co-chair of UCTE.

CURRICULUM APPROVAL CHART

Most curricular proposals start at the department, school or regional campus level and then progress through the various offices until they reach the normal level of final approval for that type of curricular proposal. However, any hierarchically higher level may request to review, initiate and/or approve or disapprove any proposal. The normal level of final approval for curricular proposals is shown in the following table outline of the approval sequence.

CURRICULUM PROPOSAL	DEPARTMENT OR SCHOOL	COLLEGE	OTHER UNITS	URCC	GRADUATE STUDIES	PROVOST	EPC	FACULTY SENATE	PRESIDENT	BOARD OF TRUSTEES	OHIO BOARD OF REGENTS
▪ 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	A	I				A	I				
▪ 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	A	A				A	I				
▪ Inactivation of courses affecting degree programs or general curricular requirements of colleges other than 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 than parent 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	A	A	I			A	I				
▪ Establishment, revision, inactivation of courses designated university academic requirement (e.g., Kent Core, diversity, writing-intensive, experiential learning, freshmen orientation)	A	A		A		A	I				

Legend: A = Approval I = Information

Continued on next page

CURRICULUM PROPOSAL	DEPARTMENT OR SCHOOL	COLLEGE	OTHER UNITS	URCC	GRADUATE STUDIES	PROVOST	EPC	FACULTY SENATE	PRESIDENT	BOARD OF TRUSTEES	OHIO BOARD OF REGENTS
▪ Revision of major (including new, revised, inactivated concentrations) ▪ Revision or inactivation of a minor ▪ Revision or inactivation of a certificate ▪ Establishment, revision or inactivation of a policy within an academic unit ▪ Establishment, revision or inactivation of an articulation/consortia agreements ▪ Temporary suspension of admission into a program ▪ Establishment, revision or inactivation of a center	A	A			A	A	I				
▪ Letter of intent to establish a major or degree ▪ Alternate online (50%+) delivery for existing program ▪ Alternate off-site (50%+) delivery for existing program	A	A			A	A	I				A
▪ Name change of a major or degree	A	A			A	A	A	A	I	I	A
▪ Establishment of a minor ▪ Establishment of a certificate	A	A			A	A	A	I			
▪ Revision of a university-wide academic requirement (e.g., Kent Core) not considered substantial				A		A	A	I			
▪ Establishment, revision or inactivation of a unique program that affects students in more than one academic unit (e.g., Military Studies, Washington Program) ▪ Establishment, revision or inactivation of a university-wide academic operational procedure or regulation ▪ Revision of a university-wide academic policy	A	A	A		A	A	A	A	I		
▪ Revision (e.g., name change) of an academic unit (college, school, department)	A	A	A		A	A	A	A	I	I	
▪ Inactivation of a major or degree ▪ Establishment, <u>substantial</u> revision or inactivation of a university-wide academic requirement (e.g., Kent Core) ▪ Establishment, <u>substantial</u> revision or inactivation of a university-wide academic policy ▪ Establishment or inactivation or <u>substantial</u> revision of an academic unit (college, school, department) ▪ Establishment, revision or inactivation of an institute	A	A	A		A	A	A	A	A	A	
▪ Inactivation of a major or degree	A	A	A		A	A	A	A	A	A	I
▪ Establishment of a major or degree ▪ Establishment or substantial change of a college that affects the region or other institutions (e.g., College of Engineering)	A	A	A		A	A	A	A	A	A	A

Legend: A = Approval I = Information

Effective: March 17, 2012 (Kent State University Faculty Senate)

❖ II. ACADEMIC ORGANIZATION ❖

ADMINISTRATIVE POLICY AND PROCEDURES REGARDING ACADEMIC ADMINISTRATIVE STRUCTURES

University Policy 3342-2-03.1
[www.kent.edu/policyreg/policydetails.cfm?customel_datapageid_1976529=2038135]

A. The university recognizes and designates several types of academic administrative structures that serve to facilitate its academic mission. Primary academic structures aligned with the institutional goals and strategic directions of the university are designated as departments, schools, colleges and regional campuses. These secondary structures are designated as institutes, centers or other general-purpose organizational structures. Other general-purpose organizational structures may include advisory councils, associations, boards, bureaus, councils, forums or programs.

   Approval for these academic administrative structures shall be given at various levels of the university's governance structure depending upon the unit's mission, scope and fiscal impact. Academic administrative structures exist to coalesce disciplinary expertise, to provide administrative support, to enhance the possibility of obtaining financial resources or extramural funding and to increase the possibilities for educational or community outreach.

B. Policy Implementation

   1. **Regional Campus**

      a. A regional campus may be created to provide instruction, outreach and research for a geographical service area distinct from the Kent Campus.

      b. Each regional campus provides on-site academic and administrative services and generally maintains its own physical plant.

      c. Regional campus faculty set degree requirements for associate degree programs through cognate committees with the approval of the provost, the regional campuses curriculum committee, the college curriculum committee, and the Educational Policies Council and Faculty Senate.

      d. The regional campus is a unit of analysis for student headcount, credit hour generation, faculty appointments, academic staff and budgetary support.

      e. A regional campus shall be established or eliminated by the Ohio Board of Regents and the KSU Board of Trustees upon the recommendation of the president and the provost. Prior to recommending the establishment or elimination of a regional campus, or the substantial modification of the academic structures of an existing campus, the president and provost shall consider the recommendation of the vice president for regional development and the dean for regional campuses. The president and provost also shall consider a recommendation from the appropriate curricular and governance bodies, including the regional campuses FAC and curricular committee, the Educational Policies Council and the Faculty Senate.

      f. A regional campus shall be headed by a dean who shall have a dual reporting line to the provost and to the vice president for regional development.

   2. College

      a. A college may be created to align more effectively academic departments, schools and programs that share a common mission, similar instructional goals and related scholarly programs. Typically, the component units of a college shall represent disciplinary or professional specialties that have a close affinity with one another.

      b. The primary rationale for a college is to facilitate cooperation and collaboration among its various academic components while at the same time providing enhanced visibility and stature for these units within the university and with external publics.

c. A college is also expected to yield substantial benefits for faculty, students and staff, as well as external constituent groups.

d. A college shall be established or eliminated by the Board of Trustees upon the recommendation of the president and the provost. Prior to recommending the establishment or elimination of a college, or the substantial modification of the structures of an existing college, the provost shall consider the recommendation of the appropriate curricular and governance bodies, including the Educational Policies Council and the Faculty Senate.

e. A college shall be headed by a dean who shall report directly to the chief academic officer of the university (i.e., provost) and who shall have primary responsibility for all curricular, budgetary, and personnel actions of the college. The dean shall be appointed by the provost upon the recommendation of the appropriate advisory body and approval of the Board of Trustees.

3. Departments and dependent schools

a. A department or dependent school may be created to house one or more academic programs with associated faculty, degree programs and students.

b. The primary rationale for a department or dependent school is to provide instruction in a professional discipline, an academic area or field. Each department has a resident faculty that offers instruction in one or more academic disciplines or fields. Each dependent school has a resident faculty that offers instruction in one or more professional disciplines, academic areas or fields.

c. Department and dependent school faculty set degree requirements for unit major programs, with the approval of the College Curriculum Committee and the Educational Policies Council.

d. The department or dependent school is a unit of analysis for student headcount, credit-hour generation, faculty appointments, academic staff and budgetary support.

e. Other purposes of departments and dependent schools are to focus scholarly and disciplinary activities of the faculty and to provide professional services in the areas(s) of departmental expertise.

f. A department or dependent school shall be established or eliminated by the Board of Trustees upon the recommendation of the president, the provost and the dean. Prior to recommending the establishment or elimination of a department or dependent school, or the substantial modification of the structure of an existing department(s) or dependent school(s), the provost shall consider the recommendations of the appropriate curricular and governance bodies, including the College Curriculum Committee, Educational Policies Council, and the Faculty Senate.

g. A department or dependent school shall be headed by a chair or director who shall have primary responsibility for all curricular, budgetary and personnel actions of the unit. The chair/director shall be appointed by the dean in consultation with the provost upon the recommendation of the appropriate faculty advisory body and approval of the Board of Trustees.

4. Independent school or graduate school

a. An independent school or graduate school may be created to house one or more academic programs with associated faculty, degree programs and students.

b. The primary rationale for an independent school or graduate school is to provide instruction in a professional field. Each independent school has a resident faculty that offers instruction in one or more professional disciplines or fields.

c. Independent school or graduate school faculty set degree requirements for the school's major programs, with the approval of the Educational Policies Council.

d. The independent school or graduate school is a unit of analysis for student headcount, credit hour generation, faculty appointments, academic staff and budgetary support.

e. Other purposes of independent schools and graduate schools are to focus scholarly and professional activities of the faculty and to provide professional services in the area(s) of the school's expertise.

f. An independent school or graduate school shall be established or eliminated by the Board of Trustees upon the recommendation of the president, the provost and the dean. Prior to recommending the establishment or elimination of an independent school or graduate school, or the substantial modification of the structure of an existing independent school(s) or graduate school, the provost shall consider the recommendations of the appropriate curricular and governance bodies, including the Educational Policies Council and the Faculty Senate.

g. An independent school or graduate school shall be headed by a dean who shall report directly to the chief academic officer of the university (i.e., provost) and who shall have primary responsibility for all curricular, budgetary, and personnel actions of the school. The dean shall be appointed by the provost in consultation with the appropriate advisory body and approval of the Board of Trustees.

5. Divisions

a. Divisions within academic affairs exist to provide services beyond those offered by colleges, department and dependent schools, or independent schools and graduate schools. These services include, for instance, advising, fundraising, instruction in library use and in research methods, management of the library's collections and databases, and planning and installation of classroom technology and/or technology support. Current divisions include:

i. Libraries and Media Services

ii. Research and Graduate Studies

iii. Undergraduate Studies

6. Institute

a. An institute may be created to facilitate comprehensive research on a major problem or on a cluster of significant related topics or issues. The topics or issues that provide the focus for the institute shall involve two or more departments or schools and incorporate a university-wide perspective. Ordinarily, institutes are created because the organization, advantages, and support they provide are not feasible under existing department~~al~~ or school structures. Institutes shall be supported insofar as possible through extramural resources.

b. An institute shall facilitate and administer the performance of research and provide an organizational identity to selected research programs and participating faculty, staff and students. An institute shall supplement and complement the mission of the academic departments, schools and colleges.

c. An institute shall be established or eliminated by the Board of Trustees upon the recommendation of the president and the provost. Prior to recommending the establishment or elimination of an institute, the provost will consider the recommendations of the appropriate curricular and governance bodies (i.e., college curriculum committee(s), Educational Policies Council and the Faculty Senate).

d. An institute shall be headed by a director appointed by the provost upon the recommendation of the appropriate dean(s) and approval by the Board of Trustees.

e. The director shall file an annual report with the appropriate dean(s), with copies to the provost and the vice president for research and dean of graduate studies.

7. Center

a. A center may be created to make faculty expertise available to university and outside constituencies; research, while endemic to its operation, is not necessarily the primary focus of a center. Centers typically provide a service or serve purely an administrative purpose.

b. The rationale for a center is to provide an administrative structure to focus and bring together the efforts of a faculty on a single area or cluster of related areas. Centers shall supplement and complement the mission of the academic department and college.

c. A center shall be established by the provost upon the recommendation of the deans of participating colleges and independent schools and the chairperson(s) and director(s) of participating department and dependent schools. In the case of regional campuses, a center shall be established by the provost upon the recommendation of the vice president for regional development and the regional campus dean(s). Prior to recommending the establishment of a center, including those at a regional campus, the provost will consider the recommendations of the appropriate governance bodies (i.e., department or dependent school curriculum committee, college curriculum committee, and the Educational Policies Council, the Faculty Senate and the RCFAC, when appropriate).

d. A center shall be headed by a director or coordinator appointed by the provost upon the recommendation of the appropriate dean(s) and approved of the Board of Trustees.

e. The director or coordinator shall file an annual report with the dean, chairperson or director. The annual report for each center shall be included in the regional campus, college department or dependent school, or independent school annual mission report, whichever is appropriate.

8. Other Designations for General-Purpose Organizational Structures

a. In addition to institutes and centers, the university recognizes other designations more limited in scope such as bureaus, forums, advisory councils, associations, boards, and councils.

b. These general-purpose organizational structures may be established by the appropriate dean with the approval of the provost. Prior to recommending the establishment of a general-purpose structure, the dean will consider the recommendations of the departmental faculty advisory committee and/or the regional campus faculty advisory committee.

C. **Review Procedures for Secondary Administrative Units**

1. Unless an exception is approved by the provost, all institutes and centers will be reviewed every five years.

2. The review will include a comparison of the activities and achievements of the institute, center or general-purpose structure with the elements called for in University Policy 3342-1-03 in order to determine if the unit is meeting its intended mission. Each review will conclude with a recommendation to continue, modify or abolish the structure.

3. An institute, center or general-purpose structure may be abolished as a result of a review or abandoned as a result of inactivity. The action to abolish or abandon will be taken by the Board of Trustees in the case of institutes; by the provost in the case of centers; and by the appropriate vice president, dean or other administrative officer in the case of general-purpose structures. In each case, the abolishment or abandonment will not be finalized without a notification to governance bodies, such as the Faculty Senate and a notification and consideration of the recommendation of the affected department, dependent school, independent school, college and/or regional campus.

Effective: September 19, 2006 (Kent State University Board of Trustees)
Prior Effective Dates: November 4, 1977, August 31, 1979, April 30, 1982, October 5, 1988, October 24, 1988, May 1, 1995, March 7, 2000

CURRICULUM RESPONSIBLITY

ACADEMIC DEPARTMENTS AND SCHOOLS

Departments and schools have a primary role in the curriculum development process and are responsible for the delivery and maintenance of their curriculum and instructional programs. In terms of curriculum responsibilities, departments and schools are charged to accomplish the following:

1. Develop and maintain current instructional programs and course syllabi.
2. Encourage appropriate curriculum modifications, changes and innovations in programs sponsored by the department.
3. Approve internal modifications and solicit input from other departments where program changes and offerings may have impact.
4. Approve all workshop and special topics courses each time a title changes.
5. Approve course content when offered off campus (distance learning) in accord with existing policies and procedures.
6. Establish and utilize procedures for reviewing and evaluating existing and new courses, programs and policies.
7. Maintain strong departmental academic, instructional and grading standards.
8. Insure course offerings required for degree completion are offered frequently and at varied days and times to meet the needs of students.
9. Select library and other materials related to its curriculum and establish internal procedures for effective and appropriate use of instructional media and other learning activities.
10. Foster the development of undergraduate and graduate programs within university guidelines.

COLLEGES

Colleges serve as the official degree-granting bodies and certify completion of degree requirements for each degree candidate. The collegial unit is also charged to review all course and program proposals generated by departments, schools or interdisciplinary units in the collegial unit. Collegial units review and/or initiate course, program requirement and policy proposals.

ORGANIZATION OF KENT STATE UNIVERSITY ACADEMIC ADMINISTRATIVE STRUCTURE

See "Active Programs 2012 (Excel)" document on the Curriculum Services website (www.kent.edu/provost/curriculum) for academic programs housed within the individual units.

College of Applied Engineering, Sustainability and Technology

College of Architecture and Environmental Design

College of the Arts
- School of Art
- Shannon Rodgers and Jerry Silverman School of Fashion Design and Merchandising
- Hugh A. Glauser School of Music
- School of Theatre and Dance

College of Arts and Sciences
- Department of Anthropology
- Department of Biological Sciences
- School of Biomedical Sciences
- Department of Chemistry and Biochemistry
- Department of Computer Science
- Department of English
- Department of Geography
- Department of Geology
- Department of History
- Department of Mathematical Sciences
- Department of Modern and Classical Language Studies
- Department of Pan-African Studies
- Department of Philosophy
- Department of Physics
- Department of Political Science
- Department of Psychology
- Department of Sociology

College of Business Administration
- Department of Accounting
- Department of Economics
- Department of Finance
- Department of Management and Information Systems
- Department of Marketing and Entrepreneurship

College of Communication and Information
- School of Communication Studies
- School of Journalism and Mass Communication
- School of Library and Information Science
- School of Visual Communication Design

College of Education, Health and Human Services
- School of Foundations, Leadership and Administration
- School of Health Sciences
- School of Lifespan Development and Educational Sciences
- School of Teaching, Learning and Curriculum Studies

College of Nursing

College of Podiatric Medicine

College of Public Health
- Department of Environmental Health Sciences
- Department of Epidemiology and Biostatistics
- Department of Health Policy and Management
- Department of Social and Behavioral Sciences

Honors College

Regional College

School of Digital Sciences

Graduate Studies

Undergraduate Studies

University Libraries

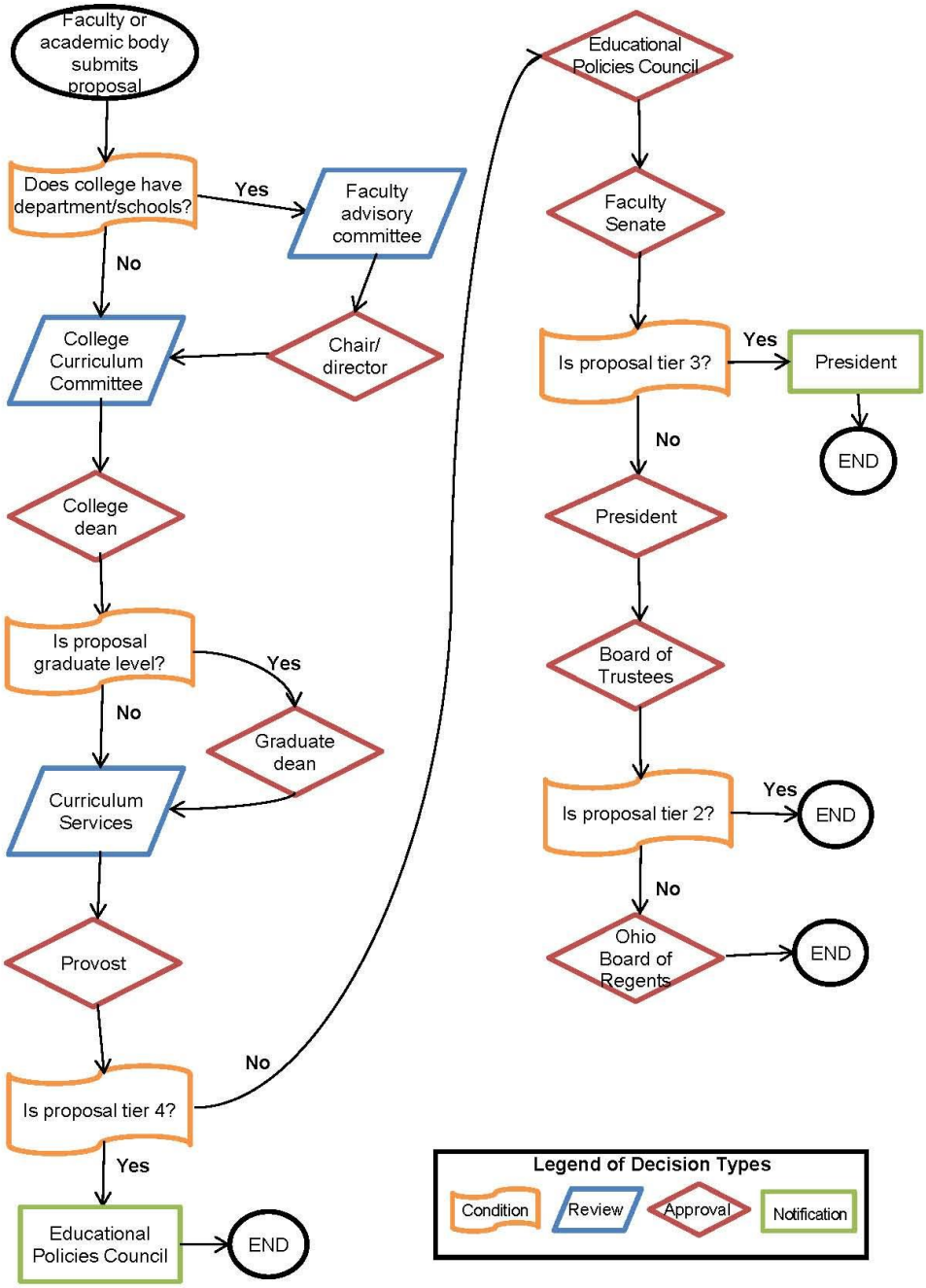
Kent State University Campuses
- Ashtabula Campus
- East Liverpool Campus
- Geauga Campus (includes Twinsburg Academic Center)
- Kent Campus (includes Independence site)
- Salem Campus
- Stark Campus
- Trumbull Campus
- Tuscarawas Campus

ACTIVE CENTERS AND INSTITUTES

Applied Psychology Center
Center for Applied Conflict Management
Center for Conrad Studies
Center for Ecology and Natural Resource Sustainability
Center for Educational Leadership Services
Center for Entrepreneurship and Business Innovation
Center for Health Promotion through Education
Center for Information Systems
Center for Innovation in Transition and Employment for Youth with Disabilities
Center for International and Comparative Programs
Center for International and Intercultural Education
Center for Library and Information Literacy Education
Center for Literature and Psychoanalysis
Center for Materials Informatics
Center for Nuclear Research
Center for Nursing Research
Center for Nutrition Outreach
Center for Public Administration and Public Policy
Center for Research and Workplace Literacy
Center for Scholastic Journalism
Center for Sport, Recreation and Tourism Development
Center for Study of Ethnic Publications and Institutions
Center for the Study and Development of Minority Businesses
Center for the Study and Prevention of Violence
Center for the Study of Information and Religion
Center for the Study of Librarianship
Center for the Treatment and Study of Traumatic Stress
Center Human Development
Center of Pan African Culture
Center of Public Health Preparedness
Child Development Center
Communication Research Center
Counseling and Human Development Center
Cuban Studies Institute
Entrepreneurial Academy
Ethnic Heritage Center
Family Child Learning Center
Gerald H. Read Center for International and Intercultural Education
Gerontology Center
Glenn H. Brown Liquid Crystal Institute
Global Management Center
Hattie Larlham Research Institute
Institute for African American Affairs
Institute for Applied Linguistics
Institute for Bibliography and Editing
Institute for Computational Mathematics
Instructional Resources Center
International Institute for Human Service Workforce Research and Development
Justice Volunteer Center
Kent Nanostructured Materials Center
Kent Regional Business Alliance
Lyman L. Lemnitzer Center for NATO and European Union Studies
Media Law Center for Ethics and Access
New Media Center
Ohio Employee Ownership Center
Ohio Literacy Resource Center
Ohio Small Business Development Center
Ohio Small Business Development Center at the Kent Regional Business Alliance
Ohio Small Business Development Center, Tuscarawas Campus
Psychological Clinic
Reading and Writing Development Center
Regional Corporate and Community Services
Research and Evaluation Bureau
Research Center for Educational Technology
Research in Justice Issues
Scholarship Recruitment Challenge
Speech and Hearing Clinic
Student Development Center, Stark Campus
Survey Research Laboratory
Urban Design Center of Northeast Ohio
Water Resources Research Institute
Western Reserve Business Center for Women
Wick Poetry Center
Women's Resource Center

APPROVAL FLOWCHART FOR AN ACADEMIC ADMINISTRATIVE STRUCTURE

See Section V for curricular forms and documentation to establish, revise or inactivate.



Tier 4 proposals (Provost final approver)

- Center – establishment, revision, inactivation

Tier 3 proposals (Faculty Senate final approver)

- Academic unit (college, school, department) – revision (e.g., name change) *

* Proposal will go to next tiers as notification

Tier 2 proposals (President and Board of Trustees final approvers)

- Academic unit (college, school, department) – establishment, inactivation, substantial revision (e.g., school to college, merger)
- Institute – establishment, revision, inactivation

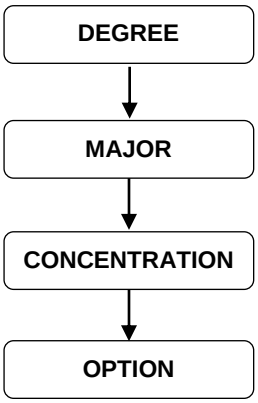
Tier 1 proposals (Ohio Board of Regents final approver)

- College – establishment or substantial change that affects region or other institutions (e.g., College of Engineering)

❖ II. ACADEMIC PROGRAMS AND POLICIES ❖

CURRICULUM NOMENCLATURE

The following naming conventions are used to clarify appropriate interpretation of the relative importance of degrees, majors and sub-hierarchical degree categories. To that end, the following descriptors are used to denote hierarchical names and requirements pertaining to those degree program levels.



A general degree name (e.g., Bachelor of Science) conferred on students upon completion of a unified program of study. Some professional degrees denote the field of study in the degree name (e.g., Master of Public Administration).

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 (e.g., Biology) or be interdisciplinary (e.g., Digital Sciences).

The second sub-hierarchical expression of degree requirements; a subset of program requirements within a major where two or more explicitly designated concentration choices share a common core in the major.

A subset of requirements for focus within a concentration where two or more option choices exist and in which the options are stipulated parts of degree requirements. In Banner and on transcripts, options are connected to concentrations with one name (e.g., Reporting/Editing–Magazine, Reporting/Editing–Newspaper).

CURRICULUM DEFINITIONS

MAJOR

An academic major is a curriculum component that enables students to make an in-depth inquiry into a discipline or a professional field of study. It is organized around a specific set of goals, objectives and student learning outcomes that are accomplished through an ordered series of courses whose connections define an internal structure. A major that focuses on a discipline typically draws its courses predominantly from one department. One that encompasses a professional field of study or is interdisciplinary usually obtains its courses from more than one department/school.

Departments or dependent schools have the responsibility for administering majors within their unit and for approving particular programs of study and appropriate course substitutions for students. Those departments involved with interdisciplinary majors perform the same functions as individual departments. Courses taken to fulfill other academic requirements, e.g., minors and areas of specialization, are sometimes specified within the requirements for a degree; however, students may not declare a major and a minor in the same discipline.

One important aspect of a major is the opportunity it affords students to study a field in depth. A major introduces students to a discipline or field of study through a foundation of theory and method, which serves as a basis for further study. It exposes them to the gamut of topics examined and the analytical devices used in the study of the subject. It contains a core series of courses of advancing levels of knowledge and understanding. Study in depth provides students with an understanding of the fundamental problems and arguments of a discipline or field of study, as well as its limits. It affords students practice with the tools of the subject, introduces them to its historical and philosophical foundations and gives them a clear sense of its boundaries and its effectiveness as a means for understanding or serving human society.

See "Active Programs 2012 (Excel)" document on the Curriculum Services website (www.kent.edu/provost/curriculum) for all active majors offered at Kent State.

MINOR

An academic minor is a curriculum component, smaller than the major, that enables a student to make an inquiry into a discipline or field of study or to investigate a particular theme. The purpose of a minor is to provide formalized guidance to students in selecting courses in a field or content area that is outside the major and to provide formal recognition of that work on the transcript. Minors may be centered in a specific department or be drawn from several departments, as in the case of an interdisciplinary topical or thematic focus.

A minor is minimum 12 credit hours and normally contain between 18 and 25 credit hours, with at least 9 of those hours being upper-division credit. Minors are sponsored by the unit that offers the courses in that discipline.

Students may not pursue a minor and a major in the same discipline. Students must formally declare a minor, similar to the process by which they declare the major.

See "Active Programs 2012 (Excel)" document on the Curriculum Services website (www.kent.edu/provost/curriculum) for all active minors offered at Kent State.

CERTIFICATE

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. 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 and graduation standards.

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 certificates that exceed 21 credit hours must be approved by the Ohio Board of Regents.

Effective July 1, 2011, certificate programs that are eligible for federal financial aid for students are considered under the "gainful employment" regulations. Therefore, institutions are required on annual basis to disclose in a public manner (e.g., *University Catalog*) data on on-time graduation rate; job placement rate; tuition, fees and costs of books and supplies; median loan debt incurred by the students; and occupations for which the certificate will prepare/has prepared the student. Academic units will be responsible for submitting the job placement rates. More information on the gainful employment regulation is found at ifap.ed.gov/GainfulEmploymentInfo.

The Ohio Board of Regents defines the level of certificate programs as the following (adapted from IPEDS Completion Survey Glossary):

> **Postsecondary – Less Than One Academic Year:** Requires completion of an organized program of study at the post-secondary level (below the baccalaureate) in less than one academic year. 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 CER1-1xx.)
>
> **Postsecondary – One to Two Academic Years:** Requires completion of an organized program of study at the postsecondary level (below the baccalaureate) in at least one but less than two full-time equivalent academic years. Total program must be more than 30 and less than 60 semester credit hours. (Banner code is CER2-2xx.)
>
> **Post-Baccalaureate:** Requires completion of organized program of study of 18 credits beyond the baccalaureate. The post-baccalaureate certificate is designed for people who have completed a bachelor's degree; however, it does not meet the requirements of a master's degree. Total program must be minimum 15 credit hours for students to be eligible for federal financial aid. (Banner code is CER6-6xx.)

Post-Master's: Requires completion of an organized program of study, typically at least 24 credit hours, beyond the master's degree. The post-master's certificate is designed for people who have completed a master's degree; however, it does not meet the requirements of a doctorate. (Banner code is CER8-8xx.)

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.

See "Active Programs 2012 (Excel)" document on the Curriculum Services website (www.kent.edu/provost/curriculum) for all active certificates offered at Kent State.

ASSOCIATE DEGREE

Associate degrees are awarded only on Kent State's Regional Campuses and are designed to permit a student to complete the freshman and sophomore years of a baccalaureate program and/or to prepare students for immediate employment in a technology field. Associate degree programs must contain a minimum of 61 semester credits and not exceed a maximum of 73 semester credits. They should not exceed four semesters of full-time study.

The **Associate of Arts** (AA) and **Associate of Science** (AS) degrees provide a planned program of study that is generally equivalent to the first two years of a baccalaureate. The program may also be used for students desiring two years of a general education with emphasis in the arts, social sciences or humanities (for the AA degree) or in the natural sciences and mathematics (for the AS degree).

The curriculum structure of the AA and AS degrees at Kent State University includes the following:

Curriculum Requirements	Credits
freshmen orientation (US 10097)	1
Kent Core (general education requirement)	36
general electives *	24
Minimum Total	**61**

* Electives are chosen in the students' area of interest and/or to meet the requirements of the bachelor's degree they are wishing to pursue.

Ohio Administrative Code 3333.1.04 *Standards for Approval of Associate Degree Programs* states the **Associate of Applied Business** (AAB) and the **Associate of Applied Science** (AAS) degrees are "awarded for the successful completion of a planned program of instruction in a technology, the primary objective of which is the preparation of individuals for paid and unpaid employment in that technology, or for additional preparation for a career requiring other than a baccalaureate or advanced degree."

The curriculum structure of AAB and AAS degrees at Kent State includes the following:

Curriculum Requirements	Credits
freshmen orientation (US 10097)	1
Kent Core (general education requirement) *	15
major (technical) requirements **	varies
additional program requirements (related) **	varies
general electives **	varies
Minimum Total	**61**

* One course from each of the following five categories: (1) Composition, (2) Mathematics and Critical Reasoning, (3) Humanities or Fine Arts, (4) Social Sciences and (5) Basic Sciences.

** Non-technical requirements (including Kent Core and courses basic or closely related to the technical field) should make up approximately 50 percent of total program.

The **Associate of Technical Study** (ATS) degree is an individually planned technical program designed to respond to needs for specific career objectives that are not served by existing degree programs. The ATS degree is divided into two categories at Kent State:

- Category A allows students to develop, in consultation with a faculty advisor, an individualized course of study drawn from two or more technical programs offered at Kent State. Students in the ATS degree category A declare the Individualized Program major.
- Category B provides associate degree completion based on a technical certificate or other formal technical training programs. Students are awarded a maximum of 30 credit hours toward the degree for college-level courses completed or training received from other institutions of higher education, vocational centers or other educational enterprises that are regionally accredited and/or recognized by the U.S. Department of Education. Students in the ATS degree category B declare the appropriate university-approved major in their field.

The curriculum structure of the ATS–category B degree at Kent State University includes the following:

Curriculum Requirements	Credits
freshmen orientation (US 10097)	1
Kent Core (general education requirement) *	15
articulated credit **	max 30
major (technical) requirements **	varies
additional program requirements (related) **	varies
general electives **	varies
Minimum Total	**61**

* One course from each of the following five categories: (1) Composition, (2) Mathematics and Critical Reasoning, (3) Humanities or Fine Arts, (4) Social Sciences and (5) Basic Sciences.

** The ATS degree should comprise minimum 30 credit hours technical coursework (may include articulated credit) and minimum 28 credit hours non-technical coursework (including Kent Core).

See "Active Programs 2012 (Excel)" document on the Curriculum Services website (www.kent.edu/provost/curriculum) for all active majors offered under these degrees at Kent State.

BACHELOR'S DEGREE

The bachelor's degree (baccalaureate) is usually the first academic title or rank conferred on a student by the university for satisfactory completion of a prescribed four-year course of study, and it is authenticated by a diploma signifying the achievement. Its purpose is to enable a student to acquire a certain amount of liberal learning and to become proficient in a particular branch of learning. The degree requires a minimum of 121 semester credit hours of coursework, although some specialized programs may require more. As part of this requirement, all students must complete minimum 36 semester hours of the Kent Core.The curriculum structure of the bachelor's degree at Kent State University includes the following

Curriculum Requirements	Credits
freshmen orientation (US 10097)	1
Kent Core (general education requirement)	36
two designated-diversity courses (global/U.S.)	varies
designated writing-intensive course	varies
approved experiential learning activity	varies
major requirements	varies
additional program requirements	varies
concentration requirements, if any	varies
general electives	varies
Minimum Total	**121**

Within this structure, the content of programs determines the type of bachelor's degree.

Majors within the **Bachelor of Arts** (BA) degree usually are aimed at liberal learning; they tend to teach qualitative methods of scholarship, and they ordinarily have a small major and a relatively large number of electives, which makes the degree flexible.

Majors within the **Bachelor of Science** (BS) degree generally are oriented toward more specialized preparation; they tend to teach quantitative methods of scholarship, and they usually have a large number of major requirements, which somewhat limit the flexibility of the degree.

The **Bachelor of Integrative Studies** (BIS) degree (formerly the Bachelor of General Studies degree) permits students to construct their own areas of focus within structured limits.

The **Bachelor of Technical and Applied Studies** (BTAS) is an adult-completion degree designed to accommodate varied educational backgrounds.

Professional bachelor's degrees tend to have a greater percentage of required courses in the content of the discipline as they prepare graduates for a specific profession. These programs usually require a core of professional studies that conforms to the standards of an accrediting agency or other professional body. The size of the professional core ordinarily restricts the number of hours that are available outside the associated major. Kent State University offers eight professional undergraduate degrees: the **Bachelor of Applied Horticulture** (BAH), **Bachelor of Business Administration** (BBA), **Bachelor of Fine Arts** (BFA), **Bachelor of Music** (BM), **Bachelor of Radiologic and Imaging Sciences Technology** (BRIT), **Bachelor of Science in Education** (BSE), **Bachelor of Science in Nursing** (BSN) and the **Bachelor of Science in Public Health** (BSPH).

"2+2" Bachelor's Degree Programs: Several baccalaureate programs at Kent State University can be completed with approximately two years of additional full-time study after completion of an associate degree at the Regional Campuses. Some course selections leading to associate degrees are more acceptable than others as components of baccalaureate programs, and exact requirements for additional study vary.

See "Active Programs 2012 (Excel)" document on the Curriculum Services website (www.kent.edu/provost/curriculum) for all active majors offered under these degrees at Kent State.

MASTER'S DEGREE

In broad terms, entry into a master's degree indicates that the student has sufficient preparation in a field of study to pursue greater specialization in that field. The degree program is designed to assure mastery of specified knowledge and skills, rather than a random accumulation of credits beyond the baccalaureate. Despite differences in title and objective, all master's degrees share common characteristics. The degree normally requires one to two years of full-time study and the completion of a minimum of 30 semester hours of credit beyond the baccalaureate. Some specialized masters degrees may require more than this minimum. The basic components of the degree may vary in emphasis, but generally include a common core in the discipline; an integrative experience such as a seminar or practicum to synthesize the program's content and/or to translate theory into practice; and a summative experience to measure achievement and intellectual growth such as a thesis, research paper and/or comprehensive examination. Academic credit applicable to the degree is only awarded for those courses designed to expand and strengthen skills beyond the level of the baccalaureate. Degree credit is not awarded for courses that are remedial or designed to fulfill prerequisites for admission.

Majors within the **Master of Arts** (MA) degree tend to emphasize liberal learning and qualitative methods of scholarship within a specific discipline. MA degree requirements often favor electives outside the discipline of the major.

Majors within the **Master of Science** (MS) degree tend to emphasize professional preparation and quantitative methods of scholarship within a specific discipline where scientific methodology predominates. MS degree requirements often favor requirements within the major.

The aim of professional master's degrees is to emphasize a core of professional studies for professional practice, focusing on skills and practical analysis over theory and research. Kent State offers 16 professional master's degrees: **Master of Architecture** (MArc), **Master of Arts in Economics** (MAE), **Master of Arts in Teaching** (MAT), **Master of Business Administration** (MBA), **Master of Digital Sciences** (MDS), **Master of Education** (MEd), **Master of Fine Arts** (MFA), **Master of Liberal Studies** (LSM), **Master of Library and Information Science** (MLIS), **Master of Music** (MM), **Master of Public Administration** (MPA), **Master of Public Health** (MPH), **Master of Science in Accounting** (MSA), **Master of Science in Nursing** (MSN), **Master of Technology** (MTech) and **Master of Urban Design** (MUD).

See "Active Programs 2012 (Excel)" document on the Curriculum Services website (www.kent.edu/provost/curriculum) for all active majors offered under these degrees at Kent State.

POST-MASTER'S DEGREE

The **Educational Specialist** (EdS) degree is a sixth-year, self-contained degree program at the post-master's level. The program is designed to provide additional preparation beyond the master's degree without the research and scholarly focus of the doctorate. The basic components of the degree may vary in emphasis but will generally include the following: a set of core courses, a demonstration of relevant competency in research, a clinical field study experience and electives designed to assist the student in achievement of career goals. The program normally includes one or more experiences that provide opportunity to integrate theory and practice and a summative experience as a context for measuring achievement and intellectual growth.

See "Active Programs 2012 (Excel)" document on the Curriculum Services website (www.kent.edu/provost/curriculum) for all active majors offered under these degrees at Kent State.

DOCTORAL DEGREE

The **Doctor of Philosophy** (PhD) degree is designed for students interested in becoming professional scholars, college and university teachers or independent research workers and leaders in industry and private or government research institutions. It builds on the breadth and study-in-depth provided by a baccalaureate and the specialization acquired in the master's degree. Its specific purpose is to give students the analytic and research skills to function as a scholar in a discipline. The PhD represents the highest level of academic certification at Kent State University and assures that its graduates have the scholarly skills to discover, interpret, integrate, apply and communicate the accumulated knowledge of a discipline.

The curriculum of the PhD degree combines core coursework, a cognate (related) field, a comprehensive written and oral examination and a written cumulative product (dissertation) that shows the results of a scholarly work of original resource and is presented orally to a professional audience of scholars. The degree requires a minimum of 90 semester hours beyond the bachelor's degree, or 60 hours beyond the master's degree.

Professional doctoral degrees educate students for professional practice, rather than the research-focused Doctor of Philosophy. The degree is awarded after a period of study such that the total time to degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years. Kent State offers three professional doctorates: **Doctor of Audiology** (AuD) in association with the Northeast Ohio Audiology Consortium, **Doctor of Nursing Practice** (DNP) and **Doctor of Podiatric Medicine** (DPM).

See "Active Programs 2012 (Excel)" document on the Curriculum Services website (www.kent.edu/provost/curriculum) for all active majors offered under these degrees at Kent State.

INTER-INSTITUTIONAL AGREEMENTS WITH CURRICULAR IMPLICATIONS

An articulation agreement or memorandum of understanding that specifies the rights and privileges of students moving from one institution to another are referred to as inter-institutional agreements. The usual common denominator of such agreements is academic course credit, although other issues such as admission priority, catalog rights, access to residence halls and other student services may be involved. Below are general definitions of some common agreements:

Two-plus-two (2+2) articulation is a formal agreement between institutions whereby eligible associate degree holders are guaranteed matriculation into the third year of a specific four-year bachelor's degree at Kent State. Example: Students who earn the AAB degree in Hospitality Management at Cuyahoga Community College, upon admission to Kent State, may matriculate into the third year of the university's BS degree in Hospitality Management.

Dual admission programs articulate a four-year degree across two institutions, with the usual intent for students to complete the first two years at a community college and final two years at Kent State. These are similar to 2+2 programs except that students are admitted concurrently to both institutions and are guaranteed catalog rights from the year they enter the agreement. There are separate faculty bodies and, for the most part, separate curricular and requirements to achieve the two degrees.

Joint, consortia or dual enrollment agreements are collaborations between institutions to offer one degree program. Students admitted to a program will choose one "enrollment" university for the purposes of transcript, registration and degree granting. However, there is, typically, one faculty body, and students are able to take courses at the partnering institutions. Example: Master of Fine Arts degree in Creative Writing at Kent State, University of Akron and Youngstown State.

Cross registration agreements between post-secondary institutions allow students enrolled at one institution (home institution) to take courses at another institution (host institution). The host institution determines registration dates, course availability and any special course fees, and will send a grade report to the home institution at the end of the term. Students may cross register at only one institution per term and may take a specified number of courses each term.

Dual credit agreements allow high school students to register for a Kent State course taught in the high school by a Kent State-approved high school instructor (i.e., adjunct status) for high school and college credit. Dual-credit courses offered in high schools through Kent State must duplicate the course delivered at a Kent State campus to matriculated students. Courses taken for dual credit become part of the high school student's official college transcript; therefore, the earned course and credits will be accepted at Kent State.

Partnerships provide mutual support for the offering of an academic program. Example: Kent State offering the Bachelor of Business Administration degree onsite at Lorain County Community College.

College tech prep prepares high school students for post-secondary education and high-skill, high-demand technical careers. The nationwide program provides students with a planned program of study starting in grade nine and continuing through a college degree, and incorporates college prep academics with hand-on career technical skills. Upon completion of the high school portion of the curriculum, students who have met the established criteria are eligible for articulated college credit at Kent State University. Example: Students completing the Veterinary Science program at the Columbiana County Career and Technical Center, upon admission to Kent State, will receive credit for Kent State course VTEC 10001 toward the AAS degree in Veterinary Technology.

Trade competency (or block credit) agreements involve other post-secondary institutions, vocational centers and educational institutions judged to be at a college level; student receive a specified block of college credit for courses completed or training/certification received. This block of credit is awarded either after the student successfully completes a Kent State transition course or has completed all the courses required in the program. Example: Licensed practical nurses and certified paramedics, upon admission to Kent State University and after successfully completing a summer transition course, will receive credit for a specified list of courses applicable toward the AAS degree in Nursing.

Institutional general education agreements involve defining specific equivalencies between another institution's general education courses with Kent State's Kent Core courses. These are often sought from specialized institutions such as mortuary schools that would like a degree option for their students.

ACADEMIC POLICIES

Academic policies pertain to regulations or procedures developed to maintain standards while assuring fair and consistent treatment of students. **These policies are exclusive of degree requirements.** Some examples of policies include those relating to admission to the university, selective admission requirements for one or more programs or retention criteria. Academic policies are found in the *University Catalog*. The term "policy" also includes university policies, administrative policies and operational procedures and regulations, which are found in the *University Policy Register* (www.kent.edu/policyreg).

> **University policies** are defined as policy statement, rules and regulations governing instructional and educational programs, university research, student life, administrative operation, finance and personnel management that have broad application for the entire campus community. Such policies require approval of the appropriate chief administrative officer, the president and board.
>
> **Administrative policies** are defined as rules and regulations governing internal operations in concert with university policies. Administrative policies require the approval of the appropriate chief administrative officer and/or the president.
>
> **Operational procedures and regulations** are defined as necessary operational guidelines to implement policies or programs of the university. Such operational procedures and regulations may be established in concert with university policies by the appropriate administrative officer.

PROCEDURE FOR PROCESSING PROGRAM AND POLICY PROPOSALS

1. Complete appropriate paperwork (see Section V) and submit proposal to the department or school's curricular body. The department chair, school director or campus dean must sign the Certification of Curriculum Proposal (CCP) form indicating approval.
2. Submit proposal to college's curriculum committee. The college dean (designee) must sign CCP form indicating approval. For programs offered on Regional Campus(es) only, the dean of the specified Regional Campus(es) must sign the CCP form also.
3. If program is graduate level, also submit proposal to the dean of Graduate Studies for review and approval.
4. The college dean's office submits proposal to the Office of Curriculum Services to review.
2. Proposal is placed on the agenda for the Educational Policies Council's (EPC) monthly meeting. See Section I for listing of proposals that constitute action, information and lesser action items. The agenda is available one week before each meeting's date: www.kent.edu/provost/curriculum/epc.
3. When appropriate, EPC-approved items are submitted to the Faculty Senate and forwarded to the president, Board of Trustees and Ohio Board of Regents for approval (see Section I for curriculum approval chart.)
4. The Curriculum Services staff updates Banner's program inventory for items that received final approval and makes changes to the subsequent *University Catalog* and the GPS website.
5. The Curriculum Services staff communicates all undergraduate program and appropriate policy revisions to the Graduation Planning System Office for updates to the GPS degree audit.

6. Changes are documented in the annual Curricular Bulletin, published after the final EPC meeting of the academic year. Bulletins, 1994 onward, are online: www.kent.edu/provost/curriculum/cb.

ADVICE FOR SUCCESSFUL COMPLETION OF PROGRAM AND POLICY PROPOSALS

- **Encroachment/duplication issues**, if applicable, must be documented in the proposal. Communicate with appropriate academic units, including Regional Campuses, when establishing or revising a program that may be similar to an established program or overlap disciplines.
- **Program names and codes** should be the officially approved ones and consistent throughout the proposal.
- **Concentrations** are sometimes misidentified as majors. A listing of all concentrations and their Banner codes can be reviewed in the "Active Programs 2012 (Excel)" document on the Curriculum Services website (www.kent.edu/provost/curriculum).
- **Document consistency** is critical. Confirm that the program and its requirements are identical in proposal summary, CCP form and program roadmap.
- **Any mention or listing of course changes** (new, revision or inactivation) in a program proposal does not guarantee that those course changes will go forward unless a Course Catalog Update workflow is also activated for each (see section IV).
- **Only one proposal is needed** for multiple changes to a major and its concentrations.
- **When in doubt, contact the Curriculum Services staff.** When developing a new degree or major, it is highly encouraged that you contact Therese Tillett, director of curriculum services, to walk you through the process.

DEADLINES AND EFFECTIVE DATES FOR PROGRAM AND POLICY PROPOSALS

New degree programs forwarded to the Faculty Senate, president, Board of Trustees and Ohio Board of Regents for final approval are included in the *University Catalog* with a notation about pending final approval. They are not, however, entered in Banner for student admission until they reach final approval.

Visit the EPC website at www.kent.edu/provost/curriculum/epc for submission deadlines for each EPC meeting.

For program requirements:

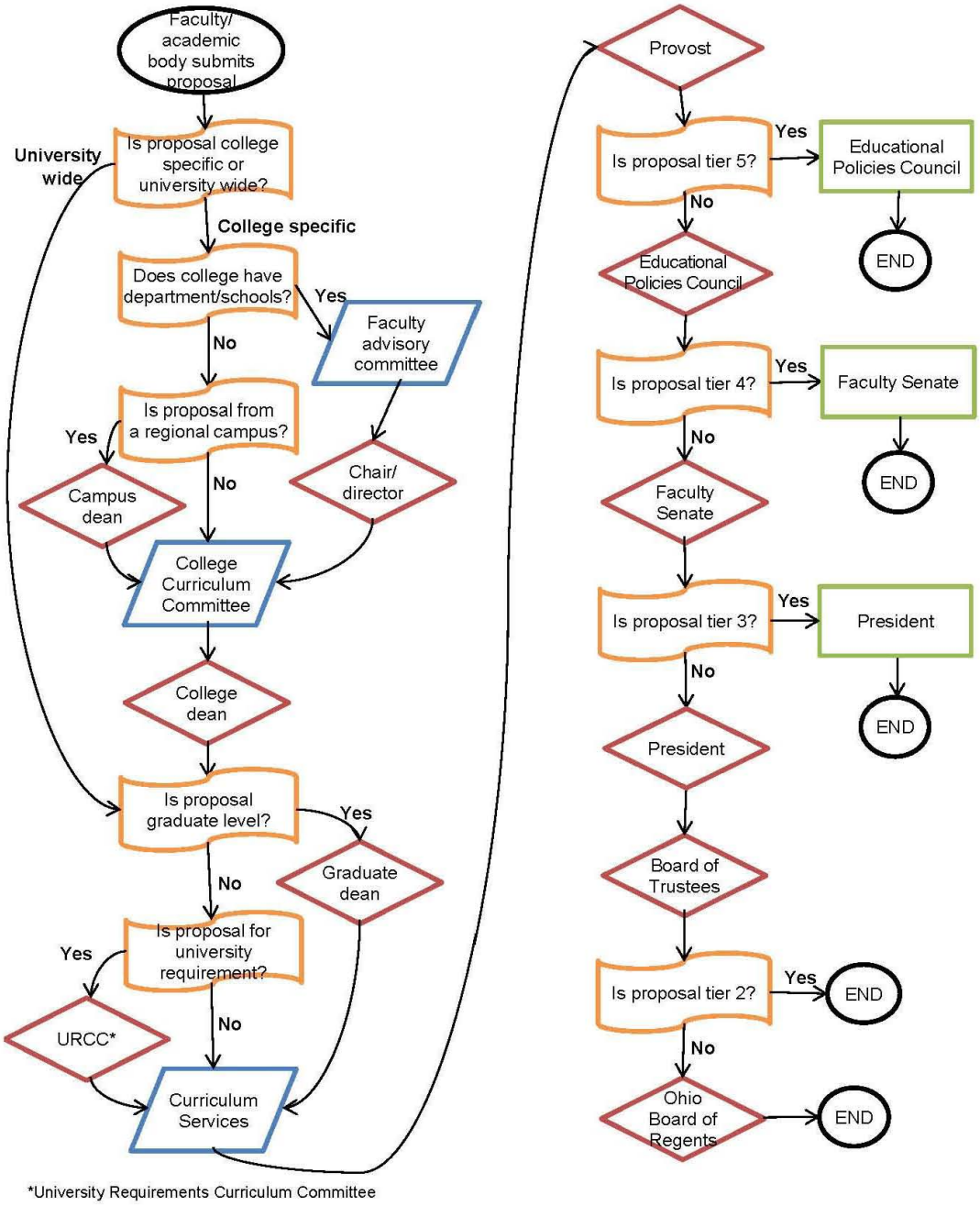
Deadline	Effective	
January EPC	Fall	(e.g., January 2013 for fall 2013)

For policies and other catalog changes (including faculty listings):

Deadline	Effective	
May EPC	Fall	(e.g., May 2013 for fall 2013)

APPROVAL FLOWCHART FOR AN ACADEMIC PROGRAM OR POLICY

See Section V for curricular forms and documentation to establish, revise or inactivate.



*University Requirements Curriculum Committee

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
- Policy within unit – establishment, revision, inactivation
- Articulation/consortia agreements – establishment, revision, inactivation
- Off–site program (50%+) – alternate delivery for existing program *
- Online program (50%+) – alternate 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

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

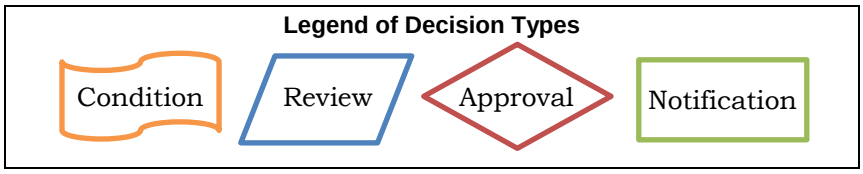
Tier 2 proposals (President and Board of Trustees final approvers)

- Major/degree – inactivation
- University–wide academic requirement (e.g., Kent Core) – establishment, substantial revision, inactivation
- University–wide academic policy – establishment, substantial revision, inactivation

Tier 1 proposals (Ohio Board of Regents final approver)

- Major/degree – establishment (notification for inactivation)

* Proposal will go to OBR for approval after final approval in appropriate tier
† Proposal will go to next tiers as notification



❖ IV. COURSES ❖

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:

00000	developmental	undergraduate courses
10000	freshman	
20000	sophomore	
30000	junior	
40000	senior	

50000	master's	graduate courses
60000	master's	
70000	doctoral	
80000	doctoral	

Developmental (00000) courses, also known as remedial, are designed for students deficient in the general competencies necessary for a regular post-secondary curriculum and educational setting. More information on developmental courses can be found on page 38.

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.

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
xxx92	Field Experience or Practicum or Internship
xxx93	Variable Topic Workshop
xxx94	College Teaching
xxx95	Special Topics
xxx96	Individual Investigation
xxx97	Variable Topic Colloquium
xxx98	Research or Master's Project
4xx99	Senior Project
6x199	Thesis I
6x299	Thesis II
8x199	Dissertation I
8x299	Dissertation II

See "Courses with Designated Numbers" on next page for the definition of each course.

COURSES WITH DESIGNATED NUMBERS

xxx91 VARIABLE CONTENT SEMINAR IN [department name] (1-4)

Courses offered under xxx91 have changing content or are not offered with sufficient regularity to warrant status as a normal offering. Variable content seminars cannot be required in an academic program. All titles of variable content seminars begin with "SEM:" in the *Schedule of Classes* and the title is printed on each enrollee's transcript. Seminars that have a relatively unchanging content and are offered with regularity should be assigned an unreserved number. Letter or satisfactory/ unsatisfactory (S/U) grades are permitted. See "Instructional Delivery and Credit-to-Contact Hours" on page 41 for more information on a seminar course.

xxx92 FIELD EXPERIENCE or PRACTICUM or INTERNSHIP IN [department name] (1-12)

Letter or satisfactory/unsatisfactory (S/U) grades are permitted. In-progress (IP) grade may be permitted for coursework that cannot be completed within the semester. Documentation is necessary for that grade rule consideration. See "Instructional Delivery and Credit-to-Contact Hours" on page 42 for more information on a field experience, practicum or internship course.

xxx93 VARIABLE TOPIC WORKSHOP IN [department name] (1-6)

Workshops are administered through the College of Continuing and Distance Education and are typically directed toward post-degree professional renewal or to the mastery and application of knowledge and skills that address a narrowly defined range of problems or issues related to practice. Variable-topic workshops cannot be required in an academic program. All titles of variable-topic workshops begin with "WKSP:" in the *Schedule of Classes*, and the title is printed on each enrollee's transcript. Workshops are limited to satisfactory/unsatisfactory (S/U) grades. All initial workshop offerings should be approved by departmental curriculum committees and forwarded for review by college curriculum committees.

xxx94 COLLEGE TEACHING IN [department name] (1-3)

Designed to provide supervision and/or instruction in the special aspects of college teaching. Letter or satisfactory/unsatisfactory (S/U) grades are permitted.

xxx95 SPECIAL TOPICS IN [department name] (1-4)

Special topics courses are used to sample new offerings to determine whether or not formal adoption is desirable. Academic units may offer special topics courses a maximum three times prior to full curricular review. Specific topics under this course designation cannot be required in an academic program. All titles of special topics courses begin with "ST:" in the *Schedule of Classes* and the title is printed on each enrollee's transcript. Special topics courses should be approved by the departmental curriculum committee and reviewed by the college curriculum committee before being introduced into the *Schedule of Classes*. Letter grades are permitted. Documentation is necessary for any other grade rule to be considered.

xxx96 INDIVIDUAL INVESTIGATION IN [department name] (1-3)

Individual enrollment for independent study carried out by a student under the supervision of a faculty member. Letter or satisfactory/unsatisfactory (S/U) grades are permitted. In-progress (IP) grade may be permitted for coursework that cannot be completed within the semester. Documentation is necessary for that grade rule consideration. See "Instructional Delivery and Credit-to-Contact Hours" on page 42 for more information on an individual investigation course.

xxx97 VARIABLE TOPIC COLLOQUIUM IN [department name] (1-3)

Colloquia have changing content or are not offered with sufficient regularity to require status as a normal offering. All titles of the variable topic colloquium begin with "COLL:" in the *Schedule of Classes*, and the title is printed on each enrollee's transcript. Colloquia that have a stable, repeating content and are offered with regularity should be assigned an unreserved number. Letter or satisfactory/unsatisfactory (S/U) grades are permitted.

xxx98 RESEARCH or MASTER'S PROJECT IN [department name] (1-15)

Individual enrollment for research is used to award credit for work carried out by a student under the supervision of a faculty member. The work is designed to promote inquiry on a topic and it normally should result in a paper or some other appropriate product. Letter or satisfactory/unsatisfactory (S/U) grades are permitted. In-progress (IP) grade may be permitted for coursework that cannot be completed within the semester. Documentation is necessary for that grade rule consideration.

4xx99 SENIOR PROJECT (1-3) Grades limited to letter and in progress (IP).

6x199 THESIS I (2-6) Grades limited to satisfactory/unsatisfactory (S/U) and in progress (IP).

6x299 THESIS II (2) Grades limited to satisfactory/unsatisfactory (S/U) and in progress (IP).

8x199 DISSERTATION I (15) Grades limited to satisfactory/unsatisfactory (S/U) and in progress (IP).

8x299 DISSERTATION II (15) Grades limited to satisfactory/unsatisfactory (S/U) and in progress (IP).

CROSS-LISTED COURSES

Cross-listing a course means that a single course is offered by two departments/schools, allowing the academic units to collaborate on a topic that may cross disciplines. Students may register for only one course; however, the two courses are co-scheduled (offered at the same time, on the same day in the same room and with the same instructor[s]). Therefore, cross-listed courses must have identical titles, credit hours, grade rules, descriptions (including content) and learning outcomes. Cross-listing of courses in more than two departments is discouraged unless there is a clear academic rationale for the multiple listing. Supportive documentation is required for each cross-listed course in the course inventory. Faculty submitting a revision to one cross-listed course must also submit (or ensure that the appropriate academic unit is submitting) the same revision to the corresponding cross-listed course.

Cross-listed courses are considered equivalent (i.e., treated as the same course) in regards to student course registration, GPA and hours calculation, and eligibility for federal financial aid. See more about course equivalency on page 37.

SLASHED COURSES

Slashed courses enable students at two or three levels (e.g., senior undergraduate, master's, doctoral) within the same discipline to be instructed simultaneously. Students may register for only one course; however, the two courses are co-scheduled (offered at the same time, on the same day in the same room and with the same instructor[s]). Slashed courses permitted are 4/5 (senior-level bachelor's/master's), 4/5/7 (senior-level bachelor's/master's/doctoral) and 6/8 (master's/doctoral). (Sometimes 6/7 is used when the master's program has no 50000-level courses, and the graduate program has no or few 80000-level courses outside dissertation.)

Slashed courses must have the same course subject (e.g., BSCI) and be identical with the exception of the course level and prerequisite (i.e., students registering for 60000-level must be graduate standing; students registering for 80000-level must be doctoral standing). Slashed courses must specify differential expectations for bachelor's, master's and doctoral students.

Although they may be co-scheduled, slashed courses are considered stand-alone courses (with separate registration, enrollment and subsidy levels); therefore, supportive documentation is required for each slashed course in the course inventory. Faculty submitting a revision to one slashed course must also submit the same revision to the corresponding slashed course.

Slashed courses are considered equivalent (i.e., treated as the same course) in regards to student course registration, GPA and hours calculation and eligibility for federal financial aid. See more about course equivalency, below. Undergraduate students are not permitted to register for a graduate course that has a slashed undergraduate course unless the registration is approved through the students' enrollment in a combined bachelor's/graduate degree program.

EQUIVALENT COURSES

Kent State courses determined by faculty to share more than 70 percent of the total content and student learning outcomes are considered equivalent. These courses are programmed in Banner to be treated as the same course (equivalency is noted in each course's catalog description). Courses designated as cross-listed and slashed are programmed automatically as equivalent; however, there are many Kent State courses that are not co-scheduled but are considered equivalent (e.g., COMT 11000 Introduction to Computer Systems is equivalent to MIS 24053 Introduction to Computer Applications). Courses that previously had a different course subject, number and/or title are also programmed in Banner to recognize their former identifications. Therefore, it is extremely important to consider equivalency between the course with the old subject/number/title and the course with the new subject/number/title.

If equivalent courses are lower division (10000 or 20000 level), they will factor into the GPA recalculation policy for repeated courses. E.g., if a student takes COMT 11000 and earns a C, and then takes its official equivalent, MIS 24053, and earns a B, only the B grade will be calculated into the overall GPA and its related credits counted in the overall hours toward graduation. If the equivalent courses are upper-division (30000 or 40000 level) or graduate (50000 to 80000 level), students taking one and then the other will have both grades calculated into their GPA; however, the credit hours for the second course are not counted toward graduation.

If a course is a prerequisite for another course, its official equivalent will satisfy the prerequisite. E.g., students who completed COMT 11000 will be able to register successfully for a course that has a prerequisite of MIS 24053.

Equivalent courses should not have different credit hours. E.g., if a student takes Course 10000 (3 credits) and earns a C, then takes its official equivalent Course 20000 (1 credit) and earns a B, only 1 credit will be counted toward graduation.

Groupings of equivalent courses cannot be entered in Banner (e.g., three courses taken together are equivalent to one course, or one course that is split into two courses or vice versa). Any GPA or credit recalculation for those courses must be done manually in the Office of the University Registrar.

Please be aware of equivalency when revising a course. If the revisions to a course are so great that the revised course cannot no longer be considered equivalent to the current course, the current course should be inactivated, and a new course established. If a course is split into two courses (e.g., a lecture/lab course split into separate lecture and lab courses) or vice versa, do not reuse the course number.

INACTIVATION AND RE-USE OF COURSE NUMBER

Inactivation of a course or change of course number automatically causes the old number to be marked for deletion from the course inventory. Reusing a course number for a new course—with new course not considered equivalent to the previous course with that number—may adversely affect students' degree program, total credits toward graduation, GPA calculation and course registration. Therefore, inactivated course numbers may not be reassigned, ever, to another course. (Approved by the Educational Policies Council, August 24, 2009, effective fall 2010).

DEVELOPMENTAL (REMEDIAL) COURSES

A developmental course is considered below college level and, therefore, cannot be applied toward the requirements for a certificate or degree program (Ohio Administrative Code 3333-1-02, section B[4], approved November 19, 2010). Although developmental 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.

The following definitions are taken from the Ohio Board of Regents *Decision Rules for Assigning Levels and CIP Codes for Undergraduate Courses in the HEI Course Inventory* (April 27, 2012).

- **Developmental English:** Below-college-level courses that cover topics in reading and writing to prepare students for college-level English and composition courses.
  - Level 01: courses that, if completed successfully, qualify a student for enrollment in regular college level composition or English courses (as defined by the college level course's inclusion in the institution's Ohio Transfer Module).
  - Level 02: developmental English, reading or writing courses below level 01.
- **Developmental Reading:** Below-college-level courses that cover topics in reading and reading comprehension.
  - Level 01: courses that, if completed successfully, qualify a student for enrollment in regular college level composition or English courses (as defined by the college level course's inclusion in the institution's Ohio Transfer Module).
  - Level 02: developmental English, reading or writing courses below level 01.
- **Developmental Writing:** Below-college-level courses that cover topics in writing skills.
  - Level 01: courses that, if completed successfully, qualify a student for enrollment in regular college level composition or English courses (as defined by the college level course's inclusion in the institution's Ohio Transfer Module).
  - Level 02: developmental English, reading or writing courses below level 01.
- **Developmental Mathematics–Computational Skills/Geometry/Algebra:** Below-college-level math courses that cover topics in arithmetic operations, geometry and algebra.
  - Highest level (01) is for intermediate algebra, just below college algebra. Topics include equations and inequalities in one variable and two variables, including graphing and different forms of radicals, quadratic functions, exponential functions, and logarithmic functions.
  - Middle level (02) is for elementary algebra and geometry, statistics and algebra with basic geometry and basic right-angle trigonometry. Topics include linear equations, applications, factoring algebraic fractions, exponents, graphing, basic geometry, and basic right triangle trigonometry.
  - Lowest level (03) is for computational skills/pre-algebra. Topics include whole numbers, arithmetic operations, fractions, decimals, ratios and proportions, percent, measurement and measurement conversions, signed numbers, and linear equations.
- **Developmental Mathematics–Statistics:** Below-college-level courses that cover topics in statistics and probability.
- **English as a Second Language:** 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. (E.g., Kent State offers a developmental chemistry course.)

GRADE RULE

All courses are letter graded (A, A-, B+, B, B-, etc.) unless otherwise denoted in the catalog description or in the above listing of reserved numbers. Typical courses that allow satisfactory/unsatisfactory (S/U) grading are seminar, field experience, practicum, internship, workshop, college teaching, individual investigation, colloquium, research, thesis and dissertation. An undergraduate course may be graded with letters or satisfactory/unsatisfactory (S/U), not both.

An in-progress (IP) grade is allowed only for courses that cross over terms as part of the learning experience. It is not to be used in place of an incomplete (IN).

For Kent State's grading system, policies and procedures, see the Academic Policies section of the *University Catalog* (www.kent.edu/catalog).

BANNER CODES FOR GRADE MODES

		Former SIS codes
B	Standard letter (A, A-, B+, B, B-, C+, C, C-, D+, D, F)	UC, U5, GC GJ
C	Standard letter or in progress (IP)	U2, U6, G2, GL
D*	Standard letter or satisfactory/unsatisfactory (S/U)*	G8, GH, GM
E*	Standard letter or satisfactory/unsatisfactory (S/U) or in progress (IP)*	G6, GF, GK
F	Satisfactory/unsatisfactory (S/U)	U3, G9, GI
G	Satisfactory/unsatisfactory (S/U) or in progress (IP)	U4, G0, GE
I	Pass/fail (for courses that are IP graded)	P1
P	Pass/fail (for courses that are not IP graded)	P2

* graduate courses only

SCHEDULE TYPES

The following schedule types and their Banner codes identify the course format/delivery and must comply with course type (e.g., workshop course must be identified with the workshop schedule type).

CLN	Clinic	MPR	Master's Project
CLR	Clerkship	MST	Master's Thesis
COL	Colloquium	PRA	Practicum or Internship
DSR	Dissertation	PRL	Private Lesson
FLD	Field Experience	RCT	Recitation
FLT	Flight Training	RES	Research
IND	Individual Investigation	SEM	Seminar
LAB	Laboratory	SRP	Senior Project or Honors Thesis
LEC	Lecture	STU	Studio
LLB	Combined Lecture and Laboratory	WSP	Workshop

CREDIT BY EXAMINATION

Degree- or certificate-seeking students who can demonstrate ability and knowledge in a particular subject may establish credit in certain courses without enrolling in them. This is done by taking a special examination or performing a special assignment or both, through the appropriate department. Credit hours, but not letter grades, are awarded. This credit by examination is a Kent State program, separate from the national and university-accepted Advanced Placement (AP) and College Level Examination Program (CLEP).

Banner codes for credit by examination are listed below:

A Credit by exam—available
D Credit by exam—department approval
N Credit by exam—not approved

COURSE ATTRIBUTES

Course attributes designate specific courses that are Kent Core, diversity, etc.

DIVD	Diversity Course–Domestic
DIVG	Diversity Course–Global
ELR	Experiential Learning Requirement
KADL	Kent Core Additional
KBS	Kent Core Basic Sciences
KCMP	Kent Core Composition
KFA	Kent Core Fine Arts
KHUM	Kent Core Humanities
KMCR	Kent Core Mathematics and Critical Reasoning
KSS	Kent Core Social Sciences
OAH	TAG – Arts/Humanities
OBU	TAG – Business
OCM	TAG – Communication
OED	TAG – Education
OES	TAG – Engineering
OET	TAG – Engineering Technology
OHL	TAG – Health
OMT	TAG – Mathematics
OSC	TAG – Science
OSS	TAG – Social/Behavioral Sciences
TCMP	Transfer Module – Composition
TFA	Transfer Module – Fine Arts
THUM	Transfer Module – Humanities
TMTH	Transfer Module – Mathematics
TNS	Transfer Module – Natural Sciences
TSS	Transfer Module – Social Sciences
WIC	Writing-Intensive Course

COURSES DESIGNATED AS REPEATABLE FOR CREDIT

Courses may be designated to allow students to repeat them for credit, either to offer variable topics or to increase students' competency. Courses ending in xxx91 to xxx99 (i.e., seminar, field experience, practicum, internship, workshop, college teaching, special topics, individual investigation, colloquium, research, thesis, dissertation) are designated as repeatable for credit unless specified otherwise in documentation. If a course is repeatable, the maximum number of times taken or maximum number of credit hours earned may be specified (if not specified, the default is 99).

Banner codes for course repeat are listed below:

RP	Course may be repeated for credit
NR	Course may not be repeated for credit

REPEAT RULES FOR RECALCULATION OF GRADE POINT AVERAGE

Students may repeat lower-division (10000 or 20000 level) courses taken at Kent State University and only the highest grade will be used in the calculation of their cumulative grade point average. The policy does not apply to courses that are designated as repeatable for credit, which may include special topics, individual investigation, practicum and internship. (Approved by Board of Trustees, May 30, 2007, effective spring 2008.)

Students who repeat upper-division (30000 or 40000 level) or graduate courses (50000 to 80000 level) will have all grades calculated into their cumulative GPA.

FLEXIBLY SCHEDULED COURSE SECTIONS (OPEN LEARNING)

A flexibly scheduled course section is not offered for the complete length of a regular academic term or for any of the established parts of a term. In Banner, flexibly scheduled sections are called Open Learning (OL). Requests for an open-learning section must be submitted to the Office of the University Registrar. All flexibly scheduled courses must still meet Kent State's "Definition of Instructional Arrangements and Guidelines for the Awarding of Academic Credit" (see pages 41-44).

INSTRUCTIONAL ACTIVITIES AND CREDIT-TO-CONTACT HOURS (PENDING FINAL APPROVAL)

DEFINITION OF SEMESTER CREDIT HOUR

"Semester credit hour" means a minimum of 750 minutes of formalized instruction that typically requires students to work at out-of-class assignments an average of twice the amount of time as the amount of formalized instruction (1,500 minutes). It is acknowledged that formalized instruction may take place in a variety of modes.

While awarding semester credit hours typically occurs for instruction delivered in accordance with an institution's standard semester calendar, it may also occur for instruction that may not follow the typical pattern of an institution's standard semester calendar as long as the criteria for awarding such credit is met. Credit hours may be calculated differently for certain types of instructional activities, including but not limited to: laboratory instruction, clinical laboratory instruction, directed practice experience, practicum experience, cooperative work experience, field experience, observation experience, seminar, miscellaneous and studio experience (Ohio Administrative Code, 3333-1-02, 2010).

DEFINITION OF ACADEMIC YEAR LENGTH

"Academic year" means a period of time that is at least 30 weeks in length counting periods of time (terms) that begin on the first day of classes and end on the last day of classes or examinations. The 30-week requirement shall be measured exclusive of compressed terms, e.g., summer term (Ohio Administrative Code, 3333-1-02, 2010).

DEFINITION OF SEMESTER LENGTH

"Academic semester" means a period of time that shall consist of no fewer than 15 calendar weeks and no more than 17 calendar weeks of instructional time. The inclusion of breaks or holidays within any particular semester shall be at the discretion of the institution so long as the institution is in compliance with the criteria for awarding semester credit hours (Ohio Administrative Code, 3333-1-02, 2010).

DEFINITION OF INSTRUCTIONAL WEEK TIME

"Week of instructional time" means, for purposes of the definition of academic semester, academic quarter and academic year, a week of instructional time is any period of seven consecutive days in which at least one day of regularly scheduled instruction, examination, or (after the last day of classes) at least one scheduled day of examinations occurs (Ohio Administrative Code, 3333-1-02, 2010).

DEFINITION OF INSTRUCTIONAL ARRANGEMENTS AND GUIDELINES FOR THE AWARDING OF ACADEMIC CREDIT

LECTURE is formalized instruction, conducted on- or off-campus, in which the instructor presents an educational experience to students, applying any combination of instructional methods. This definition is applicable only when the course organization requires that the instructor bear the primary responsibility for the instructional activity and is directly involved with all the students in the class. Students will be expected to work on out-of-class assignments on a regular basis over the length of the course, which will normally average two hours of out-of-class study for each hour of formal class activity. This out-of-class study shall not be counted as part of the lecture hour for credit.

- One credit hour is awarded for a nominal hour (50 minutes) in a standard week of a 15-week semester, or for 12.5 clock hours (750 minutes) of lecture instruction in a semester.

SEMINAR is a less formal educational experience than a lecture, in which a relatively small number of students engage in discussions directed by a faculty member.

- Credit hour is awarded on the same basis as lecture instruction.

LABORATORY is an educational activity with students conducting experiments, perfecting skills or practicing procedures under the direction of a faculty member.

- For laboratory instruction that requires little or no out-of-class study, one credit hour is awarded for three nominal hours (2.5 clock hours or 150 minutes) in a standard week of a 15-week semester, or for 37.5 clock hours (2,250 minutes) in a semester.
- For laboratory instruction that is supplemented by out-of-class assignments that normally average one hour of out-of-class study to prepare for or follow-up the laboratory experience, one credit hour is awarded for two nominal hours (one clock hour, 40 minutes or 100 minutes) in a standard week of a 15-week semester, or for 25 clock hours (1,500 minutes) in a semester.

CLINICAL LABORATORY applies only to health technology programs, during which students are assigned to laboratory sections that meet at a health-related agency rather than in on-campus laboratory facilities. Clinical laboratory sessions provide a realistic environment for student learning. A regular faculty member, full or part time, of Kent State directly supervises the laboratory instruction.

- Credit hour is awarded on the same basis as laboratory instruction.

COMBINED LECTURE AND LABORATORY integrates both activities into one course with one grade.

- Credit hour is awarded on the same basis as lecture and laboratory instructions and dependent on how the credit hours are allocated for each instruction.

  E.g., a 4-credit combined lecture/laboratory course (with laboratory having no out-of-class study) in a standard week of a 15-week semester can be broken down in any of these ways:
  - 3 credits lecture + 1 credit laboratory = 2.5 clock hours (150 minutes) lecture per week + 1 clock hour, 40 minutes (100 minutes) laboratory per week
  - 2 credits lecture + 2 credits laboratory = 100 minutes (1 clock hour, 40 minutes) lecture per week + 200 (3 clock hours, 20 minutes) minutes laboratory per week
  - 1 credit lecture + 3 credits laboratory = 50 minutes lecture/week + 300 minutes (5 clock hours) laboratory per week

PRACTICUM and **INTERNSHIP** courses are credit-bearing work experiences that are integrated with academic instruction and relate to an individual student's occupational goal. Students concurrently apply learned concepts to practical situations within an occupational field. The experience is coordinated by a Kent State faculty member, who assists the student in planning the experience and assigns the course grade to the student after appropriate consultation with the employer/supervisor. The student is expected to complete pre-determined assignments. Examples may include a weekly journal, final paper and experience report. Whether the internship or practicum is paid or unpaid is determined by the employer in compliance with the Fair Labor Standards Act. Use of "practicum" as opposed to "internship" (and vice versa) for the course title may be to accommodate the differences in accreditation nomenclature.

- One credit hour is awarded for a minimum three clock hours (180 minutes) in a standard week of a 15-week semester, or for a minimum 45 clock hours (2,700 minutes) in a semester.

FIELD EXPERIENCE is a form of experiential learning obtained by going on an educational field trip, usually organized by Kent State and led by a Kent State faculty member, in order to meet the needs of the curriculum and to develop practical skills in an environment beyond the classroom and campus.

- One credit hour is awarded for minimum three clock hours (180 minutes) in a standard week of a 15-week semester, or for a minimum 45 clock hours (2,700 minutes) in a semester.

INDIVIDUAL INVESTIGATION / INDEPENDENT STUDY is a student-initiated experience to pursue an area of interest not covered by a regular course offering, with the guidance of a Kent State faculty member. The faculty member, who teaches such courses, has the primary responsibility to decide the subject content, objectives to be achieved and the effort to be expended by the student, and personally provides whatever instruction is required. The student is expected to complete pre-determined assignments, which may include a final research paper and a presentation on the findings of the study. The faculty member periodically assesses the student's progress, determines the evaluation methods of the work presented and assigns the final grade.

- One credit hour is awarded for a minimum three clock hours (180 minutes) in a standard week of a 15-week semester, or for a minimum 45 clock hours (2,700 minutes) in a semester.

COOPERATIVE WORK EXPERIENCE is on- or off-campus paid employment. It augments formal classroom instruction. The experience is coordinated by a Kent State faculty member who visits the job site for a conference with the students and supervisor at least once during the semester, and assigns the course grade to the student after appropriate consultation with the supervisor/employer.

- One credit hour is awarded for a minimum 10 clock hours (600 minutes) in a standard week of a 15-week semester, or for a minimum 150 clock hours (9,000 minutes) in a semester.

STUDIO is a workplace for the teaching or practice of an art.

- For studio instruction that requires little or no out-of-class study, one credit hour is awarded for three nominal hours (2.5 clock hours or 150 minutes) in a standard week of a 15-week semester, or for 37.5 clock hours (2,250 minutes) in a semester.
- For studio instruction that is supplemented by out-of-class assignments that normally average one hour of out-of-class study to prepare for or follow-up the studio experience, one credit hour is awarded for two nominal hours (1 clock hour, 40 minutes or 100 minutes) in a standard week of a 15-week semester, or for 25 clock hours (1,500 minutes) in a semester.

CLERKSHIP applies only to the podiatric medical training program, during which students in third and fourth years of medical school are required to participate in clinical sciences and patient care. Clerkships expose students to all facets of podiatric medicine and surgery in the hospital, surgery center, professional office and other clinical settings. In addition to podiatric clerkships, students are required to complete clerkships in general medicine. Elective and international clerkships may also be available. The student clerk gains essential experience managing the care of patients and learning the roles and responsibilities a podiatric physician. They also witness first-hand the interaction with other health-care professionals. They are expected to observe and participate in patient care including the performance of basic podiatric and medical procedures under direct supervision. Students elicit patient histories, complete physical examinations, write progress notes, and assist in surgeries and medical procedures. Students are evaluated by the clerkship coordinator at each affiliated site. No stipend or pay is provided to the students.

- Four credit hours are awarded for a clerkship that typically comprises five mandatory months and one optional month of rotations, during which the work hours are that of a full-time job (i.e., 40 hours per week), generally similar to that of medical residents. Students may also be required to work on weekends and to be on call.

FLIGHT TRAINING comprises individualized practical flight instruction in aircraft and associated ground-based instruction in aircraft flight theory. Flight training is offered under the authority of an Air Agency Certificate issued by the Federal Aviation Administration (FAA) under 14 Code of Federal Regulations Part 141. Flight instruction is offered in the form of flight courses composed of instructional blocks made up of flight lessons that comply with standards of proficiency and competency stipulated in the FAA-approved Training Course Outline and Federal Aviation Regulations Parts 61 and 141.

- Three credit hours are awarded for a minimum 45 hours* of flight instruction in aircraft and 30 hours of ground-based flight theory instruction towards the Private Pilot Certificate in a standard 15-week semester.
- Two credit hours are awarded for a minimum 17 hours* of flight instruction in aircraft and 15 hours of ground-based flight theory instruction towards the Commercial Pilot Flight I, II, III, Instrument Rating, Flight Instructor Airplanes in a standard 15-week semester
- One credit hour is awarded for a minimum 14 hours* of flight instruction in aircraft and 10 hours of ground-based flight theory instruction towards the Multi-Engine Pilot Flight Rating, Advanced Multi-Engine Pilot Flight Rating and the Multi-Engine Flight Instructor Rating in a standard 15-week semester.

* In the context of flight training hours, flight time is measured in Hobbs time, which is an aeronautical equivalent of clock hours. As dictated by equipment related constraints, pilot health and weather conditions, the total actual flight time will exceed the stipulated minimum number of flight hours in aircraft and associated number of hours of ground-based flight theory instruction.

APPLIED MUSIC LESSON is one-on-one instruction in a performance medium with a separate group studio, during which students perform and are critiqued by the instructor and their peers, and practice outside the lesson and studio session. Course is two or four credits.

- Two credit hours are awarded for a 30-minute private lesson, a one-clock-hour group studio and an expectation of seven clock hours of outside practice in a standard week of a 15-week semester.
- Four credit hours are awarded for a one-clock-hour private lesson, a one-clock-hour group studio and an expectation of 14 clock hours of outside practice in a standard week of a 15-week semester.

DISTANCE LEARNING takes place when the instructor and students are separated by location and/or time, but are able to communicate through the use of technology such as videoconferencing and the Internet. The exchange between instructor and students may be synchronous or asynchronous and may be a hybrid delivery, whereby a specific percentage of in-class activities are required.

- Credit hours are determined as the equivalent amount of instruction and student effort leading to equivalent learning outcomes as required for the on-campus instructional delivery as defined above.

DISTANCE-LEARNING COURSES

Distance learning takes place when the instructor and student are separated by location and/or time but are able to communicate through the use of technology such as videoconferencing and the Internet. In Banner, distance-learning course sections are called Distributed Learning (DL).

Synchronous is direct communication, where all participants in the communication are present at the same time. Examples include a telephone conversation, a virtual classroom, online chat session and instant messaging.

Asynchronous communication allows participants to engage in the exchange of ideas or information without the dependency of other participants' involvement at the same time. Examples of this include e-mail (the receiver does not have to be logged on when the sender sends the message); discussion boards (allows conversations to evolve, and community to develop over a period of time); blogs; and text messaging over cell phones.

The delivery modes for DL course sections at Kent State are the following:

1. **PC-based conferencing (iLinc).** "PC-based" means that each student is sitting at a computer; "conferencing" means that the professor and the students talk to each other live ("synchronously"). It may be video and audio or solely audio. Classes are live and interactive, so class hours are much like a normal class; however, the students and instructor are not all in one place.
2. **Room-based video conferencing (Polycom, formerly VTEL)** is a traditional distance learning system where students see class materials, their instructor and fellow students on large television monitors in the front of the classroom; they speak to the instructor and fellow students from a microphone at their seat. Video conferencing allows classes to be delivered to/from any campus. Kent State currently delivers classes to/from all eight campuses and several off-campus sites.
3. **Web-based courses** are taught via the Internet, and courses can be either asynchronous or synchronous. Content is often in text form but also can be PowerPoint presentations, streaming video and audio and students may be required to come to campus for several class sessions. Communication tools include live chats, discussion groups and e-mail.

COURSE PREREQUISITES

The Ohio Board of Regents requires a minimum prerequisite of "graduate standing" for all master's degree level courses (50000 and 60000 levels) and "doctoral standing" for all doctorate level courses (70000 and 80000 levels). Kent State requires the statement of "none" for all undergraduate courses (10000 to 40000 levels) with no prerequisite.

FUNCTIONAL PREREQUISITES

Prerequisites must be tangible to be functional in Banner. Examples of intangible are listed below. Intangible prerequisites that are necessary to be informative (e.g.," students taking this course should be fluent in Russian") will be listed as the last sentence of the course description.

EXAMPLES OF INTANGIBLE PREREQUISITES NOT ACCEPTED BY BANNER

1. "First-year core requirements"
2. "High school algebra"
3. "6 credit hours of education courses"
4. "One law course"
5. "Language proficiency"
6. "Knowledge of computer programming"
7. "Successful completion of introductory course"
8. "Completion of major requirements"

TANGIBLE PREREQUISITES ACCEPTED BY BANNER

1. **Specific course(s) or a range of courses or credit hours** (e.g., ENG 21011, 6 credits of FIN courses, one PSYC course, three lower-division courses) that can be identified as a prerequisite (i.e., must be taken in a prior term), corequisite (i.e., must be taken in same term) or pre/corequisite (i.e., must be taken in either a prior or the same term)
2. **Test score** that is standard (e.g., ACT, ALEKS) or unique to a group of students (e.g., Honors, doctoral candidacy)
3. **Student level** (e.g., senior standing, graduate)
4. **College, department, campus or program** (e.g., major, concentration, minor)
5. **Cumulative grade point average** of the student; **WARNING!** this restriction does not work well in some instances; please contact Curriculum Services to discuss
6. **Special approval** (aka permission), which prohibits all students from registering unless they seek a permit override from the course's academic department

PREREQUISITE GROUPING ACCEPTED BY BANNER

1. Courses, test scores, student level, college, department, campus, program connected by "AND"
   a. Example: JMC 26007 and minimum 70 percent on Grammar Usage and Punctuation Test and major in JMC school and junior standing
2. Courses, test scores connected by "OR"
   a. Example: MATH 11010 or 11022; and MATH 12001 or COMPASS Algebra minimum score of 25

PREREQUISITE GROUPING NOT ACCEPTED BY BANNER

1. Courses/test scores, student level, college, department, campus, program connected by "OR"
   Example: ECON 22003 or Economics major or sophomore standing
2. Special approval connected with any other prerequisite by "OR"
   Example: Graduate standing or special approval
3. GPA connected with any other prerequisite by "OR"
   Example: 2.5 GPA or NURS 20000
4. Different set of prerequisites for different set of students. Example: TECH 14000 for COMT majors; TECH 16000 for MERT majors (however, TECH 14000 or TECH 16000 is allowable)

NOTES ON PREREQUISITES

1. With prerequisites, Banner includes the student's in-progress term. Example: a student taking Accounting I in fall semester registers for Accounting II—of which Accounting I is a prerequisite—for spring semester. Banner is programmed to include in-progress courses in its prerequisite checking and processes the registration. If the student withdraws, fails or receives a below-acceptable grade for Accounting I, Banner does not deregister the student from Accounting II. It is the responsibility of academic units to deregister students who do not meet prerequisites after registration.
2. All undergraduate course prerequisites will have a default minimum D grade, and all graduate course prerequisites will have a default minimum C grade unless requested otherwise.

SPECIAL COURSE FEES

There are several types of fees charged students. These include registration fees, miscellaneous fees and special course fees. Registration fees include instructional fees, the university general fee and an out-of-state tuition surcharge, if appropriate. Miscellaneous fees are often charged for "out-of-the-ordinary" services. These are services that benefit individual students directly but for which the benefits vary considerably from individual to individual. The amount of the fee is generally set to recover the additional costs related to the special service.

Special course fees have been set to defray some of the extraordinary expenses associated with certain courses. Income from these fees goes to the departments in which the courses are housed; it is used to purchase supplies and pay other costs associated with course instruction. In general, special course fees are discouraged. The fact that a course has extra expenses does not automatically imply that a special course fee may be charged. When permitted, the amount of the fee should not exceed the additional cost, nor should it be used as a basis for generating income to support other, more broad-based instructional needs.

OHIO ARTICULATION AND TRANSFER POLICY

The Ohio Articulation and Transfer policy was developed in 1990 to facilitate the transfer of students and credits from any state-assisted college or university to another. It encourages faculty recognition of comparable and compatible learning experiences and expectations across institutions. It also encourages students to complete "units" of educational experience as they progress (e.g., transfer assurance guides, transfer modules, associate and bachelor's degrees).

The policy generally preserves the college or university's practice of making admission decisions on the basis of academic standards, space availability, adherence to deadlines and payment of fees. However, it does specifically require that Ohio residents with a completed associate degree and a completed transfer module be admitted to all state-assisted institutions provided that their GPA is at least 2.0 for previous college-level courses. Further, these students shall have admission priority over out-of-state associate degree graduates and transfer students. Although admission to a given institution does not guarantee admission to all degree granting programs, majors, minors or fields of concentration, incoming transfer students shall be able to compete for admission to specific programs on the same basis as students native to the receiving institution.

The policy distinguishes between the acceptance of credit by the receiving institution and the application of credit to the student's chosen program. Transfer credits will be accepted by the receiving institution and posted to the student's record and transcript. Transfer students will receive transfer credit for all college-level courses they have passed. From among the credits which have been posted to the student's record and appear on the student's transcript, the receiving institution, within the provisions of this policy, will determine how credits will or will not, be applied toward degree requirements at the receiving institution.

Upper- or lower-division credit is awarded for transfer based upon the level of course to which it is equated at the receiving institution. A course completed at one institution and transferred to Kent State is applied to the student's degree audit in the same manner as its equivalent course at Kent State. If a lower-division course at the sending institution is transferred as equivalent to an upper-division course at Kent State, it will be counted as upper-division credit. Likewise, an upper-division course taken at the sending institution that is transferred as equivalent to a lower-division course at Kent State will be counted as lower-division credit.

Visit www.ohiohighered.org/transfer/policy for more information on the state policy.

TRANSFER ASSURANCE GUIDES (TAG)

Transfer Assurance Guides (TAG) are groups of foundational courses that represent a commonly accepted pathway to the bachelor's degree. Courses or course sequences identified as being a part of the TAG may be offered at any public higher education institution in Ohio and are guaranteed to transfer and apply toward the major. For more information and a list of TAG-approved courses, visit www.ohiohighered.org/transfer/tag.

OHIO TRANSFER MODULE (OTM)

The Ohio Transfer Module (OTM) is a set or subset of the general education requirements of a college. The OTM consists of 36-40 credit hours of specific course credits in composition, mathematics, arts and humanities, social and behavioral sciences, natural or physical sciences and interdisciplinary coursework. The OTM was developed to assist movement of students from one Ohio public college or university to another and to avoid duplication of course requirements for transfer students.

Students who successfully complete the OTM at one college will have met the OTM requirements of the institution to which they transfer. Students may be required to meet additional general education requirements that are not included in the OTM, as long as those requirements are identical to those of native students. For more information and a list of OTM-approved courses, visit www.ohiohighered.org/transfer/transfermodule.

CAREER TECHNICAL ASSURANCE GUIDES (CTAG)

Career-Technical Assurance Guides (CTAG) allow students who successfully complete a specified technical program at a high school or career center to transfer agreed-upon courses (that adhere to recognized industry standards) to Ohio public colleges and universities and have them applied toward an academic program. For more information and a list of CTAG-approved courses, visit www.ohiohighered.org/transfer/ct2.

ADVANCED PLACEMENT (AP)

Beginning in 2009, students in Ohio who take a College Board Advanced Placement (AP) examination and earn a minimum 3 score are guaranteed college credit, usually towards their general education (Kent Core) curriculum, at Kent State. For more information and a list of credit awarded at each of Ohio's public colleges and university, visit www.ohiohighered.org/transfer/advancedplacement.

HOLD POLICY FOR COURSES NOT TAUGHT

It is important that Kent State's *University Catalog* reflect actual curricula being taught. For that reason, the Office of Curriculum Services will automatically place a hold on all courses that have not been taught for five or more consecutive years (10 years for courses offered in alternate years). These courses will be removed from the catalog, but will not be inactivated; their status in the Banner course inventory will change from "active" to "hold." The Office of Curriculum Services will notify each dean and chair/director of courses placed on hold. Alternatively, academic units may request formal inactivation of the courses. All requests for inactivation will follow the usual curricular approval procedures.

The Hold Policy does not apply to courses designated as special topics, internship, practicum, field experience, individual investigation, research

While a course is on hold, it may be offered to students. Academic units will notify the Office of Curriculum Services their desire to offer a course on hold so its status can be changed to active in Banner. If the offering is successful (i.e., the course is taught), the course will be reinstated in the appropriate catalog and its status remain active in Banner. If the course is not taught, it will be put back on hold.

Courses that are on hold for three years (six years for courses offered in alternate years) will be automatically inactivated. The dean and chair/director will be notified in advance of such action.

LARGE-SCALE COURSE CHANGES

If there are numerous and consistent changes needed throughout a program, such as a change in course subject (e.g., 20 BUS courses change course subject to ENTR) or an overall change in prerequisites (e.g., all JMC courses now have a minimum 2.5 overall GPA as part of prerequisite), contact the Office of Curriculum Services for assistance. In some cases, it may be possible to minimize the time and paperwork in processing each aspect individually.

PROCEDURE FOR PROCESSING COURSE PROPOSALS

1. Complete and submit the Course Catalog Update workflow. The department chair, school director or campus dean must login to FlashLine to review and approve the workflow to move it to the next level. The chair, director or dean (or designee) is responsible for disseminating the proposal to the curriculum review body at that level.
2. After department/school/campus approval, the workflow is forwarded to the college level for review and approval. The appropriate assistant/associate dean must login to FlashLine to move it to the next level. The assistant/associate dean is responsible for disseminating the proposal to the curriculum review body at that level.
3. If course has or requests Kent Core, diversity, experiential learning and/or writing-intensive status, the workflow is also forwarded to the University Requirements Curriculum Committee (URCC) for review and approval. Accompanying required paperwork must be sent separately (i.e., paper documents, not through the workflow) to the URCC. See Section V for paperwork.
4. If course is Regional Campuses only, the workflow is also forwarded to the dean of Regional Campuses for review and approval.
5. After college approval, the workflow is forwarded to the Office of Curriculum Services. Curriculum Services staff reviews and completes proposal and assigns appropriate state subsidy codes.
6. Course proposals appear as lesser action items on the agenda for the Educational Policies Council's (EPC) monthly meeting. They are not formally acted upon at an EPC meeting unless a member brings an issue to the floor. Once the meeting is adjourned, all course establishments, revisions and inactivations are considered approved. The EPC agenda is available online one week before the meeting date: www.kent.edu/provost/curriculum/epc
7. Courses that request Kent Core, diversity, experiential learning and/or writing-intensive status also appear as lesser action items on an EPC agenda.
8. The Curriculum Services staff updates Banner's course inventory within one week of the EPC meeting (see timeline on page 49 for effective dates) and makes changes to the subsequent *University Catalog*.
9. If course proposal affects Kent State's Ohio Transfer Module (OTM) or Transfer Assurance Guides (TAG or CTAG), the Curriculum Services staff updates Ohio Board of Regents.
10. Course changes are documented fully in the annual *Curricular Bulletin*, published after the final EPC and Faculty Senate meetings of the academic year. Current and previous bulletins are available online: www.kent.edu/provost/curriculum/cb.

ADVICE FOR SUCCESSFUL COMPLETION OF COURSE PROPOSALS

- **Programs affected** by revisions to course prerequisite and credit hours need to be considered. Please confirm that prerequisites for courses required in a program are included in the total program hours, and that credit-hour revisions do not change total program hours for graduation. Notify other academic units who use the revised course as a requirement or elective.
- **Prerequisites** must be tangible to be functional in Banner. More information on course prerequisites can be found on page 45.
- **Duplication** issues must be documented in the proposal. Communicate with appropriate academic units, including Regional Campuses, when establishing or revising a course that may be similar to an established course or overlap disciplines.
- **Equivalency** of original course and its revision should be considered. If the revised course is not equivalent to the original course (i.e., a student who took the original course could not repeat it as revised;), it is not considered a revision, and two proposals should be submitted: one to inactivate the original course, and one to establish a new course. Equivalency between courses is a powerful function in Banner and affects students' degree progress, GPA, hours toward graduation and federal financial eligibility. More information on equivalent courses can be found on page 37.
- **Course numbers** that end in 91 to 99 are reserved for specific course types (e.g., special topics, seminars, internships, etc.). If a course is revised to the point where the revised course is not considered equivalent to the current course (see above for the 70 percent rule), the course number must be changed. Course numbers that have been inactivated may not be reassigned, ever. Contact the Office of Curriculum Services to find available course numbers under your course subject.
- **Cross-listed and slashed courses** must be identical with the exception of different course subjects (e.g., ASL/SPED) for cross-listed and different levels and prerequisites for slashed. Separate proposals must be submitted for each cross-listed or slashed course. More information on cross-listed and slashed courses can be found on page 36.
- **Special course fee** additions, revisions and eliminations are submitted separately (see Section V for form). Deadline for submissions is typically the first week of February for the change to be effective that fall semester. More information on special course fees can be found on page 46.

DEADLINES AND EFFECTIVE DATES FOR COURSE PROPOSALS

The course deadlines are determined by the last EPC meeting before publication of the *Schedule of Classes*. (The *Schedule of Classes* is published in February for fall term and September for spring term). If the dates for publication change, these deadlines will change accordingly.

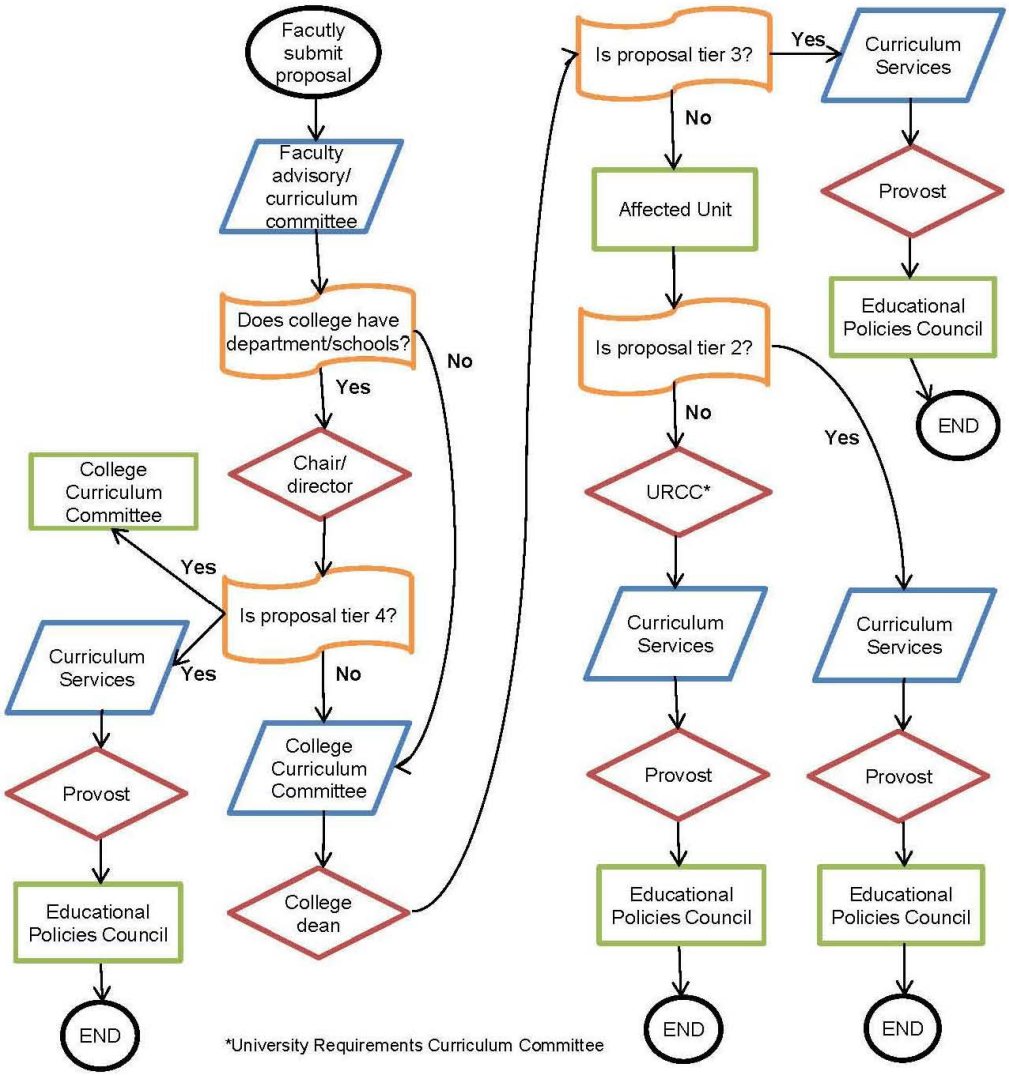
Deadline[1]	**Effective**	
January EPC	Fall	(e.g., January 2012 for fall 2012)
August EPC	Spring[2]	(e.g., August 2013 for spring 2013)

1. **Course sections must be deleted and rebuilt if** the proposal contains revision of course subject and/or number. To avoid this work, colleges should submit these changes to the EPC before the sections are built (October EPC for fall term; March EPC for spring term).
2. **Proposals that cannot be considered effective for spring term** are for courses required in a program that request the following:
   - Inactivation
   - Revision of subject
   - Revision of number
   - Revision of prerequisite that impinges upon program requirements (e.g., adding a prerequisite course that is not in the program requirements)
   - Revision of title
   - Revision of credit hours

See EPC Meeting Dates for 2012-2013 in this document, or visit the EPC website at www.kent.edu/provost/curriculum/epc for submission deadlines for each EPC meeting.

APPROVAL FLOWCHART FOR A COURSE

See Section V for curricular forms and documentation to establish, revise or inactivate.



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)

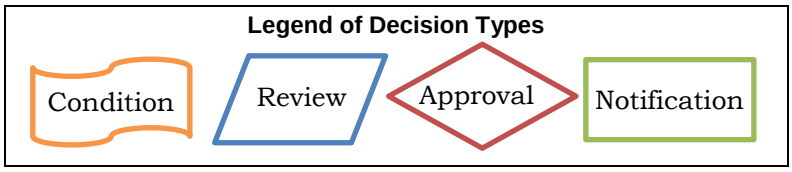
- Changes in course credit hours
- Changes in course numbers affecting the level of courses
- Inactivation of courses affecting other degree programs or general curricular requirements within the college
- New courses (please note that a substantial revision to content in an existing course that affects description and title, among other things, constitutes a new course)

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 than parent 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 (University Requirements Curriculum Committee final approver)

- Establishment, revision, inactivation of courses designated university academic requirement (e.g., Kent Core, diversity, writing-intensive, experiential learning, freshmen orientation)



ACTIVE COURSE SUBJECTS

The college administrating the courses is listed after the description in parenthesis.

Legend: AE=Architecture and Environmental Design; AS=Arts and Sciences; AT=Applied Engineering, Sustainability and Technology; BU=Business Administration; CA=Arts; CI=Communication and Information; DS=Digital Sciences; EH=Education, Health and Human Services; HC=Honors; NU=Nursing; PH=Public Health; PM=Podiatric Medicine; RC=Research and Graduate Studies; RE=Regional; VA=Provost and Academic Affairs

ACCT Accounting *(BU)*
ACTT Accounting Technology *(RE)*
ADED Adolescent/Adult Education *(EH)*
AED Architecture and Environmental Design *(AE)*
AERN Aeronautics *(AT)*
AMRT Aviation Maintenance Technology *(RE)*
AMST American Studies *(AS)*
ANTH Anthropology *(AS)*
ARAB Arabic *(AS)*
ARCH Architecture *(AE)*
ARCS Architectural Studies *(AE)*
ART Art *(CA)*
ARTC Art Crafts *(CA)*
ARTE Art Education *(CA)*
ARTF Art Fine Arts *(CA)*
ARTH Art History *(CA)*
AS Arts and Sciences *(AS)*
ASL American Sign Language *(AS)*
ASTU Aerospace Studies *(VA)*
ATTR Athletic Training *(EH)*
BAD Business Administration *(BU)*
BMRT Business Management and Related Technologies *(RE)*
BMS Biomedical Sciences *(AS)*
BSC Basic Sciences *(PM)*
BSCI Biological Sciences *(AS)*
BST Biostatistics *(PH)*
BTEC Biotechnology *(AS)*
BUS Business Administration Interdisciplinary *(BU)*
CA College of the Arts *(CA)*
CACM Applied Conflict Management *(AS)*
CADT Computer Design and Animation Engineering Technology *(RE)*
CCI Communication and Information *(CI)*
CDAG Computer Design, Animation and Game Design *(RE)*
CHDS Counseling and Human Development Services *(EH)*
CHEM Chemistry *(AS)*
CHIN Chinese *(AS)*
CI Curriculum and Instruction *(EH)*
CLAS Classics *(AS)*
CLI Clinical Education *(PM)*
CLS Clinical Laboratory Sciences *(AS)*
CMD Community Medicine *(PM)*
CMGT Construction Management *(AT)*
COMM Communication Studies *(CI)*
COMT Computer Technology *(RE)*
CPHY Chemical Physics *(AS)*
CS Computer Science *(AS)*
CTTE Career-Technical Teacher Education *(EH)*
CULT Cultural Foundations *(EH)*
DAN Dance *(CA)*
DSCI Digital Sciences *(DS)*
ECED Early Childhood Education *(EH)*
ECET Early Childhood Education Technology *(RE)*
ECON Economics *(BU)*
EDAD Educational Administration *(EH)*
EDUC Education *(EH)*
EERT Electrical/Electronic and Related Engineering Technologies *(RE)*
EHS Environmental Health Sciences *(PH)*
EIRT Engineering of Information Technology *(RE)*
ELS Exercise, Leisure and Sport *(EH)*
EMBA Executive Master of Business Administration *(BU)*
ENG English *(AS)*
ENTR Entrepreneurship *(BU)*
EPI Epidemiology *(PH)*
EPSY Educational Psychology *(EH)*
EVAL Evaluation and Measurement *(EH)*
EVHS Environmental Health and Safety *(RE)*
EXPH Exercise Physiology *(EH)*
EXSC Exercise Science *(EH)*
FDM Fashion Design and Merchandising *(CA)*
FESA Fire and Emergency Service Administration *(RE)*
FIN Finance *(BU)*
FR French *(AS)*
GAE Green and Alternate Energy *(RE)*
GCOL Graduate College *(RG)*
GEOG Geography *(AS)*
GEOL Geology *(AS)*
GER German *(AS)*
GERO Gerontology *(EH)*
GMD General Medicine *(PM)*
GRE Greek *(AS)*
HDFS Human Development and Family Studies *(EH)*
HEBR Hebrew *(AS)*
HED Health Education *(EH)*
HIED Higher Education *(EH)*
HIST History *(AS)*

ACTIVE COURSE SUBJECTS *continued*

HM Hospitality Management *(EH)*
HONR Honors *(HC)*
HORT Horticulture *(AS)*
HPM Health Policy and Management *(PH)*
HRTG Heritage Languages *(AS)*
HST Human Services Technology *(RE)*
IAKM Information Architecture and Knowledge Management *(CI)*
ID Interior Design *(AE)*
IERT Industrial Engineering and Related Technologies *(RE)*
IHS Integrated Health Studies *(EH)*
ILS Integrated Life Sciences *(AS)*
INS Insurance Studies *(RE)*
ITAL Italian *(AS)*
ITAP Information Technology for Administrative Professionals *(RE)*
ITEC Instructional Technology *(EH)*
JAPN Japanese *(AS)*
JMC Journalism and Mass Communication *(CI)*
JUS Justice Studies *(AS)*
KBA Kent Blossom Art *(CA)*
KBM Kent Blossom Music *(CA)*
KBT Kent Blossom Theatre *(CA)*
LAT Latin *(AS)*
LEGT Legal Assisting Technology *(RE)*
LIB University Libraries *(VA)*
LIS Library and Information Science *(CI)*
MATH Mathematics *(AS)*
MCED Middle Childhood Education *(EH)*
MCLS Modern and Classical Language Studies *(AS)*
MERT Mechanical Engineering and Related Technologies *(RE)*
MFGT Manufacturing Engineering Technology *(RE)*
MIS Management and Information Systems *(BU)*
MKTG Marketing *(BU)*
MMTG Managerial Marketing *(BU)*
MSCI Military Science *(VA)*
MUS Music *(CA)*
NRST Nursing Technology *(RE)*
NSE National Student Exchange
NURS Nursing *(NU)*NUTR Nutrition *(EH)*
OCAT Occupational Therapy Assistant Technology *(RE)*
OIA Office of International Affairs *(VA)*
ORT Podiatric Biomedicine/Orthopedics *(PM)*
PADM Public Administration *(AS)*
PAS Pan-African Studies *(AS)*
PEB Physical Education–Basic *(EH)*
PEP Physical Education–Professional *(EH)*
PH Public Health *(PH)*
PHIL Philosophy *(AS)*
PHY Physics *(AS)*
PLCT Plastics Technology *(RE)*
PLST Paralegal Studies *(AS)*
PMD Podiatric Medicine *(PM)*
POL Political Science *(AS)*
PORT Portuguese *(AS)*
PSYC Psychology *(AS)*
PTST Physical Therapist Assistant Technology *(RE)*
RADT Radiologic Technology *(RE)*
RERT Real Estate and Related Technologies *(RE)*
RHAB Rehabilitation Counseling and Training *(EH)*
RIS Radiologic and Imaging Sciences *(RE)*
RPTM Recreation, Park and Tourism Management *(EH)*
RTT Respiratory Therapy Technology *(RE)*
RUSS Russian *(AS)*
SBS Social and Behavioral Sciences *(PH)*
SEED Secondary Education *(EH)*
SOC Sociology *(AS)*
SPA Speech Pathology and Audiology *(EH)*
SPAD Sport Administration *(EH)*
SPAN Spanish *(AS)*
SPED Special Education *(EH)*
SPSY School Psychology *(EH)*
SRM Sport and Recreation Management *(EH)*
SUR Podiatric Surgery *(PM)*
SVCD Summer Visual Communication Design *(CA)*
TAS Technical and Applied Studies *(RE)*
TECH Technology *(AT)*
THEA Theatre *(CA)*
TRST Translation Studies *(AS)*
UD Urban Design
US Undergraduate Studies *(US)*
VCD Visual Communication Design *(CI)*
VIN Viticulture and Enology *(RE)*
VTEC Veterinary Technology *(RE)*
WMST Women's Studies *(AS)*

❖ V. CURRICULAR FORMS AND DOCUMENTATION ❖

ARCHIVED FORMS (APPLICATIONXTENDER)

All proposals received by the Office of Curriculum Services and approved by the appropriate bodies are archived in ApplicationXtender (diprod01.uis.kent.edu/appxtender/login.aspx), a document-imaging software. Users are encouraged to read the manual when accessing the application for the first time (www.kent.edu/provost/curriculum/archives/upload/AppXtender_user_manual.pdf). ApplicationXtender is password protected; please contact Jennifer Sandoval to receive access.

FORM DEFINITIONS

CERTIFICATION OF CURRICULUM PROPOSAL (CCP) is to be used as a sign-off sheet to indicate all levels of approval of a desired curricular action. A separate CCP form is required for each item. For instance, revisions to three majors within one unit requires three CCP forms. However, if there are revisions to three concentrations within one major, only one CCP form (for the major) should be submitted. If a program change also includes one or more course changes, then submit one CCP form for the entire program and a Course Catalog Update workflow for each course.

COURSE CATALOG UPDATE (CCU) replaces the Basic Data Sheet and is an electronic workflow (found in FlashLine) used to indicate essential information about a course that is to be established, revised or inactivated.

PROGRAM ROADMAP is a semester-by-semester plan of courses and other requirements in an associate or bachelor's degree program to ensure a timely graduation. Program roadmaps are displayed in the *University Catalog* (www.kent.edu/catalog) and on the GPS website (www.kent.edu/gps). A roadmap should accompany a proposal to establish or revise a program. Concentrations within a major have their own roadmap.

RECOMMENDATION TO CHANGE SPECIAL COURSE FEES FORM is to be used to submit new, revised or eliminated special course fees. See Section IV for more information. This form must be submitted to Timothy Martin, associate vice president of academic budget and resource management, by the first week of February to be effective for the fall semester of that year. The Board of Trustees is the final authority in approving fee changes.

KENT CORE COURSE PROPOSAL QUESTIONNAIRE and **KENT CORE LEARNING OUTCOMES ASSESSMENT PLAN** are to be used to request Kent Core status for a specific course. Please review the Kent Core Policy Statement before submitting the questionnaire to the University Requirements Curriculum Committee. A Course Catalog Update workflow must be submitted separately.

DIVERSITY COURSE PROPOSAL QUESTIONNAIRE is to be used to request diversity status for a specific course. Please review the Diversity Requirement Objectives, Criteria and Guidelines before submitting the questionnaire to the University Requirements Curriculum Committee. A Course Catalog Update workflow must be submitted separately.

WRITING-INTENSIVE COURSE (WIC) INFORMATION FORM is to be used to request writing-intensive status for a specific course. Please review the Guidelines for Writing-Intensive Course (WIC) Proposals before submitting the questionnaire to the University Requirements Curriculum Committee. A Course Catalog Update workflow must be submitted separately.

EXPERIENTIAL LEARNING COURSE-BASED COVER SHEET AND FORM are to be used to request a course to be designated for the experiential learning requirement. The **EXPERIENTIAL LEARNING SECTION PROPOSAL COVER SHEET AND FORM** are to be used to request the same designation, but for a particular section of a course. Please review the Experiential Learning Requirement Policy Statement and Guidelines before submitting the forms to the University Requirements Curriculum Committee. A Course Catalog Update workflow does not need to be submitted unless the course is new or other revisions are made to the course.

CERTIFICATION OF CURRICULUM PROPOSAL (ACADEMIC ORGANIZATIONAL STRUCTURE)

Available online: www.kent.edu/provost/curriculum/forms

Preparation Date: *date you completed the form*
Curriculum Bulletin: *curriculum services completes after EPC approval*
Effective Date: *date when proposal becomes effective*
Approved by EPC: *curriculum services completes after EPC approval*

Department: *write out full name of academic unit*

College: *select from drop-down box*

Proposal: *select from drop-down box; examples: establish department, revise center, inactivate institute*

Proposal Name: *brief statement of action*

Description of proposal:
be succinct and clear

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

Units consulted (other departments, programs or campuses affected by this proposal):
list all units and include correspondence with the proposal

REQUIRED ENDORSEMENTS

must be signed before being submitted to college dean's office
_____ ____/____/____
Department Chair / School Director

required if proposal affects a regional campus
_____ ____/____/____
Campus Dean (for Regional Campuses proposals)

must be signed before being submitted to Office of Curriculum Services
_____ ____/____/____
College Dean (or designee)

required if proposal affects graduate level
_____ ____/____/____
Dean of Graduate Studies (for graduate proposals)

signed after EPC approved
_____ ____/____/____
Provost and Senior Vice President for Academic Affairs (or designee)

DOCUMENTATION TO ESTABLISH, REVISE OR INACTIVATE AN ACADEMIC COLLEGE, SCHOOL, DEPARTMENT, DIVISION, CENTER OR INSTITUTE

Available online: www.kent.edu/provost/curriculum/forms

1. **Certification of Curriculum Proposal (CCP)**: see Section V
2. **Proposal summary:** All requests for establishing or revising academic administrative structures must be supported with a proposal that addresses:

   The following information is taken directly from 3342-2-03 university policy regarding the establishment or revision of academic administrative structures [www.kent.edu/policyreg/policydetails.cfm?customel_datapageid_1976529=2037659].

   a. The quality of the faculty, students, and programs.
   b. Centrality and coherence to the mission and strategic directions of the university and other academic units.
   c. Comparative advantage versus other structures.
   d. What makes the unit particularly appropriate for Kent State University.
   e. Demand for the unit and for the graduates of the unit.
   f. Duplication and interrelatedness of the unit's program(s) within the university, state, and region.
   g. Efficiency and effectiveness of the unit in leveraging existing resources and expanding new resources.
   h. Administrative reporting structure.
   i. Space and capital budget needs.
   j. A proposed operating budget with any one-time resource needs.
   k. Evaluation procedures including academic assessment procedures.
   l. A timetable for proposal implementation.
3. **Memos concerning impact, duplication or support**, if applicable, that affects academic units and/or campuses' resources (staffing, facilities, library, finances, student services)
4. **Evidence external to unit in support** of establishment, revision or inactivation (if appropriate)

CERTIFICATION OF CURRICULUM PROPOSAL (ACADEMIC POLICY)

Available online: www.kent.edu/provost/curriculum/forms.

Preparation Date: *date you completed the form*
Curriculum Bulletin: *curriculum services completes after EPC approval*
Effective Date: *date when proposal becomes effective*
Approved by EPC: *curriculum services completes after EPC approval*

Department: *write out full name of academic unit*

College: *select from drop-down box*

Proposal: *select from drop-down box; examples: establish policy, revise policy, inactivate policy*

Proposal Name: *brief statement of action*

Description of proposal:
be succinct and clear

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

Units consulted (other departments, programs or campuses affected by this proposal):
list all units and include correspondence with the proposal

REQUIRED ENDORSEMENTS

must be signed before being submitted to college dean's office
_____ ____/____/____
Department Chair / School Director

required if proposal affects a regional campus
_____ ____/____/____
Campus Dean (for Regional Campuses proposals)

must be signed before being submitted to Office of Curriculum Services
_____ ____/____/____
College Dean (or designee)

required if proposal affects graduate level
_____ ____/____/____
Dean of Graduate Studies (for graduate proposals)

signed after EPC approved
_____ ____/____/____
Provost and Senior Vice President for Academic Affairs (or designee)

DOCUMENTATION TO ESTABLISH, REVISE OR INACTIVATE AN ACADEMIC POLICY

Available online: www.kent.edu/provost/curriculum/forms

Policy recommendations may be initiated by the board, the president, an administrative officer, any committee or council, Faculty Senate and its committees or individual members of the university community (students, faculty, staff). The board is the final authority in resolving conflicts or disputes in the interpretation of university policies.

7. **Certification of Curriculum Proposal (CCP)**: see Section V
8. **Proposal summary**
   a. Title: title of proposal should be succinct and clear
   b. Subject Specification: one sentence that states the intent of the proposal
   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:
      i. Description of action, including its intended effect
      ii. Conformity of action with mission of sponsoring unit
      iii. Rationale for action
      iv. Effect on current programs, offerings, students, staff
      v. Scope of action
      vi. Fiscal and staffing impact of action
      vii. Evidence of need and sustainability if establishing
      viii. Provision for phase-out if inactivating
   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 and the rationale that supports that choice
   f. Timetable and Actions Required: a chronology of actions required to approve the proposal with an anticipated implementation date for each action
9. **Memos concerning impact** of new, revised or inactivated policy (duplication, encroachment, support regarding impact on department, college and regional campuses' resources, [staffing, space, library, finances, student progress])
10. **Evidence external to unit in support** of policy establishment, revision or inactivation (if appropriate)

CERTIFICATION OF CURRICULUM PROPOSAL (ACADEMIC PROGRAMS)

Available online: www.kent.edu/provost/curriculum/forms

Preparation Date: *date you completed the form*
Curriculum Bulletin: *curriculum services completes after EPC approval*
Effective Date: *date when proposal becomes effective*
Approved by EPC: *curriculum services completes after EPC approval*

Department: *write out full name of academic unit*

College: *select from drop-down box*

Degree: *select from drop-down box; examples: Bachelor of Science, Master of Arts*

Program Name*: write out full name* Program Code: *Banner code*

Concentration(s): *complete if proposal includes concentration*

Concentration(s) Code(s): *Banner code*

Proposal: *select from drop-down box; examples: establish articulation/consortia agreement, revise program, offer program fully online*

Description of proposal: *be succinct and clear*

Does proposed revision change program's total credit hours? ❑ Yes ❑ No
If yes, ___ current total credit hours ___ proposed total credit hours

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

Units consulted (other departments, programs or campuses affected by this proposal):
list all units and include correspondence with the proposal

REQUIRED ENDORSEMENTS

must be signed before being submitted to college dean's office
_____ ____/____/____
Department Chair / School Director

required if proposal affects a regional campus
_____ ____/____/____
Campus Dean (for Regional Campuses proposals)

must be signed before being submitted to Office of Curriculum Services
_____ ____/____/____
College Dean (or designee)

required if proposal affects graduate level
_____ ____/____/____
Dean of Graduate Studies (for graduate proposals)

signed after EPC approved
_____ ____/____/____
Provost and Senior Vice President for Academic Affairs (or designee)

DOCUMENTATION TO ESTABLISH A MINOR OR REVISE OR INACTIVATE A DEGREE, MAJOR, CONCENTRATION, CERTIFICATE OR MINOR

Available online: www.kent.edu/provost/curriculum/forms

1. **Certification of Curriculum Proposal (CCP)**: see page 59
2. **Proposal summary** must include the following:
   a. Description of action, including its intended effect.
   b. Impact on other programs, course offerings, students, faculty staff (e.g., duplication issues).
   c. Fiscal, enrollment, facilities and staffing considerations.
   d. Evidence of need and sustainability if establishing.
   e. Provisions of phase-out if inactivating. Include the following:
      i Plans to notify current students, and assist them in completing the program.
      ii Loss of faculty or staff positions (if any) and when they were informed.
      iii Communication of inactivation with advisor, admissions and financial aid offices.
   f. Units consulted (other departments, programs or campuses affected by this proposal).
3. **Memos concerning duplication, impact, support**, if applicable, that affect department, college, regional campuses' resources, (staffing, facilities, library, finances, student services).
4. **Catalog copy**, including program description and admission, course and graduation requirements.
5. **Semester-by-semester roadmap** (not required for minors, certificates and graduate majors).
6. **Keywords** to identify the program for people using the GPS website (www.kent.edu/gps).
7. **Assessment Plan** for substantial revisions of a major. Substantial revisions alter the faculty, space and/or resource requirements of the academic unit/campus. Include an implementation timeline for the assessment plan. An annual update, including assessment results and intended changes based on the results, is due to the Associate Provost Stephane Booth improvement by July 1.
   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).

DOCUMENTATION TO ESTABLISH A CERTIFICATE

Available online: www.kent.edu/provost/curriculum/forms

1. **Certification of Curriculum Proposal (CCP)**: see page 59
2. **U.S. Department of Education Notice of Intent to Offer:**
   a. Program name(s) and program CIP code(s) *check with Therese Tillett if CIP code is unknown.*
   b. Narrative description of how the institution determined the need for the program.
   c. Narrative description of how the program was designed to meet local market needs, or for an online program, regional or national market needs.
   d. 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.
   e. 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).
   f. Date of the first day of class. Include both
      i. First day the program was or will be offered by the institution; and
      ii. Day you would like to begin disbursing Title IV funds to students enrolled in the program.

3. **New program needs analysis and faculty credentials.** All Kent State academic units are required to provide evidence of the need for a proposed academic program. Generic statements that imply the "need" for the program are not sufficient. Proposals should include data-driven market research that addresses a student demand that will increase enrollment, potential for employment upon graduation, competitive advantage for the university, reasonable non-duplication with other programs and appropriate multi-year financial analyses.
   a. Establish a need for the proposed program. Address the need and rationale for the establishment of the program. The description should include an assessment of workforce demand as well as occupational titles and employment opportunities. Appropriate needs assessment document must include data obtained from the State of Ohio Labor Market Statistics and/or the U.S. Department of Labor Bureau of Labor Statistics and surveys of local/regional employers. Survey documentation should include:
      i. The survey instrument
      ii. Target population
      iii. Description of sample
      iv. Number and name of businesses involved in the sample
      v. Employment opportunities by job titles including number of job openings (due to growth) and salary for these employees

      <u>Other evidence may include, but is not limited to:</u>
      - Letters of support from businesses, schools and other organizations that commit to multi-year partnerships for education and training. The commitment may include financial support, "guaranteed" enrollments and other relevant proof of interest;
      - Local, state and national demographic information demonstrating trends linked to education;
      - Pilot courses or certificate programs with a multi-year history of success, tied to metrics demonstrating the need and opportunity for a full degree;
      - Partnerships with other colleges and universities to leverage the strengths of each and serve multiple locations in the state;
      - Longitudinal data demonstrating the need for a higher level degree (i.e., a proven associate's leading to a bachelor's degree);
      - Establishment of an endowed chair, addition of nationally recognized faculty or other parallel staffing that indicates a competitive "attraction" to the proposed program;
      - Reengineering of an existing program to meet changing market needs based on workforce shifts, licensure or certification changes from external organizations, or alignment with specialized accrediting agencies or organizations; and/or
      - Pilot programs or certificates offered in a limited time period to "test the waters" of the market, with limited or no financial loss to the institution.
   b. Projected student and graduate data. Provide an explanation of potential and identified sources of students for the program. Documentation should demonstrate sufficient student interest to support the program and may include surveys of current students and related program majors, secondary students, as well as employees seeking advanced training. The data should include projected student enrollment and a projection of the number of graduates for the first five years of the program. Present projected enrollments in a table showing how many students will attend full-time and how many part-time. For master's degree proposals, the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one. For bachelor's and master's degree programs, list the professional uses of the proposed degree programs.
   c. Communication with business and industry. Surveys/focus groups (with a valid number of responses/participants) should be conducted with local businesses, advisory/planning committees and other workforce training sources. Provide a list of potential employers, locally, state-wide and regionally, appropriate.
   d. Faculty credentials and capacity.

Faculty Credentials. The following expectations apply to all full-time and part-time instructors, including graduate teaching assistants:

- Faculty members hold a degree from a regionally or nationally accredited institution recognized by the U.S. Department of Education or the Council for Higher Education Accreditation or equivalent as verified by a member of the National Association of Credential Evaluation Services Inc.
- Faculty members hold a terminal degree or a degree at least one level above the degree level in which they are teaching.
  - At least a bachelor's degree if teaching in an associate degree program.
  - At least a master's degree if teaching in a bachelor's degree program.
  - A terminal degree if teaching in a graduate program.
- Faculty members teaching general education courses hold a master's degree or higher in the discipline.
- In addition to meeting degree level requirements, faculty members teaching technically- or practice-oriented courses demonstrate evidence of practical experience in the field and applicable licenses and/or certifications.
- For programs involving clinical faculty (e.g., student teaching supervisors, clinical practicum supervisors), the credentials and involvement of clinical faculty are described and meet applicable professional standards for the delivery of the educational experiences.
- Where professional accreditation standards for faculty members exceed the Chancellor's standards, faculty members are expected to meet the professional accreditation standards.
- Faculty members show evidence of professional development in the discipline.
- Faculty members who received their degrees from the institution do not constitute the majority of the program's faculty.

Faculty Capacity:

- Faculty resources are sufficient to meet the teaching, scholarship, service and advising needs of the program and the expectations of the institution.
- Each degree program is led by a full-time faculty member.
- Full-time faculty members are involved at each location where more than 50 percent of an academic program can be completed (e.g., main campus, regional campus, additional locations)
- Individuals who are full-time employees of the institution teach a minimum of 60 percent of the degree program curriculum. Portions of the degree program that are taught by individuals who are not employees of the institution (e.g., internships, clinical practicum experiences, field experiences and student teaching) are not included in the calculations for this standard.
- At least one full-time faculty member is required for every 30 full-time equivalent students in an undergraduate degree program.
- Faculty members reflect the racial, ethnic and gender diversity of the community and the student body.
- Students interact with several faculty members within the degree program to encourage exposure to a diversity of experiences and perspectives.

4. **Catalog copy and course requirement sheet.**
5. **Keywords** to identify the program for people using the GPS website (www.kent.edu/gps).

DOCUMENTATION TO TEMPORARY SUSPEND ADMISSIONS INTO AN ACADEMIC PROGRAM

Available online: www.kent.edu/provost/curriculum/forms

1. **Certification of Curriculum Proposal (CCP)**: see page 59
2. **Proposal summary** must include the following:
   a. Explanation of why the temporary program suspension is being proposed.
   b. 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.
   c. Effect on current students enrolled in the program, faculty, staff and active courses.
   d. 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.
   e. Term and year when it is anticipated that it will end; no temporary suspension may exceed three years.

DOCUMENTATION TO ESTABLISH, REVISE OR INACTIVATE A CONSORTIA OR ARTICULATION AGREEMENT WITH ANOTHER INSTITUTION(S)

1. **Certification of Curriculum Proposal (CCP)**: see page 59
2. **Legal agreement and course articulation**: contact Kent State's articulation officer to discuss the process and paperwork involved.

DOCUMENTATION TO OFFER FULLY ONLINE* AN EXISTING DEGREE PROGRAM

Available online: www.kent.edu/provost/curriculum/forms
* 80 percent or more offered online or through another distance learning delivery

1. **Certification of Curriculum Proposal (CCP)**: see page 59
2. **Ohio Board of Regents' Change Request Form**:
   a. Proposed start date.
   b. Date that the request received final approval from the appropriate institutional committee.
   c. Does the program lead to educator license or endorsement? *If yes, contact Therese Tillett (undergraduate) or Mary Ann Stephens (graduate) as other questions may be added.*
   d. Institutional support:
      i Describe the learning management system (LMS) that the institution will be using for its online or blended/hybrid course offerings.
      ii Describe the institution's options and processes for students and faculty in need of ADA accommodations for online teaching and learning.
      iii Describe the technical and help desk support services available to students and faculty (hardware and software systems).
      iv Explain the institution's policies and procedures related to ensuring the integrity of student work in online programs (e.g., for establishing student identity, for controlling the conditions of examinations, etc.).
      v Indicate whether the institution has entered into a collaborative agreement with a third party provider to provide content/curriculum or resources/services to support the delivery of the program. If so, indicate the parties involved, purpose and timeline of the agreement. Submit a copy of the agreement as an appendix item.
      vi Have the appropriate accreditation agencies been informed of the proposed change?

e. Administrative and student support services:
   i Describe how students in the online program will have access to the following services. Indicate how the services available to the online students are comparable to those available to students in the on-ground program:
      - Administrative services (admissions, financial aid, registration, student records);
      - Advising regarding program planning and progress;
      - Library resources;
      - Psycho-social counseling;
      - Career advising; and
      - Placement services
   ii Describe the admission requirements for the online or blended/hybrid program. If these are different from those for the on-ground program, discuss the rationale for the differing requirements.

f. Curriculum:
   i Will the online or blended/hybrid program be offered instead of or in addition to the onsite program?
   ii Indicate whether the online or blended/hybrid program is equivalent to the on-ground program (e.g., expected outcomes, number of credits, course availability, etc.). If there are differences, please explain.
   iii Describe how interaction (synchronous or asynchronous) between the instructor and the students and among the students is reflected in the design of the program and its courses.
   iv Explain how students are supported and counseled to ensure that they have the skills and competencies to successfully complete the curriculum in an online learning environment.
   v Describe the evaluation systems used to measure the quality and effectiveness of the program delivered in an online or blended/hybrid format.
   vi Using the chart (see online form), please list the courses that make up the major/program and indicate whether they are delivered using an online, blended/hybrid or on-ground format (see definitions on first page). Identify all new courses (i.e., courses that are not a part of the approved, on-ground curriculum.)

g. Faculty and administration:
   i Describe the duties of the individual who has major responsibility for the administration and coordination of the online or blended/hybrid program. Describe the qualifications of this individual for the oversight of a distance education program and provide this individual's CV as an appendix item.
   ii Describe faculty members' responsibilities to the online or blended/hybrid program. In your response, indicate how faculty members' responsibilities to the online or blended/hybrid program affect their responsibilities to the on-ground program, including teaching load, advising, research/scholarship, and participation in faculty committees/governance. Are additional faculty members going to be hired to implement the online or blended/hybrid program? Will these faculty members participate in only the online or blended/hybrid program or will they participate in the on-ground program as well.
   iii Describe the mechanisms used to ensure that faculty members have the appropriate qualifications and support to teach successfully in an online environment. Include in your response the pedagogical and technical support provided for the design, production and management of online courses, as well as institutional support for all essential technology.
   iv Using the table (see online form), provide the information requested for each member of the instructional staff. A faculty member must be identified for each course to be taught during the first two years of program delivery. If a faculty member has not yet been identified for a course, indicate that as an "open position" and describe the necessary qualifications in the matrix (as shown in the example below). A copy of each faculty member's CV must be included as an appendix item.

DOCUMENTATION TO OFFER MORE THAN 50 PERCENT OF AN EXISTING DEGREE PROGRAM'S TOTAL CREDITS AT AN APPROVED OFF-SITE* LOCATION

Available online: www.kent.edu/provost/curriculum/forms
* "Approved off-site" is defined as an Ohio Board of Regents-approved location other than the Kent Campus (e.g., a community college). If the site is not approved (e.g., an office building), contact Therese Tillett or Mary Ann Stephens for the appropriate form.
Please contact Therese Tillett if you are planning to offer a Kent Campus degree program at a regional campus or Kent State-approved site (e.g., Independence) as the paperwork is streamlined.

1. **Certification of Curriculum Proposal (CCP)**: see page 59
2. **Ohio Board of Regents' Change Request Form**:
   a. Course delivery site (site must be previously approved).
   b. Proposed start date.
   c. Date that the request received final approval from the appropriate institutional committee.
   d. Does the program lead to an educator license or endorsement? *If yes, contact Therese Tillett (undergraduate) or Mary Ann Stephens (graduate) as other questions may be added.*
   e. Briefly describe the rationale for offering the program at this site. In your response, indicate whether the program to be offered at the site will be time limited or ongoing.
   f. Changes needed to accommodate the new program(s)
      i Describe the changes in academic and administrative leadership (if any) that will be needed to accommodate the new program.
      ii Describe the changes (if any) that will be needed in the site's existing administrative services (e.g., admissions, financial aid, registrar, etc.) to accommodate the new program. If such services are not available at the site, describe how students in the new program(s) will access such services.
      iii Describe changes (if any) that will be needed in the site's existing academic student services (e.g., advising, tutoring, counseling, placement services, etc.) to accommodate the new program. If such services are not available at the site, describe how students in the new program will access such services.
      iv Describe the changes in resources and facilities (e.g., classrooms, computer labs, laboratories, study areas, social areas, technology, and other learning environments) that will be needed to accommodate the new program and provide a timeline for implementing the changes.
      v Describe any additional library resources (e.g., personnel, space, technology, etc.) that will be needed to accommodate the new program at the site and provide a timeline for implementing the changes.
      vi If a full-service library is not available onsite, please indicate how students, faculty and staff in the new program(s) will access the resources and services of the main campus library.
   g. Program information:
      i Using the chart (see online form), please list the degree/program area that is being added for delivery at the site. If general education courses are being added as part of this request, include that as a separate program area. Include a list of the courses that will be available onsite as an appendix item.
      ii Indicate whether alternative delivery options are available for the program at the proposed site and indicate whether this is different from the delivery option used for the approved program at other locations.
   h. Faculty:
      i Complete a faculty matrix for the program being added at the site. Include a separate matrix if general education courses are being added. A faculty member must be identified for each course to be taught at the site during the first two years of program delivery. If a faculty member has not yet been identified for a course, indicate that as an "open position"

and describe the necessary qualifications in the matrix. A copy of each faculty member's CV must be included as an appendix item.

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

i. Market/workforce need

i Indicate whether the institution performed a needs assessment/market analysis to determine the need for the program(s) at the proposed site. If so, briefly describe the results of those findings.

ii Indicate the projected enrollments for the program(s) over the next three years.

iii Indicate whether the institution consulted with advisory groups, business and industry, or other experts when considering moving the program(s) to the proposed site. If so, briefly describe the involvement of these groups in the development of this request.

iv Indicate whether any other institution within a 30-mile radius of your institution currently offers the program(s). If so, list the institutions that offer the program(s) within this radius.

3. **Formal letter, memorandum of understanding or other type of correspondence**, if applicable, that outlines the agreement to deliver the program at a site.
4. **Faculty CV** for each faculty member identified as teaching for the off-site program.

DOCUMENTATION TO ESTABLISH A NEW ASSOCIATE OR BACHELOR'S DEGREE OR MAJOR

Available online: www.kent.edu/provost/curriculum/forms
Before undertaking the paperwork, contact Therese Tillett in Curriculum Services to discuss the process, updates and timeline of the initiative.

LETTER OF INTENT (no more than three pages)

1. Provide a brief description of the request.
2. Explain the institution's rationale for making the request.
3. Indicate whether additional faculty and staff will be needed to support the proposed request.
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.
5. Indicate whether additional library services and resources will be needed to support the proposed request.
6. Indicate whether additional resources (e.g., facilities, technology, etc.) will be needed to support the proposed request.
7. Alternative Delivery Options (check all that apply):
   a. More than 50% of the program will be offered online
   b. More than 50% of the program will be offered using a flexible or accelerated delivery model
   c. More than 50% of program will be offered at a site different from the institution's central/main campus location
   d. The program will be offered at multiple campus locations
8. Date that the request was approved or will be approved by the institution's Governing Board (e.g. Board of Trustees, Board of Directors).
9. Projected date full proposal will be submitted.
10. Projected start date of the proposed program.

NEW PROGRAM NEEDS ANALYSIS AND FACULTY CREDENTIALS

All Kent State academic units are required to provide evidence of the need for a proposed academic program. Generic statements that imply the "need" for the program are not sufficient. Proposals should include data-driven market research that addresses a student demand that will increase enrollment, potential for employment upon graduation, competitive advantage for the university, reasonable non-duplication with other programs and appropriate multi-year financial analyses.

e. **Establish a need for the proposed program.** Address the need and rationale for the establishment of the program. The description should include an assessment of workforce demand as well as occupational titles and employment opportunities. Appropriate needs assessment document must include data obtained from the State of Ohio Labor Market Statistics and/or the U.S. Department of Labor Bureau of Labor Statistics and surveys of local/regional employers. Survey documentation should include:

   vi. The survey instrument

   vii. Target population

   viii. Description of sample

   ix. Number and name of businesses involved in the sample

   x. Employment opportunities by job titles including:

      i. Number of job openings (due to growth)

      ii. Salary for these employees

   Other evidence may include, but is not limited to:

   - Letters of support from businesses, schools and other organizations that commit to multi-year partnerships for education and training. The commitment may include financial support, "guaranteed" enrollments and other relevant proof of interest;
   - Local, state and national demographic information demonstrating trends linked to education;
   - Pilot courses or certificate programs with a multi-year history of success, tied to metrics demonstrating the need and opportunity for a full degree;
   - Partnerships with other colleges and universities to leverage the strengths of each and serve multiple locations in the state;
   - Longitudinal data demonstrating the need for a higher level degree (i.e., a proven associate's leading to a bachelor's degree);
   - Establishment of an endowed chair, addition of nationally recognized faculty or other parallel staffing that indicates a competitive "attraction" to the proposed program;
   - Reengineering of an existing program to meet changing market needs based on workforce shifts, licensure or certification changes from external organizations, or alignment with specialized accrediting agencies or organizations; and/or
   - Pilot programs or certificates offered in a limited time period to "test the waters" of the market, with limited or no financial loss to the institution.

f. **Projected student and graduate data.** Provide an explanation of potential and identified sources of students for the program. Documentation should demonstrate sufficient student interest to support the program and may include surveys of current students and related program majors, secondary students, as well as employees seeking advanced training. The data should include projected student enrollment and a projection of the number of graduates for the first five years of the program. Present projected enrollments in a table showing how many students will attend full-time and how many part-time. For master's degree proposals, the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one. For bachelor's and master's degree programs, list the professional uses of the proposed degree programs.

g. **Communication with business and industry.** Surveys/focus groups (with a valid number of responses/participants) should be conducted with local businesses, advisory/planning committees and other workforce training sources. Provide a list of potential employers, locally, state-wide and regionally, appropriate.

h. **Faculty credentials and capacity.**

Faculty Credentials. The following expectations apply to all full-time and part-time instructors, including graduate teaching assistants:

- Faculty members hold a degree from a regionally or nationally accredited institution recognized by the U.S. Department of Education or the Council for Higher Education Accreditation or equivalent as verified by a member of the National Association of Credential Evaluation Services Inc.
- Faculty members hold a terminal degree or a degree at least one level above the degree level in which they are teaching.
  - At least a bachelor's degree if teaching in an associate degree program.
  - At least a master's degree if teaching in a bachelor's degree program.
  - A terminal degree if teaching in a graduate program.
- Faculty members teaching general education courses hold a master's degree or higher in the discipline.
- In addition to meeting degree level requirements, faculty members teaching technically- or practice-oriented courses demonstrate evidence of practical experience in the field and applicable licenses and/or certifications.
- For programs involving clinical faculty (e.g., student teaching supervisors, clinical practicum supervisors), the credentials and involvement of clinical faculty are described and meet applicable professional standards for the delivery of the educational experiences.
- Where professional accreditation standards for faculty members exceed the Chancellor's standards, faculty members are expected to meet the professional accreditation standards.
- Faculty members show evidence of professional development in the discipline.
- Faculty members who received their degrees from the institution do not constitute the majority of the program's faculty.

Faculty Capacity:

- Faculty resources are sufficient to meet the teaching, scholarship, service and advising needs of the program and the expectations of the institution.
- Each degree program is led by a full-time faculty member.
- Full-time faculty members are involved at each location where more than 50 percent of an academic program can be completed (e.g., main campus, regional campus, additional locations)
- Individuals who are full-time employees of the institution teach a minimum of 60 percent of the degree program curriculum. Portions of the degree program that are taught by individuals who are not employees of the institution (e.g., internships, clinical practicum experiences, field experiences and student teaching) are not included in the calculations for this standard.
- At least one full-time faculty member is required for every 30 full-time equivalent students in an undergraduate degree program.
- Faculty members reflect the racial, ethnic and gender diversity of the community and the student body.
- Students interact with several faculty members within the degree program to encourage exposure to a diversity of experiences and perspectives.

FULL PROPOSAL

0. **Cover: Request**
   a. Date of submission
   b. Name of institution
   c. Degree/degree program title
   d. Primary institutional contact for the request
   e. Delivery sites
   f. Date that the request was approved by the institution's governing board
   g. Proposed start date
   h. Date Institution established
   i. Institution's programs
   j. Does the program lead to an educator license or endorsement? *If yes, contact Therese Tillett (undergraduate) as other questions may be needed to be addressed.*
1. **Introduction.** Brief summary of the request
2. **Accreditation.**
   a. Regional accreditation
   b. Results of the last accreditation review
   c. Notification of appropriate agencies. Provide a statement indicating that the appropriate agencies (e.g., regional accreditors, specialized accreditors, state agencies, etc.) have been notified of the institution's request for authorization of the new program. Provide documentation of the notification as an appendix item.
3. **Leadership – Institution.**
   a. Mission statement
   b. Organizational structure
4. **Academic Leadership – Program.**
   a. Organizational structure
      i. 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.
      ii. 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.
      iii. 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.
   b. Program development
      i. Describe how the proposed program aligns with the institution's mission.
      ii. 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.
      iii. 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.
      iv. Indicate whether the proposed program was developed to align with the standards of a specialized or programmatic accreditation agency. If so, indicate whether the institution plans to pursue programmatic/specialized accreditation for the proposed program and provide a timeline for achieving such accreditation. If the program is already accredited,

indicate the date that accreditation was achieved and provide information on the next required review.

c. Collaboration with other Ohio institutions
   i. Indicate whether any USO institutions within a 30-mile radius of your institution offers the proposed program. If so, list the institutions that offer the proposed program and provide a rationale for offering an additional program at this site.
   ii. Indicate whether the proposed program was developed in collaboration with another institution in Ohio. If so, briefly describe the involvement of each institution in the development of this request and the delivery of the program.

5. **Student Services.**
   a. Admissions policies and procedures
      i. 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.
      ii. 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 according to the Board of Regents' Transfer Assurance Guide (TAG) and Career Technical Credit Transfer (CT^2) initiatives; and other types of transfer credit awarded toward major program requirements (e.g., AP, life experience, CLEP, portfolio, etc.).
   b. 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.
   c. 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.

6. **Curriculum.**
   a. Introduction. Provide a brief description of the proposed program as it would appear in the institution's catalog.
   b. Program goals and objectives. Describe the goals and objectives of the proposed program. In your response, indicate how these are operationalized in the curriculum.
   c. Course offerings. Complete the following table (see online form) 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.
   d. Course descriptions. Provide a brief description of each course in the proposed program as it would appear in the course catalog. In your response, include the name and number of the course. Submit course syllabi as appendix items.
   e. Program sequence (roadmap).
   f. Alternative delivery options (please check all that apply):
      i. More than 50% of the program will be offered using a fully online delivery model
      ii. More than 50% of the program will be offered using a hybrid/blended delivery model
      iii. More than 50% of the program will be offered using a flexible or accelerated delivery model
   g. Off-site program components (please check all that apply):Co-op/Internship/Externship, Field Placement, Student Teaching, Clinical Practicum, Other. If one or more of the items is checked, please provide a <u>brief</u> description of the off-site component(s).

7. **Assessment and evaluation.**
   a. Program assessment. Describe the policies and procedures in place to assess and evaluate the proposed program. In your response, include the following:
      i. Name of the unit/position responsible for directing assessment efforts;
      ii. Description of any committees or groups that assist the unit;

iii. Description of the measurements used;
iv. Frequency of data collection;
v. Frequency of data sharing; and
vi. How the results are used to inform the institution and the program.

b. Measuring student success. Describe the policies and procedures in place to measure individual student success in the proposed program. In your response, include the following:
   i. Name of the unit/position responsible for directing these efforts;
   ii. Description of any committees or groups that assist the unit;
   iii. Description of the measurements used;
   iv. Frequency of data collection;
   v. Frequency of data sharing;
   vi. How the results are used to inform the student as they progress through the program;
   vii. Initiatives used to track student success after program completion.

8. **Faculty.**
   a. Faculty appointment policies
      i. 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.
      ii. Describe the credentialing requirements for faculty who will be teaching in the program (e.g., degree requirements, special certifications or licenses, experience, etc.).
      iii. Describe the institution's load/overload policy for faculty teaching in the proposed program.
      iv. 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.
   b. Program faculty
      i. Provide the number of <u>existing faculty members</u> available to teach in the proposed program (full time and less than full time).
      ii. Provide an estimate of the number of <u>faculty members to be added</u> during the first two years of program operation (full time and less than full time).
   c. 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.
   d. Faculty matrix. Complete a faculty matrix for the proposed program (see online form). 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. A copy of each faculty member’s CV must be included as an appendix item.

9. **Library Resources and Information Literacy**
   a. Library resources
      i. 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).
      ii. Describe the library resources in place to support the proposed program (e.g., print, digital, collections, consortia, memberships, etc.).
      iii. 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.

b. 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.

10. **Budget, Resources and Facilities.**
    a. 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.
    b. Budget/financial planning. Complete the table (see online template) to describe the financial plan/budget for the first three years of program operation.

SUPPLEMENTAL INFORMATION TO ACCOMPANY FULL PROPOSAL

1. **Certification of Curriculum Proposal (CCP)**: see Section V; major code will be assigned in the Office of Curriculum Services in consultation with academic unit.
2. **Internal memos concerning duplication, encroachment, impact, support** that affect department, college and regional campuses' resources (staffing, space, library/media, finances, student progress).
3. **External letters of support, survey results.**
4. **Catalog copy**, including admission requirements, job opportunities and course requirements.
5. **Keywords** to identify the program for people using the GPS website (www.kent.edu/gps).

ASSOCIATE'S DEGREE PROGRAM ROADMAP

Available online: www.kent.edu/provost/curriculum/forms

Roadmap: Major Name – Concentration Name (if one) – Degree Name
[Banner code (e.g. RE-AAB-COMT-APTD)]
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	Major GPA	Important Notes
Semester One: [16 Credit Hours] SAMPLE SEMESTER			**SAMPLE SEMESTER**	**SAMPLE SEMESTER**
COMT 11002 Visual Basic Programming	**3**		■	
COMT 11000 Introduction to Computer Systems ***or*** **COMT 11004 Survey of Information Technology** ***or*** **COMT 21007 Internet Ethics and Policies**	**3**		■	
COMM 15000 Introduction to Human Communication	3			Fulfills Kent Core Additional for bachelor's degrees
MATH 11009 Modeling Algebra (4) ***or*** MATH 11010 Algebra for Calculus (3)	3-4			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 below
Semester Three: [# Credit Hours]				
Semester Three: [# Credit Hours]				
Semester Four: [# Credit Hours]				

Graduation Requirements Summary

Minimum Total Hours	Minimum	
	Major GPA	Overall GPA
	2.000	2.000

Kent Core Summary (visit www.kent.edu/catalog/kent-core for course list)

Kent Core Categories	Important Notes	Remaining Credit Hours
Composition (3 credit hours) *ENG 11002, 11011, 21011; HONR 10197, 10297*	Enrollment based on placement test	3
Mathematics and Critical Reasoning (3-5 credit hours)	Enrollment based on placement test	3-5
Humanities and Fine Arts (3 credit hours)		3
Social Sciences (3 credit hours)		3
Basic Sciences (3 credit hours)		3

BACHELOR'S DEGREE PROGRAM ROADMAP

Available online: www.kent.edu/provost/curriculum/forms

Roadmap: Major Name – Concentration Name (if one) – Degree Name
[Banner code (e.g. CT-BS-AERN-ATC)]
College Name
Department or school name (if one)
Catalog Year: 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: [15 Credit Hours] SAMPLE SEMESTER SAMPLE SEMESTER SAMPLE SEMESTER					
Requirement: successful completion of Praxis I Exam in Reading (174 score), Writing (172 score) and Mathematics (174 score)					
PSYC 11762 General Psychology	**3**		**C**	■	
HIST 11051 History of Civilization II	3		C		Fulfills Kent Core Humanities and global diversity course requirement
POL 10100 American Politics	3		C	■	Fulfills Kent Core Social Sciences and domestic diversity requirement
Kent Core Requirement	3		C		See Kent Core Summary on page 3
Kent Core Requirement	3		C		
Semester Two: [#Credit Hours]					
Semester Three: [#Credit Hours]					
Semester Four: [#Credit Hours]					
Semester Five: [# Credit Hours]					
Semester Six: [# Credit Hours]					

Critical requirements are boldface in shaded areas.

Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	Important Notes
Semester Seven: [# Credit Hours]					
Semester Eight: [# Credit Hours]					

Graduation Requirements Summary

Minimum Total Hours	Minimum Upper-Division Hours	Minimum Kent Core Hours	Global / Domestic Diversity Course	Writing-Intensive	Experiential Learning	Minimum Major GPA	Minimum Overall GPA
121	39	36			Visit kent.edu/catalog/elr		

Kent Core Summary

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

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

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

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

Experiential Learning Requirement
To provide students with direct engagement in learning experiences that promote academic relevance, meaning and an understanding of real-world issues, students must complete this requirement at Kent State, either as a for-credit course or as a non-credit, non-course experience approved by the appropriate faculty member. Visit www.kent.edu/catalog/elr 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.

DOCUMENTATION TO ESTABLISH A NEW MASTER'S OR DOCTORAL DEGREE OR MAJOR

Available online: www.kent.edu/provost/curriculum/forms
Before undertaking the paperwork, contact Mary Ann Stephens in Graduate Studies to discuss the process, updates and timeline of the initiative. Please see Appendix A for detailed information on the process for the review and approval of graduate programs at the state level.

PROGRAM DEVELOPMENT PLAN (no more than five pages)

1. Designation of the new degree program, rationale for that designation, definition of the focus of the program and a brief description of its disciplinary purpose and significance.
2. Description of the proposed curriculum.
3. Administrative arrangements for the proposed program: department and school or college involved.
4. Evidence of need for the new degree program, including the opportunities for employment of graduates. This section should also address other similar programs in the state addressing this need and potential duplication of programs in the state and region. How will the program meet market need, while distinguishing the program from similar programs across the state?
5. Prospective enrollment.
6. Special efforts to enroll and retain underrepresented groups in the given discipline.
7. Availability and adequacy of the faculty and facilities available for the new degree program.
8. Need for additional facilities and staff and the plans to meet this need.
9. Projected additional costs associated with the program and evidence of institutional commitment and capacity to meet these costs.

NEW PROGRAM NEEDS ANALYSIS AND FACULTY CREDENTIALS

All Kent State academic units are required to provide evidence of the need for a proposed academic program. Generic statements that imply the "need" for the program are not sufficient. Proposals should include data-driven market research that addresses a student demand that will increase enrollment, potential for employment upon graduation, competitive advantage for the university, reasonable non-duplication with other programs and appropriate multi-year financial analyses.

1. **Establish a need for the proposed program.** Address the need and rationale for the establishment of the program. The description should include an assessment of workforce demand as well as occupational titles and employment opportunities. Appropriate needs assessment document must include data obtained from the State of Ohio Labor Market Statistics and/or the U.S. Department of Labor Bureau of Labor Statistics and surveys of local/regional employers. Survey documentation should include:
   a. The survey instrument
   b. Target population
   c. Description of sample
   d. Number and name of businesses involved in the sample
   e. Employment opportunities by job titles including:
      i. Number of job openings (due to growth)
      ii. Salary for these employees

   <u>Other evidence may include, but is not limited to:</u>

   - Letters of support from businesses, schools and other organizations that commit to multi-year partnerships for education and training. The commitment may include financial support, "guaranteed" enrollments and other relevant proof of interest;
   - Local, state and national demographic information demonstrating trends linked to education;
   - Pilot courses or certificate programs with a multi-year history of success, tied to metrics demonstrating the need and opportunity for a full degree;
   - Partnerships with other colleges and universities to leverage the strengths of each and serve multiple locations in the state;

- Longitudinal data demonstrating the need for a higher level degree (i.e., a proven associate's leading to a bachelor's degree);
- Establishment of an endowed chair, addition of nationally recognized faculty or other parallel staffing that indicates a competitive "attraction" to the proposed program;
- Reengineering of an existing program to meet changing market needs based on workforce shifts, licensure or certification changes from external organizations, or alignment with specialized accrediting agencies or organizations; and/or
- Pilot programs or certificates offered in a limited time period to "test the waters" of the market, with limited or no financial loss to the institution.

2. **Projected student and graduate data.** Provide an explanation of potential and identified sources of students for the program. Documentation should demonstrate sufficient student interest to support the program and may include surveys of current students and related program majors, secondary students, as well as employees seeking advanced training. The data should include projected student enrollment and a projection of the number of graduates for the first five years of the program. Present projected enrollments in a table showing how many students will attend full-time and how many part-time. For master's degree proposals, the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one. For bachelor's and master's degree programs, list the professional uses of the proposed degree programs.
3. **Communication with business and industry.** Surveys/focus groups (with a valid number of responses/participants) should be conducted with local businesses, advisory/planning committees and other workforce training sources. Provide a list of potential employers, locally, state-wide and regionally, appropriate.
4. **Faculty credentials and capacity.**

   Faculty Credentials. The following expectations apply to all full-time and part-time instructors, including graduate teaching assistants:

   - Faculty members hold a degree from a regionally or nationally accredited institution recognized by the U.S. Department of Education or the Council for Higher Education Accreditation or equivalent as verified by a member of the National Association of Credential Evaluation Services Inc.
   - Faculty members hold a terminal degree or a degree at least one level above the degree level in which they are teaching.
     - At least a bachelor's degree if teaching in an associate degree program.
     - At least a master's degree if teaching in a bachelor's degree program.
     - A terminal degree if teaching in a graduate program.
   - Faculty members teaching general education courses hold a master's degree or higher in the discipline.
   - In addition to meeting degree level requirements, faculty members teaching technically- or practice-oriented courses demonstrate evidence of practical experience in the field and applicable licenses and/or certifications.
   - For programs involving clinical faculty (e.g., student teaching supervisors, clinical practicum supervisors), the credentials and involvement of clinical faculty are described and meet applicable professional standards for the delivery of the educational experiences.
   - Where professional accreditation standards for faculty members exceed the Chancellor's standards, faculty members are expected to meet the professional accreditation standards.
   - Faculty members show evidence of professional development in the discipline.
   - Faculty members who received their degrees from the institution do not constitute the majority of the program's faculty.

Faculty Capacity:

- Faculty resources are sufficient to meet the teaching, scholarship, service and advising needs of the program and the expectations of the institution.
- Each degree program is led by a full-time faculty member.
- Full-time faculty members are involved at each location where more than 50 percent of an academic program can be completed (e.g., main campus, regional campus, additional locations)
- Individuals who are full-time employees of the institution teach a minimum of 60 percent of the degree program curriculum. Portions of the degree program that are taught by individuals who are not employees of the institution (e.g., internships, clinical practicum experiences, field experiences and student teaching) are not included in the calculations for this standard.
- At least one full-time faculty member is required for every 30 full-time equivalent students in an undergraduate degree program.
- Faculty members reflect the racial, ethnic and gender diversity of the community and the student body.
- Students interact with several faculty members within the degree program to encourage exposure to a diversity of experiences and perspectives.

FULL PROPOSAL

1. **Academic Quality:** Competency, experience and number of faculty and adequacy of students, curriculum, computational resources, library, laboratories, equipment and other physical facilities, needed to mount the program.
   a In addition to this analysis, for **entry level graduate degree programs,** academic quality assessment will focus on the adequacy of the answers provided in response to the following questions:
      i Is the program distinctly different, both conceptually and qualitatively, from the undergraduate degree programs in the same or related disciplines? If so, is there a detailed listing of the specific differences?
      ii Does the program emphasize the theoretical basis of the discipline as expressed in the methods of inquiry and ways of knowing in the discipline?
      iii Does the program place emphasis on professional decision making and teach the use of critical analysis in problem solving?
      iv Is the program designed to educate students broadly so that they have an understanding of the major issues and concerns in the discipline or professional area?
      v Does the design of the program include a capstone experience, such as an exit project (which would not necessarily be a research experience)?
      vi Does the proposed program identify faculty resources appropriate for the research component of the program?
      vii Does the program curriculum offer what students need to know for competence at the expected level of professional expertise?
      viii What plans have been made to address standards and guidelines for professional accreditation, if applicable? What are the core courses required for the program?
   b In addition to the analysis given in the statement after "Academic Quality" for **professional graduate degree programs,** academic quality assessment will also focus on the adequacy of the answers provided in response to the following questions:
      i What admission criteria, in addition to the traditionally required transcripts, standardized test scores, letter of recommendation, and personal statements of purpose, are relevant to assess the potential for academic and professional success of prospective students? Will there be special consideration of student experience and extant practical skills within the admission process? If so, please elaborate.

ii Is field/clinical experience subsumed within the academic experience? If so, how does that experience relate to the academic goals of the professional graduate degree program? Provide a description of the involvement of supervisory personnel. Describe the nature of the oversight of the field/clinical experience by the academic department. Provide an outline of the anticipated student activities as well as student requirements.

iii Are the faculty qualifications associated with the professional graduate degree program appropriate for such faculty? Provide the specific qualifications for such faculty.

iv How does accreditation by the appropriate professional organization relate to the academic curriculum and experience outlined in the program plan? Describe the specific aspects of the program plan, if any, that are necessary to achieve professional accreditation. Is completion of the degree program required for professional accreditation in the field?

v How are theory and practice integrated within the curriculum?

vi What is the national credit hour norm for this degree program in your field? How was this norm derived? Is the number of credit hours required for graduation influenced by mandated professional experiences? If so, how?

vii Describe the culminating academic experience (capstone experience), and how it will contribute to the enhancement of the student's professional preparation. Please provide a list of possible capstone experiences.

c The special case of professional science master's (PSM) degree programs

i There is a special category of professional graduate degree programs recognized by the Council of Graduate Schools and the National Professional Science Master's Association. Such programs can be granted the designation "Professional Science Master's" or "PSM."

ii Criteria for obtaining such a designation can be found at www.sciencemasters.com.

iii For informational purposes only, Do you contemplate seeking such recognition as a PSM from the National Professional Science Master's Association? Is the program going to be seeking such recognition?

2. **Need**

Examples of potential metrics of program need include:

a Student interest and demand; potential enrollment; ability to maintain the critical mass of students;

b Institutional need; plan for overall development of graduate programs at the proposing institutions;

c Societal demand; intellectual development; advancement of the discipline; employment opportunities; and

d Scope; local, regional and national needs; international need.

3. **Access and Retention of Underrepresented Groups**

a Plan to ensure recruitment, retention and graduation of underrepresented groups within the discipline.

b Provide as background a general assessment of:

i Institution and departmental profiles of total enrollment and graduate student enrollment of underrepresented groups within the discipline; and

ii Compare underrepresented groups degree recipients from the department and university at all levels compared to national norms. Supply data by group where available.

4. **Statewide Alternatives**
   a Programs available in other institutions;
   b Appropriateness of specific locale for the program; and
   c Opportunities for inter-institutional collaboration.
   d Institutional Priority and Costs
      i Support and commitment of the proposing institution's central administration.
      ii Adequacy of available resources committed for the initiation of the program.
5. **External Support**
   a Community, foundation, governmental and other resources.

SUPPLEMENTAL INFORMATION TO ACCOMPANY FULL PROPOSAL

1. **Certification of Curriculum Proposal (CCP)**: see Section V; major code will be assigned in the Office of Curriculum Services in consultation with academic unit.
2. **Internal memos concerning duplication, encroachment, impact, support** that affect department, college and regional campuses' resources (staffing, space, library, finances).
3. **External letters of support, survey results.**
4. **Catalog copy**, including admission requirements, job opportunities and course requirements.
5. **Keywords** to identify the program for people using the GPS website (www.kent.edu/gps).

DOCUMENTATION TO ESTABLISH A NEW COURSE

1. **Course Catalog Update (CCU) workflow*** (see pages 80-84)
   a. Enter course information: course subject, number, college, department, title, title abbreviation, slash/cross-listed (if appropriate), credit hours, contact hours, grade rule, course level, repeatable for credit, schedule (e.g., lecture, lab, internship), credit-by-exam eligible, description, prerequisite
   b. Will this course be designated as LER/Kent Core, diversity or writing-intensive (WIC), check all that applies and submit, separately, additional documentation (see pages 92-103)
   c. Content outline with contact hours for each topic
   d. Textbooks; writing expectations; instructors expected to teach and contribute to content
   e. Explain the purpose of the proposal
   f. Explain how the proposal affects program requirements and students in your unit
   g. Explain how the proposal affects courses, program requirements and students in other units
   h. Explain how this proposal affects enrollment and staffing
   i. Units consulted (other departments, programs or campuses affected by the proposal)
   j. Faculty member submitting the proposal
2. **Student learning outcomes, in-class activities that support outcomes, outside class activities that support outcomes** – this information can be added in the CCU workflow in the comments box or sent separately.

DOCUMENTATION TO REVISE AN EXISTING COURSE

1. **Course Catalog Update (CCU) workflow*** (see pages 85-90)
   a. All course information stored in Banner will display
   b. Revise any course information (if applicable): course subject, number, title, title abbreviation, slash/cross-listed (if appropriate), credit hours, contact hours, grade rule, course level, repeatable for credit, schedule (e.g., lecture, lab, internship), credit-by-exam eligible, description, prerequisite, LER (Kent Core)/diversity/WIC status
   c. Revise (if applicable) content outline with contact hours for each topic
   d. Revise (if applicable) textbooks; writing expectations; instructors expected to teach and contribute to content
   e. Explain the purpose of the proposal
   f. Explain how the proposal affects program requirements and students in your unit
   g. Explain how the proposal affects courses, program requirements and students in other units
   h. Explain how this proposal affects enrollment and staffing
   i. Units consulted (other departments, programs or campuses affected by the proposal)
   j. Faculty member submitting the proposal

DOCUMENTATION TO INACTIVATE AN EXISTING COURSE

1. **Course Catalog Update (CCU) workflow** (see page 91)
   a. Basic course information will display (course subject, number, college, department, title, slash/cross-listed course, level, attributes)
   b. Will the activation affect program requirements in or outside your unit? If yes, please explain.
   c. Reason for inactivation

* The CCU workflow is not able to accommodate the new Experiential Learning Requirement designation. If you are creating a course and also have it approved as an ELR, please complete the workflow and note the request in the comment box. Also send ELR paperwork separately to the URCC. If the revision to a course is only to have it ELR-designated, you do not need to complete a workflow. Just send ELR paperwork separately to the URCC.

COURSE ESTABLISHMENT (COURSE CATALOG UPDATE WORKFLOW)

Create Page 1 of 1

KENT STATE UNIVERSITY

Name: Therese E Tillett Submission Date: 7/31/2009

Organization: Curriculum Services

Course Catalog Update

*Required Field

- Basic Course Data
Attributes
Prerequisites
Content Information
Proposal Summary
Complete

Establish a New Course

Change Type: Establish

*Preparation Date: 07/31/2009

*Requested Effective Term: Select Effective Term. . .

*Course Subject: Select Subject. . .
NOTE: If subject doesn't exist, then you need to contact Curriculum Services before submitting this form.

*Course Number:
NOTE: Please verify with Curriculum Services that the chosen course number is available.
If slash courses, you must complete a separate form for each course.

*College: Select College. . .

*Dept: Select Department. . .

*Course Title:
NOTE: Please do not use the following restricted characters: (~ * / \ --)

*Title Abbreviation:
NOTE: Maximum 30 spaces, with no punctuation or special characters (e.g., &); exception: forward slash "/" is allowed with no spaces before or after the slash.

Slash Course and Cross-List Information:

Example: ENG 12345 + SPED 12345

Credit Hours
(e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)

*Minimum Credit: * to or *Maximum Credit:

Contact Hours
NOTE: You must select at least one category.
(Should be per week; can divide among lecture/lab/clinic, if applicable)

Lecture

Minimum Hours: to or Maximum Hours:
Clear Lecture Hours

Lab

Minimum Hours: to or Maximum Hours:
Clear Lab Hours

Other
(e.g., Clinic, Practicum, Internship, Research, Studio, Individual Investigation, etc.)

Minimum Hours: to or Maximum Hours:
Clear Other Hours

*Required Field

Previous Next

Comments:

History:

https://appdev04.uis.kent.edu/wfeQA/ccu/create.aspx 7/31/2009

COURSE ESTABLISHMENT (COURSE CATALOG UPDATE WORKFLOW) *continued*

Create Page 1 of 1

KENT STATE UNIVERSITY

Name: Therese E Tillett
Organization: Curriculum Services
Submission Date: 7/31/2009

Course Catalog Update

Document Saved As Draft. The reference number for this catalog update request is CCU000102

*Required Field

- Basic Course Data
- **Attributes**
Prerequisites
Content Information
Proposal Summary
Complete

Attributes

*Is this course part of the Liberal Education Requirements (LER), Writing-Intensive (WIC) or Diversity requirements? Yes No

*Can this course be repeated for credit? Yes No

*Course Level: Select Course Level. . .

*Grade Rule: Select Grade Rule. . .

*Schedule Type(s): *You can choose more than one.*

Select Schedule Type. . .

Select Schedule Type. . .

Select Schedule Type. . .

*Credit by Exam: Select Credit by Examination. . .

*Required Field

Previous Next

Comments:

History:

COURSE ESTABLISHMENT (COURSE CATALOG UPDATE WORKFLOW) *continued*

Create Page 1 of 1

KENT STATE UNIVERSITY

Name: Therese E Tillett Submission Date: 7/31/2009

Organization: Curriculum Services

Course Catalog Update

Document Saved As Draft. The reference number for this catalog update request is CCU000102

***Required Field**

- Basic Course Data
- Attributes
- **Prerequisites**

Content Information
Proposal Summary
Complete

Description and/or Prerequisite

***Catalog Description:**
NOTE: Please do not use the following restricted characters: (~ * / \ --)

NOTE: Limit five lines; use third person plural; do not include special course fee, grade rule, prerequisite(s) or cross-listed courses.

***Prerequisites:**
NOTE: Please do not use the following restricted characters: (~ * / \ --)

NOTE: List minimum-grade requirement for course prerequisites if other than "D."
If no prerequisites, enter "none."

Corequisite:

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

***Required Field**

Previous Next

Comments:

History:

https://appdev04.uis.kent.edu/wfeQA/ccu/create.aspx 7/31/2009

COURSE ESTABLISHMENT (COURSE CATALOG UPDATE WORKFLOW) *continued*

Create

Page 1 of 1

KENT STATE UNIVERSITY

Name: Therese E Tillett

Submission Date: 7/31/2009

Organization: Curriculum Services

Course Catalog Update

Document Saved As Draft. The reference number for this catalog update request is CCU000102

***Required Field**

- Basic Course Data
- Attributes
- Prerequisites
- **Content Information**

Proposal Summary

Complete

Content Information

***Content Outline (include contact hours for each content topic):**

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Contact Hours per Course **Topic Description:**

Topic:

Add

Build your content outline using the content outline wizard. Enter contact hours and a contact description. Click Add.

Content Outline:

Display/Hide Delimited Course Outline

***Total Contact Hours:**

***Textbook(s) Used in this Course:**

NOTE: Please do not use the following restricted characters: (~ * / \ --)

***Writing Expectations:**

NOTE: Please do not use the following restricted characters: (~ * / \ --)

***Instructor(s) Expected to Teach:**

NOTE: Please do not use the following restricted characters: (~ * / \ --)

***Instructor(s) Contributing to Content:**

NOTE: Please do not use the following restricted characters: (~ * / \ --)

***Required Field**

Previous Next

Comments:

History:

https://appdev04.uis.kent.edu/wfeQA/ccu/create.aspx 7/31/2009

COURSE ESTABLISHMENT (COURSE CATALOG UPDATE WORKFLOW) *continued*

Create Page 1 of 1

Name: Therese E Tillett Submission Date: 7/31/2009

Organization: Curriculum Services

Course Catalog Update

Document Saved As Draft. The reference number for this catalog update request is CCU000102

***Required Field**

- Basic Course Data
- Attributes
- Prerequisites
- Content Information
- **Proposal Summary**

Complete

Proposal Summary

***1. Explain the purpose for this proposal:**
NOTE: Please do not use the following restricted characters: (~ * / \ --)

***2. Explain how this proposal affects program requirements and students in your unit:**
NOTE: Please do not use the following restricted characters: (~ * / \ --)

***3. Explain how this proposal affects courses, program requirements and students in other units:**
NOTE: Please do not use the following restricted characters: (~ * / \ --)

***4. Explain how this proposal affects enrollment and staffing:**
NOTE: Please do not use the following restricted characters: (~ * / \ --)

***5. Units consulted (other departments, programs or campuses affected by the proposal):**
NOTE: Please do not use the following restricted characters: (~ * / \ --)

***Required Field**

Previous Next

Comments:

History:

COURSE REVISION (COURSE CATALOG UPDATE WORKFLOW)

Revise

Page 1 of 1

KENT STATE UNIVERSITY

Name: Therese E Tillett

Organization: Curriculum Services

Submission Date: 7/31/2009

Course Catalog Update

Document Saved As Draft. The reference number for this catalog update request is CCU000103

***Required Field**

- **Basic Course Data**
- Attributes
- Prerequisites
- Content Information
- Proposal Summary
- Complete

Basic Course Data

Change Type: Revise

***Preparation Date:** 07/31/2009

***Requested Effective Term:** Fall 2010

***Original Course Subject:**
LEGT-Legal Assisting Technology

Select a New Course Subject (if applicable):
Select New Subject. . .
NOTE: If subject doesn't exist, then you need to contact Curriculum Services before submitting this form.

***Choose your campus:**
East Liverpool

***Original Course Number:** 18001

Enter a New Course Number (if applicable):

NOTE: Please verify with Curriculum Services that the chosen course number is available.
If slash courses, you must complete a separate form for each course.

College: RC-Regional Campuses

Department: JUS-Justice Studies

Course Title: LEGAL RESEARCH AND WRITING
NOTE: Please do not use the following restricted characters: (~ * / \ --)

Title Abbreviation: LEGAL RESEARCH AND WRITING 4 more characters
NOTE: Maximum 30 spaces, with no punctuation or special characters (e.g., &); exception: forward slash "/" is allowed with no spaces before or after the slash.

Slash Course and Cross-List Information:
JUS 28001+LEGT18001

Credit Hours
(e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)

Minimum Credit: 3 to or **Maximum Credit:** 3

Contact Hours
(Should be per week; can divide among lecture/lab/clinic, if applicable)

Lecture

Minimum Hours: 3 to or **Maximum Hours:** 3
Clear Lecture Hours

Lab

Minimum Hours: to or **Maximum Hours:**
Clear Lab Hours

Other
(e.g., Clinic, Practicum, Internship, Research, Studio, Individual Investigation, etc.)

Minimum Hours: to or **Maximum Hours:**
Clear Other Hours

***Required Field**

Previous Next

Comments:

History:

COURSE REVISION (COURSE CATALOG UPDATE WORKFLOW) *continued*

Revise Page 1 of 1

KENT STATE UNIVERSITY

Name: Therese E Tillett Submission Date: 7/31/2009

Organization: Curriculum Services

Course Catalog Update

Document Saved As Draft. The reference number for this catalog update request is CCU000103

***Required Field**

- Basic Course Data
- **Attributes**
- Prerequisites
- Content Information
- Proposal Summary
- Complete

Revise Attributes

Current Course Attributes (if applicable):
1. 2. 3.

***Is course part of the LER, Writing-Intensive or Diversity requirement?** ○Yes ◉No
1. Select Course Attribute. . .
2. Select Course Attribute. . .
3. Select Course Attribute. . .

Can this course be repeated for credit? ○Yes ◉No
Course Limit: **OR Maximum Hours:**

Course Level: Undergraduate

Grade Rule: B-Standard letter

Schedule Type(s):
1. LEC-Lecture
2. Select Schedule Type. . .
3. Select Schedule Type. . .

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

***Required Field**

Previous Next

Comments:

History:

COURSE REVISION (COURSE CATALOG UPDATE WORKFLOW) *continued*

Revise Page 1 of 1

KENT STATE UNIVERSITY

Name: Therese E Tillett
Organization: Curriculum Services
Submission Date: 7/31/2009

Course Catalog Update

Document Saved As Draft. The reference number for this catalog update request is CCU000103

***Required Field**

- Basic Course Data
- Attributes
- **Prerequisites**
- Content Information

Proposal Summary
Complete

Revise Description and/or Prerequisite

Description and Prerequisite Data Currently in Banner:
In-depth analysis of the legal research process and development of legal writing skills; opportunities to utilize research and writing skills are integrated into the course. Course offered at the East Liverpool campus only. Prerequisite: LEGT 18000.

***Would you like to revise the description and/or prerequisite?**
(•) Yes ( ) No
NOTE: Please complete necessary fields below so that they reflect the future status of the course. You may copy the existing information provided above.

Catalog Description:
NOTE: Please do not use the following restricted characters: (~ * / \ --)

NOTE: Limit five lines; use third person plural; do not include special course fee, grade rule, prerequisite(s) or cross-listed courses.

Prerequisites:
NOTE: Please do not use the following restricted characters: (~ * / \ --)

NOTE: List minimum-grade requirement for course prerequisites if other than "D." If no prerequisites, enter "none."

Corequisite:
NOTE: Please do not use the following restricted characters: (~ * / \ --)

***Registration is by special approval only:** ( ) Yes (•) No
NOTE: Checking "yes" means all students must seek approval from department to register.

***Required Field**

Previous Next

Comments:

History:

https://appdev04.uis.kent.edu/wfeQA/ccu/revise.aspx 7/31/2009

COURSE REVISION (COURSE CATALOG UPDATE WORKFLOW) *continued*

Revise Page 1 of 1

KENT STATE UNIVERSITY

Name: Therese E Tillett Submission Date: 7/31/2009

Organization: Curriculum Services

Course Catalog Update

Document Saved As Draft. The reference number for this catalog update request is CCU000103

***Required Field**

- Basic Course Data
- Attributes
- Prerequisites
- **Content Information**

Proposal Summary
Complete

Content Information

***Content Outline (include contact hours for content topic):**

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Contact Hours per Course **Topic Description:**
Topic:

Add

Build your content outline using the content outline wizard. Enter contact hours and a contact description. Click Add.

Content Outline:

Hours	Description		
7	Definition of key terms and concepts used in legal research and writing	Delete	Edit
5	Procedures in legal research	Delete	Edit
6	Mechanics of legal writing	Delete	Edit
5	Use of research and writing aids	Delete	Edit
4	Court and national reporter system	Delete	Edit
5	Practice in case analysis and argumentation	Delete	Edit
5	Federal and state court case law resources	Delete	Edit
4	Annotated law reports	Delete	Edit
4	State and federal constitutions and codes	Delete	Edit

Display/Hide Delimited Course Outline

***Total Contact Hours:** 45

***Textbook(s) used in this Course:** 23 more characters

NOTE: Please do not use the following restricted characters: (~ * / \)

Effective Legal Writing, 3rd ed. G. Block.
Foundation Presss Publisher, 1986
Fundamentals of Legal Research and Legal Resarch Illustration Assignments, 4th ed. Jacobstein, Myron and Mensky. Foundation Press, 1990

***Writing Expectations:** 248 more characters

NOTE: Please do not use the following restricted characters: (~ * / \ --)

***Instructor(s) Expected to Teach:**

NOTE: Please do not use the following restricted characters: (~ * / \ --)

***Instructor(s) Contributing to Content:**

NOTE: Please do not use the following restricted characters: (~ * / \ --)

- You must enter textbooks used in this course.
- You must enter writing expectations.
- You must enter instructors expected to teach.
- You must enter instructors contributing to content.

Previous Next

Comments:

History:

https://appdev04.uis.kent.edu/wfeQA/ccu/revise.aspx 7/31/2009

COURSE REVISION (COURSE CATALOG UPDATE WORKFLOW) *continued*

Revise Page 1 of 1

KENT STATE UNIVERSITY

Name: Therese E Tillett Submission Date: 7/31/2009

Organization: Curriculum Services

Course Catalog Update

Document Saved As Draft. The reference number for this catalog update request is CCU000103

***Required Field**

- Basic Course Data
- Attributes
- Prerequisites
- Content Information
- **Proposal Summary**

Complete

Revise Proposal Summary

1. Explain the purpose for this proposal:
NOTE: Please do not use the following restricted characters: (~ * / \ --)

2. Explain how this proposal affects courses, program requirements and students in your unit:
NOTE: Please do not use the following restricted characters: (~ * / \ --)

3. Explain how this proposal affects courses, program requirements and students in other units:
NOTE: Please do not use the following restricted characters: (~ * / \ --)

4. Explain how this proposal affects enrollment and staffing:
NOTE: Please do not use the following restricted characters: (~ * / \ --)

5. Units consulted (other departments, programs or campuses affected by the proposal):
NOTE: Please do not use the following restricted characters: (~ * / \ --)

***Required Field**

Previous Next

Comments:

History:

https://appdev04.uis.kent.edu/wfeQA/ccu/revise.aspx 7/31/2009

COURSE REVISION (COURSE CATALOG UPDATE WORKFLOW) *continued*

Revise Page 1 of 1

Name: Therese E Tillett Submission Date: 7/31/2009

Organization: Curriculum Services

Course Catalog Update

Document Saved As Draft. The reference number for this catalog update request is CCU000103

***Required Field**

- Basic Course Data
- Attributes
- Prerequisites
- Content Information
- Proposal Summary
- **Complete**

Faculty member revising this proposal:

Please select what revisions were made to the form:

☐ Course Content	☐ Number
☐ Credit by Exam	☐ Prerequisites
☐ Credit Hours	☐ Schedule Type
☐ Cross-Listed / Slash	☐ Subject
☐ Description	☐ Title
☐ Diversity	☐ Title Abbreviation
☐ Grade Rule	☐ Writing-Intensive (WIC)
☐ Liberal Education Requirement (LER)	☐ Other (Please specify in comments box on the next page)

Previous Finish

Comments:

History:

https://appdev04.uis.kent.edu/wfeQA/ccu/revise.aspx 7/31/2009

COURSE INACTIVATION (COURSE CATALOG UPDATE WORKFLOW)

Inactivate Page 1 of 1

KENT STATE UNIVERSITY

Name: Therese E Tillett
Organization: Curriculum Services
Submission Date: 7/31/2009

Course Catalog Update

*Required Field

Inactivate a Course

Change Type: Inactivate

Preparation Date: 7/31/2009

***Requested Effective Term:** Fall 2010

***Course Subject:** HIST-History

***Course Number:** 11050

College: AS-Arts and Sciences

Department: HIST-History

Course Title: HISTORY OF CIVILIZATION I

Title Abbreviation: HISTORY OF CIVILIZATION I

Slash Course and Cross-listed Information: None

Course Level: UG

Course Attributes:
1. DIVG - Diversity Course-Global
2. LHUM - LER-Humanities
3. -

***Is course part of the LER, Writing-Intensive or Diversity requirements?** (•) Yes ( ) No

Will this inactivation affect program requirements within or outside of your unit?
(•) Yes ( ) No
***If yes, please explain:**

***Reason for Inactivation**
NOTE: Please do not use the following restricted characters: (~ * / \ --)

Faculty member requesting inactivation:

*Required Field

[Save As Draft] [Proceed]

https://appdev04.uis.kent.edu/wfeQA/ccu/inactivate.aspx 7/31/2009

KENT CORE COURSE PROPOSAL QUESTIONNAIRE

Available online: www.kent.edu/provost/curriculum/forms
See Kent Core Policy Statement on next page.

Please review the Kent Core Policy Statement before completing and submitting the questionnaire to the University Requirements Curriculum Committee accompanied by a Course Catalog Update workflow and typical course syllabus.

Date:
Department/School:
Course ID: Credit Hours:
Course Title:
Kent Core Category:
Prerequisite(s):

1. Explain how the course addresses (a) concepts central to the subject area and (b) the specific Kent Core learning goals listed in the *University Catalog*:
   a. Acquire critical thinking and problem-solving skills
   b. Apply principles of effective written and oral communications
   c. Broaden their imagination and develop their creativity
   d. Cultivate their natural curiosity and begin a lifelong pursuit of knowledge
   e. Develop competencies and values vital to responsible uses of information and technology
   f. Engage in independent thinking, develop their own voice and vision and become informed, responsible citizens.
   g. Improve their understanding of issues and behaviors concerning inclusion, community and tolerance
   h. Increase their awareness of ethical implications of their own and others' actions
   i. Integrate their major studies into the broader context of a liberal education
   j. Strengthen quantitative reasoning skills
   k. Understand basic concepts of the academic disciplines

2. If this course is being proposed for Category I (composition) or Category II (mathematics and critical reasoning), indicate the essential skills that the course is intended to teach, sharpen or strengthen. (Skip this question if the proposed course is intended for other categories.)

3. State how the course is representative of a field that has attained maturity and substance with critical mass of its own scholarly literature, methodology, community of specialists and conceptual framework.

4. Are adequate resources available for this course (e.g., faculty, classroom space, equipment, library holdings)? If yes, explain.

5. Has this course been offered previously?

6. Given the available Kent Core course options, why is it important that this course be added as an option for students in fulfilling their Kent Core?

7. Please complete and attach the Kent Core Learning Outcomes Assessment Plan, and attach a sample syllabus.

KENT CORE LEARNING OUTCOMES ASSESSMENT PLAN

Available online: www.kent.edu/provost/curriculum/forms
See Instructions on page 96.

Course number, title (credit hours):

Department/School: Proposed Kent Core Category:

A sample syllabus must accompany the plan.

I. Kent Core learning objectives	**II. Ohio Transfer Module learning objectives**	**III. What corresponding learning outcomes are included in this course?**	**IV. What method(s) will be used to assess student learning?**	**V. What evidence of this assessment will be presented annually for the five-year Kent Core review of this course?**
Acquire critical thinking and problem solving skills	Evaluate arguments in a logical fashion; competence in analysis and logical argument			
Apply principles of effective written and oral communication	Communicate effectively			
Broaden their imagination and develop their creativity				
Cultivate their natural curiosity and begin a lifelong pursuit of knowledge				
Develop competencies and values vital to responsible uses of information and technology				
Engage in independent thinking, develop their own voice and vision, and become informed, responsible citizens	Engage in our democratic society; be active and informed citizens; develop a disposition to participate in and contribute to our democracy			

I. Kent Core learning objectives	II. Ohio Transfer Module learning objectives	III. What corresponding learning outcomes are included in this course?	IV. What method(s) will be used to assess student learning?	V. What evidence of this assessment will be presented annually for the five-year Kent Core review of this course?
Improve their understanding of issues and behaviors concerning inclusion, community and tolerance	Acquire an understanding of our global and diverse culture and society			
Increase their awareness of ethical implications of their own and others' actions				
Integrate their major studies into the broader context of a liberal education				
Strengthen quantitative reasoning skills				
Understand basic concepts of the academic discipline	Employ the methods of inquiry characteristic of natural sciences, social sciences and the arts and humanities			

ASSURANCES:

By submitting this proposal, we assure that:

1. The faculty members who teach this course have agreed to the learning outcomes and assessment methods.

2. Assessment results will be reviewed annually by the faculty and submitted to the University Requirements Curriculum Committee.

3. Modifications to the course and/or assessment plan will be based on the annual review.

Department Chair/School Director (or designee)

Signature _____ Date _____

KENT CORE POLICY STATEMENT

PART I: PHILOSOPHICAL BASIS FOR THE KENT CORE

The Kent Core is at the foundation of the university's mission to prepare students to live in today's complex, global society. It broadens intellectual perspectives, fosters ethical and humanitarian values and prepares students for responsible citizenship and productive careers. Through this learning experience, students develop the intellectual flexibility they need to adapt to an ever-changing world.

Kent Core course enable students to:

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

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

PART II: CRITERIA GOVERNING INCLUSION OF COURSES IN THE KENT CORE

To be included in the list of courses that satisfy the 36-37-hour Kent Core, a course must:

1. Be at the 10000 or 20000 level
2. Provide essential skills in English composition, mathematics or logic; lie within the broad, general categories of the Humanities and Fine Arts, the Social Sciences and the Basic Sciences; or provide an innovative interdisciplinary treatment addressing one or more of these general categories
3. Be grounded in and representative of a field that has attained maturity and substance with a "critical mass" of its own scholarly literature, methodology and community of specialists
4. Have the faculty and other resources necessary to meet the enrollment demands of Kent Core courses
5. Address concepts central to the subject area as well as relevant Kent Core learning goals (see Part I)
6. Have substantial course content that is not duplicated in other Kent Core course offerings
7. Be offered at least once before it is considered for Kent Core inclusion

PART III: REVIEW OF KENT CORE COURSES

In order to maintain the intent and integrity of the Kent Core, all courses listed under the Kent Core must be periodically and systematically reviewed for:

- Quality and uniformity of course content and instruction
- Conformance to Part I (philosophical basis) and II (criteria) of the Kent Core policy statement

Each department is responsible for maintaining a high level of quality and uniformity in course content and instruction. These shall be monitored by the department offering the course, through the use of appropriately constructed questionnaires and/or any other means of evaluations (peer review, classroom observation, etc.) it deems appropriate. The results of this evaluation will be used in the five-year review of the Kent Core courses.

Conformance to Parts I and II of the Kent Core Policy Statement will be reviewed at five-year intervals by the University Requirements Curriculum Committee, which will recommend any changes in the requirements to the Educational Policies Council through the dean of the Honors College. Part II of the Policy Statement will provide the criteria for the review, which will involve an evaluation of the appropriateness of the course, as defined by its syllabus and as evidenced by the conduct of its instruction.

It should be noted that any department offering a Kent Core course is responsible for ensuring that the course content be consistent with the approved Kent Core course syllabus throughout all sections offered. Changes of content and emphasis must be approved by the University Requirements Curriculum Committee, in addition to regular curricular bodies, if the course is to be retained in the Kent Core.

Effective: January 27, 2010 (Kent State University Board of Trustees)

INSTRUCTIONS FOR KENT CORE LEARNING OUTCOMES ASSESSMENT PLAN

1. The first column on the form lists the Kent Core learning objectives; the second column lists the corresponding Ohio Transfer Module learning objectives. (More information may be found at http://regents.ohio.gov/transfer/policy/OTMGuidelines_AllDisciplinesOct08.pdf
2. In the third column ("What corresponding learning outcomes are included…"), provide specific learning outcomes for the course.
   a. Corresponding learning outcomes specific for this course (column III of the form), must be included for each Kent Core learning objective (column I) that is being assessed for this course.
   b. Specific course learning outcomes should use language that demonstrates that they are, in fact, learning outcomes. Examples include words such as define, name, describe, identify, recognize, evaluate, present, propose, develop, contrast, summarize or perform. Previously proposed learning outcomes/objectives may be revised if they do not currently qualify as learning outcomes. See the Faculty Professional Development Center's website at www.kent.edu/fpdc (Learning & Teaching > Learning Outcomes link) for an overview of the process associated with learning outcomes.
   c. The assessment plan must include at least one course learning outcome that corresponds to one Kent Core learning objective, keeping in mind that for each learning outcome, an assessment method must be included.
3. In the fourth column of the form ("What method(s) will be used to assess…"), provide a description of the assessment methods for each specific learning outcome listed.
   a. The assessment method should be described in sufficient detail that faculty member(s) who teach the course and URCC members reviewing the assessment plan will be able to come to a common understanding of what is expected. If a common assessment is being proposed, it would be constructive to include the exact questions, problems, case studies, etc. to be used.
   b. When choosing methods of assessment, remember that for every assessment method proposed, there must be corresponding evidence.
4. In the fifth column ("What evidence of this assessment…"), provide a description of the evidence from the assessment that will be presented annually to the URCC. See the Academic Quality Improvement Program's website at www.kent.edu/aqip (Learning Assessment link) for information of the types of evidence appropriate for various methods of assessment. The summary is to be submitted to the URCC by the end of each academic year, and should include a summary of the results of the assessment, a statement of the faculty's review of the results and a description of any modifications to the plan and/or course that are going to be made as a result of the review.
5. Units will have the opportunity to revise and resubmit their Learning Outcome Assessment Plan with their annual summary.
6. For the Kent Core Learning Outcomes Assessment Plan to be approved for the proposed course, the assurances listed on the template must be confirmed by signature of the department chair/school director or other authorized individual.

DIVERSITY COURSE PROPOSAL QUESTIONNAIRE

Available online: www.kent.edu/provost/curriculum/forms
See Diversity Requirements Objectives, Criteria and Guidelines on next page.

Please review the Diversity Course Requirement Objectives and Criteria in Section IV 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:

Course Number:

Credit Hours:

Course Title:

Diversity Category:

Prerequisite(s):

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.

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?

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

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.

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?

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

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

Name of person preparing form: _____ Submission date: _____

_____ _____

Signature of chair/director verifying curriculum committee approval Date

DIVERSITY REQUIREMENTS OBJECTIVES, CRITERIA AND GUIDELINES

OBJECTIVES

The purpose of Kent State University's diversity requirement is to help educate students to live in a world of diverse communities, many of which are becoming increasingly permeated with cultural and ideological differences. The study of diversity is intended to promote awareness of local and global differences, to identify shared values, to improve understanding of one's own culture and to encourage people to explore and respect differences.

The diversity requirement is part of the university's broader efforts to encourage, both at the university and beyond, the development of communities in which all members and their contributions are recognized and valued. Diversity courses provide opportunities for students to learn about such matters as the history, culture, values and notable achievements of people other than those of their own national origin, ethnicity, religion, sexual orientation, age, gender, physical and mental ability and social class. Diversity courses also provide opportunities to examine problems and issues that may arise from differences and opportunities to learn how to deal constructively with them.

CRITERIA

Courses that satisfy the diversity requirement aim to give students significant opportunities to do the following. (It is understood that not every course will address all of these criteria.)

- Address diversity issues, particularly those involving unequal and/or discriminatory treatment
- Compare positive and negative implications of various parochial or "…centric" perspectives
- Encourage global awareness and sensitivity
- Examine patterns and trends of diversity in the United States
- Engage issues of racial or ethnic perceptions, attitudes and stereotypes
- Examine patterns and trends of diversity in the United States
- Explore ways to communicate and participate constructively in a diverse community
- Foster appreciation of aesthetic dimensions of other traditions and cultures
- Learn systematic approaches to understanding cultural differences and commonalities
- Learn systematic techniques for dealing constructively with problems arising out of cultural differences
- Participate in special programs that promote understanding other peoples
- Study Western and non-Western cultures in a world context or from a comparative perspective
- Understand how one's own culture shapes one's perceptions, ideology and values

GUIDELINES

- Emphasis: The study of diversity (as described in the objectives and criteria sections) must be a primary purpose of a course or program.
- Level: Both lower-division and upper-division courses may be proposed.
- Previous Offering: A course must have been offered at least once before consideration.
- Disciplinary/Interdisciplinary: Courses within a single discipline as well as interdisciplinary courses may be proposed.
- Foreign Language Instruction: Elementary language acquisition courses are not eligible. More advanced language courses may be submitted for consideration.
- Formal Approval Process: Diversity auricular proposals must be approved by the department/school curriculum committee, college curriculum committee, University Requirements Curriculum Committee and the Educational Policies Council.
- Degree Program Approval: In some degree programs, diversity has been made an integral and pervasive part of the curriculum. If breadth and intensity of diversity across the curriculum can be demonstrated by the academic unit, program completion will serve as the equivalent of the second course in the diversity requirement.
- Review Cycle: The diversity requirement and designated courses/programs are to be periodically and systematically reviewed for conformity to the Objectives and Criteria. Review by the University Requirements Curriculum Committee will occur every five years.

WRITING-INTENSIVE COURSE (WIC) INFORMATION FORM

Available online: www.kent.edu/provost/curriculum/forms

See Guidelines for Writing-Intensive Course (WIC) Proposals on next page.

Please consult the WIC Guidelines in Section IV as you respond to each item on this form. Attach a 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.

Course Subject and Number: Credit Hours: Effective Term:

Course Title:

☐ New Proposal ☐ Revised Proposal (If revised, attach copy of previous WIC Information Form.)

1. 1.Describe the *writing assignments* for this course, including the *nature* and *extent* of each assignment. (WIC Guidelines: Items 2, 3, 5)
2. Explain how the writing assignments are *representative of writing in this discipline* and how writing assignments are *integrated into the course content.* (WIC Guidelines: Item 2)
3. In what ways does the course *provide instruction* on the elements of writing in the discipline (identified above in item two)? (WIC Guidelines: Item 2)
4. Which writing assignment(s) provide an opportunity for *revision prior to grading*? (WIC Guidelines: Item 4)
5. Describe the instructional methods that will be used to provide *guided revision* on the draft document(s) *prior to assigning a grade*. (WIC Guidelines: Item 4)
6. What *elements of writing* are included in the *assessment* of the student's writing performance? (Guidelines: Item 5)
7. What *percentage of the final course grade* is based on *each individual writing assignment* and what is the *total percentage of the final course grade* that is based on writing? If the final grade percentage is below 50%, what efforts have been made to meet this standard? Why should an exception be approved for this course? (WIC Guidelines: Item 5)
8. What is the expected class size? If expected class size will be above 25, what efforts have been made to meet this standard? In what ways will the writing-intensive nature of the course be maintained with the larger class size? (WIC Guidelines: Item 4)
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?

URCC Use Only

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

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

GUIDELINES FOR WRITING-INTENSIVE COURSE (WIC) PROPOSALS

A. The Writing-Intensive Course Graduation Requirement

Kent State University established a writing-intensive graduation requirement for all baccalaureate students who enrolled fall 1992 or later as new freshmen. Beginning with the 1994-1995 *Undergraduate Catalog,* all students were required to complete at least one upper division course designated as "writing intensive" with a grade of "C" (2.00) or above. The University Requirements Curriculum Committee (URCC) is responsible for approving writing-intensive course proposals before submission to the Educational Policies Council (EPC).

B. Requirement Criteria and Principles

The university-wide writing-intensive course graduation requirement, as approved by the Educational Policies Council, established the following basic criteria for designating a course as "writing intensive" for the purposes of satisfying the requirement.

To be approved as a writing-intensive course (WIC), the course:

1. Must be upper division;
2. Must be designed, at least in part, to help students become effective writers in a specific discipline;
3. Must involve a substantial amount of writing; and
4. Must provide students with at least one writing assignment where there is an opportunity for guided revision before grading occurs.

In addition, the final grade in the WIC must reflect the student's writing performance in that course.

The following basic principles were also set forth in the EPC resolution establishing the requirement:

5. Normally, a writing-intensive course is a content course rather than a course in writing as a basic skill.
6. The course is not intended as an additional requirement but as a designation of a course already included in a major.
7. 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, with approval from the student's major department/school.

The First Periodic WIC Review Report (April 2007) recommended a course section size maximum of 25 and recommended that a minimum of 50 percent of the final course grade should be based on writing assignments.

C. Guidelines

The following guidelines should be used by departments and schools in the development of writing-intensive courses and in the preparation of the Writing-Intensive Course (WIC) Information Form.

Item 1: The course must be upper division.

All writing-intensive courses must be at the 30000 and 40000 level.

Item 2: The course must be designed, at least in part, to help students become effective writers in a specific discipline.

Each department should submit proposals based on discussions among its relevant faculty who develop agreed upon expectations about:

1. What constitutes "writing" of various kinds in that particular discipline;
2. How course assignments reflect or are representative of the different kinds of writing practices current in the discipline and profession;

3. How the assignments are structured to integrate the practice of these different kinds of writing with course content; and
4. How writing in the discipline becomes a method of learning specific material as taught within courses in this discipline. In evaluating each proposal, department and college curriculum committees should carefully consider the evidence regarding each of these issues.

Results of such departmental discussions and agreements will be reported on the WIC Information Form. This form—along with a revised Basic Data Sheet, Certification of Curriculum Proposal and master syllabus—will be submitted for each course proposed as "writing intensive."

Item 3: There must be a substantial amount of writing.

Ideally, a proposed course establishes the following expectations: a student will engage in structured writing experiences that emphasize writing as a process; the course includes a broad array of preparatory and substantive writing activities; and the writing assignments build in intensity with an increasing level of expectations over the duration of the course. *A focus on writing as a central element of the course will be a strong indication that it provides a "substantial" and "intensive" writing experience*.

Because a variety of approaches may be appropriate, the guidelines do not specify a minimum number of pages, types of writing or number of writing experiences required to meet this criterion. Courses may require *numerous* short written assignments or the traditional, longer term paper but with several preliminary or preparatory writing assignments related to a "final" submission. The writing may be descriptive or analytical. When a course requires several shorter pieces, the length as well as the content (whether descriptive or analytical, for example) and the extent to which the various pieces of writing are interrelated and build upon one another may, in combination, demonstrate that the writing should be considered "substantial."

Although neither a minimum number of assignments nor a minimum number of pages is required, the amount of writing should be consistent with the performance and grading expectations discussed in Item 5 below.

The guidelines also do not establish a minimum number of credit hours for courses that fulfill the requirement, but the standard has been the three-credit course. If two-credit courses are approved, it would be under the following circumstances: first, the student is required to take more than one course (for a total of more than the standard three credits); or second, the writing in the course is at least as "substantial" as that in the standard three-credit course and the writing comprises a larger percentage of the course grade. One-credit add-on courses are normally not approved (see Item 6 below). However, if such courses are approved, the entire grade must be based on the writing (see Item 5 below).

Item 4: At least one of the assignments must provide students with an opportunity for guided revision before grading occurs.

Guided revision requires that the instructor provide written feedback on the *draft* submitted for at least one of the writing assignments. In addition, *active communication* between the student and instructor (in particular, out-of-class meetings) is strongly encouraged. Additional instructional methods may also be effective, such as use of classroom sessions for discussions on positive and negative elements of the writing in the draft documents or peer review by other students in the class. At minimum, the student must receive written feedback from the instructor *with the opportunity* for individual meetings if requested by the student. It is also important that the assignment to be revised is initially due and returned with instructor comments *early enough* in the term to allow sufficient time for consultation with the instructor, revision and resubmission prior to the end of the semester.

Several additional points should be noted. First, to provide an *opportunity* for revision does not require that the student actually revises the paper, although it is anticipated that instruction about the writing process would emphasize the value of revision. Second, the opportunity must be provided to *all* students in the class, regardless of performance on the draft. Third, it should be clear that the draft is *not* simply "returned to students and revised according to the instructor's comments." Rather, instructor comments should provide general guidance and overall suggestions that will assist students

as they develop their own revisions. Fourth, the assignment is not to be graded until after the revision. Fifth, if the assignment is submitted in stages—e.g., outline, bibliography, first draft and revised final paper—it is acceptable to assign grades to the outline and bibliography (even if revision is also allowed on these two components) as long as the first draft is not assigned a grade prior to revision.

In some sense, a "substantial" portion of the total amount of writing should be allowed revision. A minor piece of the total writing (for example, an outline) should not be the only writing assignment allowed revision. Because of the increased instructional demands required by writing-intensive courses, especially the process of guided revision, the class maximum should be 25 or below. If the expected class maximum will be above 25, the department must describe efforts to reduce class size to 25 or below and explain how the writing-intensive nature of the course will be maintained with the larger class size.

Item 5: The grade in the course must reflect the student's writing performance.

Students are required to pass the writing-intensive course with a grade of "C" or above. This grade must reflect the student's writing performance and must include a measure of the student's effectiveness as a writer within the discipline.

Specific elements included in the assessment of writing performance will vary from course to course and may range from basic skills to the organization and clear expression of ideas and the use of critical thinking skills in developing and supporting arguments. Assessment of writing performance must also include those elements specific to the individual discipline (such as methods, techniques, styles or kinds of writing). Although basic skills (spelling, punctuation, grammar, use of footnotes and citations, etc.) may be included, the assessment must go beyond these skills to include more substantive elements of the writing process.

It is recognized that approaches to integrating writing assignments into course content will vary and that some writing assignments may be "ungraded." However, because the writing-intensive course must be completed with a grade of "C" or above, the percentage of the course grade that is based on the writing assignments needs to be carefully considered. In planning the course, the instructor should ask if the failure to earn a "C" average on writing assignments would result in a course grade below a "C." If not, then the percentage assigned to writing assignments may be inadequate. Essay exams are excluded from the final grade percentage based on writing unless it is clear that essay questions constitute writing in the discipline and/or it is specified in the course syllabus that the writing itself is evaluated as a significant part of the exam grade.

Given these requirements, it is normally expected that a minimum of 50% of the final course grade will be based on the writing assignments. In many cases, it will be more.
If the final course grade percentage is below 50%, departments must explain what efforts have been made to meet this standard and provide a rationale for granting an exception.

One-credit add-on courses are normally not approved (see Item 6 below). However, if such courses are approved, the entire grade must be based on the writing.

Item 6: A writing-intensive course is a content course, rather than a course in writing as a basic skill.

Based on this principle, proposals for "individual investigation" courses will not be approved. It is also this principle that underlies concerns about "add-on" courses. The reluctance to approve add-on credits stems from five concerns:

1. Desire to place emphasis on the writing process within a discipline;
2. To have writing in the discipline integrated into course content;
3. To have writing in the discipline become a method of learning specific material within courses in the discipline; and
4. To have writing and the writing process discussed within course and class contexts.
5. The final concern is of a different nature: The desire to avoid adding credit hours to major requirements. Departments or schools must provide sufficient rationale and evidence for any exception to this principle.

Item 7: The course is not intended as an additional requirement but as a designation of a course already included in the major.

Monitoring of credit hours for major requirements and degree requirements is left to the determination of the appropriate curricular bodies.

Item 8: 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, with approval from the major department or school.

This guideline does not absolve *any* unit of its obligation to provide writing experiences within the major. It does recognize that, on an occasional basis, a student may request approval to fulfill the requirement by taking a course in an area outside the major discipline. With regard to interdisciplinary majors, courses in the respective areas have been approved as writing intensive. In cases where a student changes majors or has multiple majors, the writing-intensive requirement will be determined on a case-by-case basis by the department and college.

Effective May 14, 2007 (Faculty Senate)
Prior Effective Date: August 1, 1993

EXPERIENTIAL LEARNING COURSE PROPOSAL COVER SHEET

Use this form if you are seeking approval for a whole course to count as an ELR.
Available online: www.kent.edu/provost/curriculum/forms
See Experiential Learning Requirement Policy Statement and Guidelines on pages 109-111.

Program/Department/School Submitting Proposal _____ Date Submitted _____

Contact Person _____ E-mail _____ Phone_____

Course Number/Title _____ Number of Credits _____

Check one:
☐ New Proposal ☐ Resubmission with Revision (date of original submission _____)

Select Appropriate Experiential Learning Category/Categories:
(*Choose one or more categories as appropriate*):
☐ Civic Engagement ☐ Creative/Artistic Activities ☐ Practical Experiences
☐ Research ☐ Study Abroad/Away.

Chair/Director Signature _____ Date_____

Date Approved by College Curriculum Committee _____

Dean Signature: _____ Date_____

For URCC use only

Date Received by URCC _____

Decision:
Approved _____(Date)
Withdrawn by Submitter _____(Date)
Minor Revision – Resubmit _____(Date)
Major Revision – Resubmit _____(Date)
Denied _____(Date)

COURSE-BASED EXPERIENTIAL LEARNING REQUIREMENT FORM

Use this form if you are seeking approval for a whole course to count as an ELR.
Available online: www.kent.edu/provost/curriculum/forms
See Experiential Learning Requirement Policy Statement and Guidelines on pages 109-111.

Please consult the Experiential Learning Guidelines as you respond to each item on this form.

Course Subject/Number/Title:

Credit Hours:

Prerequisite(s):

Please attach a master syllabus for this course.

The *course objectives* section of the syllabus must include the *goals of the experiential learning component.*

1. Describe how the course provides opportunities for students to:
   - Connect ideas, concepts, and skills developed at the university with their applications to new and different contexts;
   - Demonstrate how this experience has broadened their understanding of the discipline, the world, or themselves as learners; and
   - Reflect on the meaning of the experience for their current and future learning.
2. Explain how the three learning outcomes will be assessed:
   - Connect ideas, concepts, and skills developed at the university with their applications to new and different contexts;
   - Demonstrate how this experience has broadened their understanding of the discipline, the world, or themselves as learners; and
   - Reflect on the meaning of the experience for their current and future learning.
3. 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?

URCC Use Only

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

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

EXPERIENTIAL LEARNING SECTION PROPOSAL COVER SHEET

Use this form if you are seeking ELR approval for a course section that contains experiential learning. If the course has been approved as an ELR, a section proposal is not required.
Available online: www.kent.edu/provost/curriculum/forms
See Experiential Learning Requirement Policy Statement and Guidelines on pages 109-111.

Program/Department/School Submitting Proposal: _____ Date Submitted: _____

Faculty Member of Record: _____ Contact Person (if different): _____

Kent State E-mail: _____@kent.edu Phone: _____

Course Department/Number/Title: _____

CRN: _____ Section Number: _____ Semester/Year: _____ Credit Hours: _____

Check one: ☐ New Proposal ☐ Resubmission with Revision

Select Appropriate Experiential Learning Category/Categories:
(*Choose one or more categories as appropriate*):
☐ Civic Engagement ☐ Creative/Artistic Activities ☐ Practical Experiences
☐ Research ☐ Study Abroad/Away.

Approval Routing:
If Kent Campus course, overseen by Kent Campus department/school:

_____ ☐ Approve ☐ Denied Date: _____
Chair/Director Signature
(In Kent Campus unit overseeing the course)

_____ ☐ Approve ☐ Denied Date: _____
College URCC Representative Signature

If regional campus course, overseen by Kent Campus department/school:

_____ ☐ Approve ☐ Denied Date: _____
RC Assistant or Associate Dean Signature

_____ ☐ Approve ☐ Denied Date: _____
Chair/Director Signature (Kent Campus)

_____ ☐ Approve ☐ Denied Date: _____
College URCC Representative Signature (Kent Campus)

If Regional College course:

_____ ☐ Approve ☐ Denied Date: _____
Assistant or Associate Campus Dean Signature

_____ ☐ Approve ☐ Denied Date: _____
Regional College Dean Signature

_____ ☐ Approve ☐ Denied Date: _____
URCC Regional Campus Representative Signature

Final Decision *(for college/campus use only):*
☐ Approved Date: _____ ☐ Withdrawn by Submitter Date: _____
☐ Denied Date: _____
☐ Minor Revision–Resubmit Date: _____ ☐ Major Revision–Resubmit Date: _____

EXPERIENTIAL LEARNING SECTION PROPOSAL FORM

Use this form if you are seeking ELR approval for a course section that contains experiential learning. If the course has been approved as an ELR, a section proposal is not required.
Available online: www.kent.edu/provost/curriculum/forms
See Experiential Learning Requirement Policy Statement and Guidelines on pages 109-111.

Note: For course sections that are approved for ELR credit, the course scheduler from the unit must notify the Office of the Registrar that the ELR attribute should be added to the section to display in the *Schedule of Classes*. Any course requiring activities outside the classroom location must note specific requirements in the *Schedule of Classes*.

Course Department/Number/Title: _____

CRN: _____ Section Number: _____ Semester/Year: _____ Credit Hours: _____

Prerequisite(s): _____
_____
_____

Please attach a syllabus for this course section.

The *course objectives* section of the syllabus must include the *goals of the experiential learning component.*

Please provide the following information:

1. Describe how this section of the course provides opportunities for students to:
   - Connect ideas, concepts, and skills developed at the university with their applications to new and different contexts;
   - Demonstrate how this experience has broadened their understanding of the discipline, the world, or themselves as learners; and
   - Reflect on the meaning of the experience for their current and future learning.

2. Explain how the three learning outcomes will be assessed:
   - Connect ideas, concepts, and skills developed at the university with their applications to new and different contexts;
   - Demonstrate how this experience has broadened their understanding of the discipline, the world, or themselves as learners; and
   - Reflect on the meaning of the experience for their current and future learning.

EXPERIENTIAL LEARNING REQUIREMENT DESIGNATION RUBRIC

This rubric is to be used as an aid in determining if a course section meets the criteria for ELR designation.

Learning Outcomes	Not clearly described	Somewhat described	Clearly described
1a. The course provides opportunities for students to connect ideas, concepts, and skills developed at the university with their applications to new and different contexts.	The proposal provides a general overview of the course; however, it does not clearly describe how the ELR activity(s) will: ■ Facilitate an understanding of course ideas, concepts, and skills. ■ Allow for the application of knowledge in a new and different context.	The proposal provides a good overview of the course and the ELR activity(s); however, ideas of how the activity will: ■ facilitate an understanding of course ideas, concepts, and skills. ■ Allow for the application of knowledge in a new and different context appear sparingly throughout the proposal and/or syllabus.	The proposal provides a solid overview of the course, the ELR activity(s), and clearly describes how course ideas, concepts, and skills will be applied in a new and different context.
1b. The course provides opportunities for students to demonstrate how this experience broadens their understanding of the discipline, the world, or themselves as learners.	The proposal provides a general overview of course assignments; however, it does not clearly describe: ■ The connection between assignments and the ELR activity(s). ■ How students will demonstrate an understanding of the connection between the ELR activity(s), their discipline, the world, or themselves as learners.	The proposal provides a good overview of course assignments; however, descriptions of: ■ The connection between assignments and the ELR activity(s). ■ How students will demonstrate an understanding of the connection between the ELR activity(s), their discipline, the world, or themselves as learners appear sparingly throughout the proposal and/or syllabus.	The proposal provides a solid overview of course assignments, their connection to the ELR activity(s), and how students will demonstrate an understanding of the connection between the ELR activity(s), their discipline, the world, or themselves as learners.
1c. The course provides opportunities for students to reflect on the meaning of the experience for their current and future learning.	The proposal suggests reflection will occur; however, does not include a clear description of: ■ The reflective assignments how reflective assignments will facilitate student meaning of the ELR activity and their current and future learning.	The proposal provides a good overview of reflective assignments; however, descriptions of: how reflective assignments will facilitate student meaning of the ELR activity and their current and future learning appear sparingly throughout the proposal and/or syllabus.	The proposal provides a solid overview of reflective assignments and clearly describes how reflection will facilitate student meaning of the ELR activity(s) and their current and future learning.
2a. The three learning outcomes will be assessed.	The proposal suggests assessment will occur; however, does not include a clear description of: ■ Assessment assignments specific to the learning outcomes identified in items 1a.-1c. above.	The proposal provides a good overview of assessment assignments; however, descriptions: ■ Are underdeveloped for one or more of the learning outcomes identified in items 1a.-1c. above. ■ Appear sparingly throughout proposal and/or syllabus.	The proposal provides a solid overview of assessment assignments and clearly describes standards to assess student learning for each outcome identified in items 1a.-1c. above.
Self-assessment totals (write the number of check marks in each column)			

EXPERIENTIAL LEARNING REQUIREMENT POLICY STATEMENT

PURPOSE

The purpose of Kent State's experiential learning requirement (ELR) is to provide students with direct engagement in learning experiences that promote academic relevance, meaning, and an understanding of real-world issues. Experiential learning opportunities exist in a variety of course- and non-course-based forms and may include community service, service-learning, undergraduate research, study abroad/away, and culminating experiences such as internships, student teaching, and capstone projects, to name a few.

CRITERIA

Each ELR course or activity must provide opportunities for students to meet the learning outcomes listed below. Students will be able to:

- Connect ideas, concepts, and skills developed at the University with their applications to new and different contexts;
- Demonstrate how this experience has broadened their understanding of the discipline, the world, or themselves as learners; and
- Reflect on the meaning of the experience.

Students will also be required to meet any additional learning outcomes as defined by the course, program or faculty member.

Each ELR course or activity must have a plan of assessment for the experiential learning that has taken place.

CURRICULAR GUIDELINES

- All students must satisfy the experiential learning requirement as part of the requirements for any baccalaureate .
- Experiential learning opportunities must be completed while a student at Kent State University; however, the experiences may occur on or off campus. The expectation is that students will complete the ELR after the first year of study.
- Experiential learning opportunities must meet existing University regulations and guidelines (e.g., institutional review board approval for research with animals or human subjects, memoranda of affiliation/understanding with community partners).
- In the case of a program-approved ELR course, satisfactory completion will be determined by the instructor of the course. In the case of a program-approved ELR Activity, satisfactory completion will be determined by the faculty member.
- If an ELR course also is designated as a diversity course, a Kent Core course, and/or a writing intensive course, the student shall receive credit for fulfilling requirements in all applicable categories.
- 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.

EXPERIENTIAL LEARNING REQUIREMENT GUIDELINES

The Experiential Learning Requirement was approved by Faculty Senate on February 14, 2011, to be in effect fall semester 2012. The following information from the document approved by Faculty Senate is provided for additional guidance about the nature of the requirement.

Definition:
Experiential learning at Kent State University is defined as "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 academic and non-academic forms at this University and may include community service, service-learning, undergraduate research, and culminating experiences such as internships and capstone projects, to name a few. Since diversity in student needs exists, Experiential learning may utilize deliberate and purposeful engagement outside the typical classroom environment to influence student knowledge, skills, and values, and to promote the public good.

Kent State recognizes five general categories of ELR: civic engagement, creative/artistic activities, practical experiences, undergraduate research, and study abroad/away. Approved activities might fit one or more of these categories. These categories are provided as a guide to consider what types of activities meet the requirement.

1. **Civic Engagement**
   Civic engagement enables Kent State students to interact with people from diverse backgrounds; to challenge their understanding of community needs and the systems addressing those needs; and to explore ways of improving community life. The primary purpose for activities that fall into this category encompasses community involvement, awareness, learning, or reflection.

2. **Creative/Artistic Activities**
   Creative/artistic activities enable Kent State students to engage in various forms of creative expression to produce works that reflect a synthesis of knowledge and skills. These works may be original or interpretative and may be expressed through performances, portfolios, exhibits, pieces of work, or other significant projects.

3. **Practical Experiences**
   Practical experiences enable Kent State students to actively use the skills and concepts related to their career path while engaging in work-like settings that are common to their field of study, such as internships.

4. **Undergraduate Research**
   Undergraduate research activities enable Kent State students to engage in substantial systematic inquiry that contributes to the discovery or interpretation of knowledge significant to their field of study. This research can be applied, creative/artistic, descriptive, experimental, historical, inferential, observational, or theoretical. Research must be at the upper-division level and must be done as an individual investigation, senior honors thesis/project, or grant-related research. Research must be engaged with the external community, either through the research itself or in the dissemination of the research through publications or presentations.

5. **Study Abroad/Away**
   Study abroad/away activities enable Kent State students to be immersed in an off-campus environment. These experiences contribute to a student's understanding of culture, customs, diversity, history, language, politics, religion, society, and/or traditions.

Examples of Experiential Learning Activities

These examples are meant to give a general idea about possibilities within the five categories of ELR.

Civic Engagement Examples

Community development
Community-based action research
Community-based research
Service-learning

Research Examples

Community-based research
Creative activities
Field research
Oral history research
Substantial lab-based research (e.g., off-campus work, working as part of grant in the chemistry lab)

Creative Activities Examples

Architecture
Exhibits
Original designs
Art
Creative projects
Exhibits
Dance
Internship
Major dance performance
Original choreography
Student direction
English/writing
Creative projects
Oral interpretation
Original poetry
Original writing project

Fashion
Original design portfolio
Original designs
Runway show
Show
Journalism and mass communication
Editorial writing
General editing
Publisher
Music
Compositions
Concertos
Major roles
Recitals

Theatre
Directing
Major role
Playwright
Principal costume designer
Principal lighting designer
Principal set designer
Visual communication design
Original design portfolio
Generalized discipline creative projects:
Discipline-specific exhibits
Discipline-specific portfolios

Practical Experiences Examples

Applied workshops
Apprenticeships
Career/professional internship
Clerkship
Clinical fieldwork/practicum
Clinical research
Coaching
Cooperative education/ experience
Counseling practicum
Curricular practical training (CPT) (per U.S. citizenship and immigration services)
Experiential/lab experience
Exploratory courses
Entrepreneurships
Fellowships
Field experience
Freshman interest groups (FIGs)

Geology field camp
Independent study
Internships
Leadership/management experience
Learning communities
Optional practical training (OPT) (per U.S. citizenship and immigration services)
Politics/public policy experience
Practicum
Practicum-oriented thesis project
Practicum-oriented research
Residency experience
Service-learning
Student teaching
Substantial research

Laboratory experience (collaboration with faculty and/or graduate student research: e.g., psychology, animal, or human subjects research; sociology survey study; oceanographic or limnologic field work; ecological field work; chemical synthesis in the lab; or particlephysics work)
Teaching practicum
Training program
Tutoring
Volunteer work in discipline/area of study
Work experience
Work in clinical settings
Work study (related to study)

Study Abroad/Away Examples

Columbus program each fall
Faculty-led short-term programs
Fashion Design Studio in NYC
Internships abroad or beyond Northeast Ohio: CAPA program in Sydney; VCD internships at places such as Discovery Channel, MTV, Smithsonian, etc.
National Student Exchange
Overseas student teaching through COST
Semester, year-long, and summer programs: Florence, Geneva, Dresden Summer Language Program, Leicester, Ulster, Uganda, China, Quebec, Mexico, etc.
Semester at Sea
Summer Intensive Study in Dance
WPNI program each spring

RECOMMENDATION TO CHANGE SPECIAL COURSE FEES

Available online: www.kent.edu/provost/curriculum/forms
After the form is signed by the college dean (or designee), please forward to Tim Martin, associate vice president for academic budget and resources (Executive Suite, Library). The Board of Trustees is final approver of all fees. Typically, the Board approves fees in the spring for the next full academic year (e.g., board approves at spring 2013 meeting for fall 2013 implementation).

Department/School:

Course Subject and Number: Effective Term:

Course Title: Credit Hours:

Current Fee: $ /semester **OR** Proposed Fee: $ /semester **OR**
$ /credit hour (if variable) $ /credit hour (if variable)

Percentage Change: % ☐ increase ☐ decrease

Please check the following rationales that apply to the above fee change:

☐ The fee will cover the cost of materials that become the personal property of students or that are consumed by students.

☐ The fee will cover the cost of special activities that extend beyond the classroom setting; e.g., field trips or rental of off-campus facilities.

☐ The fee will cover the cost of special instructional materials that must be purchased directly by the academic program because they are not available to the general public; e.g., special examination or testing materials of a confidential nature.

☐ The fee will cover the cost of materials that, if purchased directly by the program in bulk, can be made available to students at significantly lower costs; e.g., art supplies.

☐ The fee will cover the cost of materials for which quality control is important, and where, if purchased directly by the program, availability and consistent quality can be assured; e.g., photographic supplies.

☐ The fee will cover or partially cover the cost of instruction of an especially costly nature; e.g., some types of music instruction or flight training.

Briefly state any additional rational: (attach memo if necessary)

Projected Annual Income: (use annual enrollment for past three years or estimate enrollment for new)

REQUIRED ENDORSEMENTS

_____ ____/____/____
Department Chair / School Director

_____ ____/____/____
Campus Dean (for Regional Campuses courses)

_____ ____/____/____
College Dean (or designee)

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

Curriculum Guidelines

~~2012 - 2013~~2012 - 2013

DRAFT

KENT STATE UNIVERSITY

Office of the Provost

~~July 2012~~October 5, 2012

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INTRODUCTION

The purpose of *Curriculum Guidelines* is to provide faculty members, academic administrators~~department chairs~~ and curriculum committee members with a blueprint to develop and revise academic policies~~, degree programs~~, majors, concentrations, minors, certificates, courses and organizational changes and agreements with curricular implications. It also provides a description of the review processes and procedures to obtain approval for proposals. Careful attention to the concepts in this guide will help those initiating curricular proposals to respond effectively to the various levels of review involved in moving curricular innovations from conception through approval.

Formal approval of specific curricular proposals is required to establish, to revise or to inactivate courses, programs, ~~or~~ policies, academic administrative structures or agreements with curricular implications. While these guidelines speak to the approval process, developers of curricular actions are cautioned to consider carefully the distinctions among concept, proposal, approval, authorization, funding and implementation.

If further explanation is needed for any matter related to the preparation or approval of a curricular proposal, contact the Curriculum Services staff in the~~,~~ Office of the Provost:

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❖ I. EDUCATIONAL POLICIES COUNCIL ❖

ADMINISTRATIVE POLICY AND PROCEDURES REGARDING THE EDUCATIONAL POLICIES COUNCIL

University Policy 3342-2-07 [~~www.kent.edu/policyreg/chap2/2-07.cfm~~www.kent.edu/policyreg/policydetails.cfm?customel_datapageid_1976529=2037680]

Field Code Changed

~~(~~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 curricular bulletin by the office of the provost~~agenda of the educational policies council. 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 affectings 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 sequences and certificate admission, course and graduation requirements consistent with university-wide policies.

(3.) Curricular changes initiated by academic departments but forwarded for approval to parent college for approval 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.c) 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.d) 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 sequencesand certificate programs; proposed departures from university-wide policies shall be referred toapproved by the educational policies council; and

(b.) General curricular policies and requirements for the college; proposed departures from university-wide policies shall be referred toapproved 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 councilsIndependent schools, honors college, graduate studies, undergraduate studies and university libraries shall function in a fashion parallel to the college curriculum committees.

Effective: September 812, 2012 1997 (Kent State University Board of Trustees)
Prior Effective Dates: Prior to November 4, 1977, October 5, 1979, April 30, 1982, May 28, 1997, September 8, 1997

FACULTY SENATE BYLAWS (EXCERPT)

University Policy 3342-2-06 [~~www.kent.edu/policyreg/chap2/2-06.cfm~~www.kent.edu/policyreg/policydetails.cfm?customel_datapageid_1976529=2037675]

Field Code Changed

~~(~~F.~~)~~ **Councils, committees and commissions.**

~~(~~1.~~)~~ Rights of the faculty senate and definitions. The rights of the faculty senate and definitions are specified in paragraph ~~(~~G~~)(~~1~~)~~ of rule 3342-2-05 of the Administrative Code and of this register.

~~(~~2.~~)~~ Educational policies council.

~~(~~a.~~)~~ Composition.

~~(~~i.~~)~~ The educational policies council shall consist of two bodies, one responsible for undergraduate education called the undergraduate council and the other responsible for graduate education called the graduate council. Issues jointly affecting undergraduate and graduate education will be discussed at the semester meeting of the full educational policies council.

~~(~~b.~~)~~ Function.

~~(~~i.~~)~~ The educational policies council shall be concerned with conceptual and structural aspects of long-range academic planning; overall curricular planning; the arbitration of interdepartmental and intercollegial curricular disputes; the conformity of collegial and departmental curricular programs and proposals to university-wide policies; the establishment, discontinuance, or significant alteration of academic programs; the establishment or discontinuance of bodies or agencies which are directly related to academic programs; the standards for admission and graduation of students; library policies and facilities; and such matters as may be referred to it by college curriculum committees or the faculty senate.

~~(~~ii.~~)~~ The undergraduate council shall be concerned with conceptual and structural aspects of long-range academic planning; overall curricular planning; the arbitration of interdepartmental and intercollegial curricular disputes; the conformity of collegial and departmental curricular programs and proposals to university-wide policies; the establishment, discontinuance, or significant alteration of academic programs; the establishment or discontinuation of bodies or agencies which are directly related to academic programs; the standards for admission and graduation of students; library policies and facilities; and such matters as may be referred to it by college curriculum committees or the faculty senate related to issues that impact undergraduate education.

~~(~~iii.~~)~~ The graduate council shall be concerned with conceptual and structural aspects of long-range academic planning; overall curricular planning; the arbitration of interdepartmental and intercollegial curricular disputes; the conformity of collegial and departmental curricular programs and proposals to university-wide policies; the establishment, discontinuance, or significant alteration of academic programs; the establishment or discontinuance of bodies or agencies which are directly related to academic programs; the standards for admission and graduation of students; library policies and facilities; and such matters as may be referred to it by college curriculum committees or the faculty senate related to issues that impact graduate education.

~~(~~c.~~)~~ Division of labor.

~~(~~i.~~)~~ All recommendations of the educational policies council related to long-range academic planning or to the establishment, discontinuance, or major alteration of programs or bodies shall be submitted to the faculty senate for approval. Proposals for the discontinuance or major alteration of an academic program shall be preceded by a program review conducted according to established procedures.

(ii.) Business of the educational policies council, which normally would not come to the faculty senate floor may, at the option of said council or at the request of the faculty senate, be brought to the floor.

(iii.) All commissions appointed to consider academic planning for the university shall report to the educational policies council.

(iv.)The co-chairs of the educational policies council shall appoint a University Requirements Curriculum Committee which shall be concerned with the liberal education requirements, the diversity requirements, and the writing intensive requirements. This subcommittee shall report to the undergraduate council.

(d.) Voting.

(i.) "“Ex officio”" members shall have vote and shall consist of those who are “ex-officio” members of the undergraduate council and/or the graduate council.be the provost and senior vice president of academic affairs; the vice provost and dean of undergraduate studies; the dean of graduate studies; the dean or his/her designee and associate dean for graduate affairs in the college of architecture and environmental design; the dean or his/her designee and associate dean for graduate affairs in the college of the arts; the dean or his/her designee and associate dean for graduate affairs in the college of arts and sciences; the dean or his/her designee and associate dean for graduate affairs in the college of business administration and the graduate school of management; the dean or his/her designee and associate dean for graduate affairs in the college of communication and information; the dean or his/her designee and associate dean for graduate affairs in the graduate school of education, health, and human services; the dean or associate dean for graduate affairs in the college of technology; the dean of the honors college; the dean or his/her designee and associate dean for graduate affairs in the college of nursing; the chief administrative officer for regional campuses; the dean of university libraries and media services and designee; and the chair of the faculty senate. In any degree-granting unit without an associate dean for graduate affairs, that position on the EPC shall be filled by the administrator or faculty member with administration responsibility for graduate affairs in that unit.

(ii.) ““Ex officio”” members on the undergraduate council shall have vote and shall be the provost and senior vice president of academic affairs and provost; the vice provost; the dean of undergraduate studies; the dean or his/her designee from each of the academic colleges in the college of architecture and environmental design; the dean or his/her designee in the college of the arts; the dean or his/her designee in the college of arts and sciences; the dean or his/her designee in the college of business administration; the dean or his/her designee in the college of communication and information; the dean or his/her designee in the college of education, health and human services; the dean or his/her designee in the college of nursing; the dean or his/her designee in the college of technology; the dean of the honors college; the chief administrative officer for regional campusesdean or director or his/her designee in each independent school; the dean of university libraries and media services or his/her designee; and the chair of the faculty senate or his/her designee.

(iii.) ““Ex officio”” members on the graduate council shall have vote and shall be the provost and senior vice president of academic affairs and provost; the dean of graduate studies; the associate dean for graduate affairs or his/her nominee in each of the academic colleges or independent schools with graduate programsin the college of architecture and environmental design; the associate dean for graduate affairs in the college of the arts; the associate dean for graduate affairs in the college of arts and sciences; the associate dean for graduate affairs in the graduate school of management; the associate dean of graduate affairs in the college of communication and information; the associate dean for graduate affairs in the graduate school of education, health, and

~~human services; the associate dean for graduate affairs in the college of nursing; the associate dean for graduate affairs in the college of technology; the chief administrative officer for regional campuses~~; the dean of university libraries ~~and media services~~ or his/her designee; and the chair of the faculty senate or his/her designee. In any degree-granting unit without an associate dean for graduate affairs, that position on the graduate council shall be filled by the administrator or faculty member with administrative responsibility for graduate affairs in that unit.

~~(~~e.~~)~~ From the elected representatives on the faculty senate, the chair-elect shall appoint ten senators to membership on the educational policies council with due regard for representation by curricular units of the university. Five senators will be appointed to the undergraduate council and five senators with full graduate faculty status within their respective units will be appointed to the graduate council.

~~(~~f.~~)~~ One elected member of each college curriculum body shall be elected by these bodies to membership on the undergraduate council.

~~(~~g.~~)~~ To ensure representation from among the university's graduate coordinators, one member of each college graduate coordinating body shall be elected by these bodies to membership on the graduate council. The faculty member must be a full member of the graduate faculty within their respective academic unit.

~~(~~h.~~)~~ The chair-elect shall appoint additional regular faculty to membership on the educational policies council with due regard for representation by curricular units of the university as needed so that the faculty membership equals the ~~"~~"ex officio~~"~~" membership.

~~(~~i.~~)~~ One undergraduate student appointed by the undergraduate student senate and one graduate student appointed by the graduate student senate shall serve as observers to the educational policies council with rights of participation but without a vote. The undergraduate student shall also be a member of the undergraduate council and the graduate student shall also be a member of the graduate council.

~~(~~j.~~)~~ The educational policies council shall meet at least ~~three~~ once ~~times~~ during each term of the academic year.

~~(~~k.~~)~~ The undergraduate and graduate councils shall each meet at least three times during each term of the academic year.

~~(~~l.~~)~~ Agendas, minutes and attachments of the meetings of the educational policies council and its two bodies shall be distributed to each other as well as to members of the faculty senate.

Effective: ~~May~~ June 20, 2012~~09~~ (Kent State University Board of Trustees)
Prior Effective Dates: November 4, 1977; October 5, 1979; July 11, 1980; March 11, 1982; April 30, 1982;
March 5, 1984; May 18, 1984; February 19, 1990; September 23, 1991; February 24, 1992; ~~December 24, 2001;~~ December 24, 2001, May 10, 2009~~.~~

GUIDELINES FOR DETERMINING EPC AGENDA STATUS

A. **Action Items:** Items reviewed, discussed and voted upon by EPC members.

1. Major or degree – establishment, revision of name, inactivation
2. Minor – establishment
3. Certificate – establishment
4. Unique program (i.e., affects students from more than one academic unit; e.g., Military Studies, Washington Program) – establishment, revision, inactivation
5. Academic unit (college, school, department) – establishment, revision, inactivation
6. Center or institute – establishment, revision, inactivation
7. University academic requirement (e.g., Kent Core) – establishment, revision, inactivation
8. University academic policy – establishment, revision, inactivation
9. University academic operational procedure or regulation – establishment, revision, inactivation

~~1. Establishment, revision or inactivation of a degree designation~~
~~2. Establishment or inactivation of a major~~
~~3. Substantial revision of a major (i.e., alters faculty, space and/or resource requirements)~~
~~4. Revision of a major name~~
~~5. Extension of a major to an additional campus~~
~~6. Establishment of a minor or concentration~~
~~7. Establishment or inactivation of an academic unit~~
~~8. Establishment, revision or inactivation of a unique program (e.g., Washington Program in National Issues)~~
~~9. Status revision of an academic unit (e.g., school to college; units moved from one college to another)~~
~~10. Establishment, revision or inactivation of a center or institute~~
~~11. Establishment, revision or inactivation of a university policy (i.e., affects students and their matriculation)~~
~~12. Establishment, revision or inactivation of an administrative policy~~
~~13. Establishment, revision or inactivation of an operational procedure or regulation~~

B. **Information Items:** Items considered notification to the EPC and not voted upon unless a motion to do so is made by an EPC member.~~not discussed or voted upon unless a motion is made by EPC member; considered approved once meeting is adjourned~~

1. Major or degree – letter of intent or program development plan to establish (sent to the Ohio Board of Regents for approval before submitting full proposal)
2. Suspension of admissions into an academic program
3. Five-year review of certificate programs

~~1. Establishment of an articulation or consortial agreement with curricular implications~~
~~2. Establishment, revision or inactivation of a certificate program~~
~~3. Preliminary Prospectus (undergraduate) or Program Development Plan (graduate) to propose new degree or new degree program for review by Ohio Board of Regents~~
~~4. Establishment of an agreement to offer off site more than 50 percent of a degree program~~
~~5. Revision of an academic unit name~~
~~6. Suspension of admissions into a graduate program~~

C. **Lesser Action Items:** not discussed or voted upon unless a motion is made by an EPC member to do so; 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 a 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

~~1. Regular revision of major (perfunctory in nature and represents natural consequences of other changes in course, program or policy)~~
~~2. Revision of a policy or requirement within a program~~
~~3. Revision or inactivation of a minor or concentration~~
~~4. Establishment of a course subject~~
~~5. Establishment, revision or inactivation of a course~~

EPC MEETING DATES FOR 2012~~09~~-2010~~3~~

More information about EPC meetings, agendas, minutes and members are found at the following website: www.kent.edu/provost/curriculum/epc~~.~~

Field Code Changed

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- **2~~04~~ August ~~2009~~ 2012** (deadline for materials: 30 ~~August~~July)
  Final meeting to approve spring ~~2010~~ 2012 ~~undergraduate~~ course proposals
- **17~~21~~ September ~~2009~~ 2012** (deadline for materials: ~~31~~ 27 August)
- **15~~9~~ October ~~2009~~ 2012** (deadline for materials: ~~28~~ 24 September)
- **19~~6~~ November ~~2009~~ 2012** (deadline for materials: ~~26~~ 29 October)
  ~~*The EPC meets as a whole body*~~
- **28~~5~~ January ~~2010~~ 2013** (deadline for materials: ~~4~~ 7 January)
  Final meeting to approve fall ~~2010~~ 2013 course and program proposals

- **~~22~~ 18 February ~~2010~~ 2013** (deadline for materials: 1 February)
  AY 2013-14 ~~1 February is also deadline for fall 2010~~ special course fee submissions due to Provost's Office (Tim Martin)
- **~~22~~ 18 March ~~2010~~ 2013** (deadline for materials: ~~1 March~~25 February)
- **~~19~~ 15 April ~~2010~~ 2013** (deadline for materials: ~~29~~ 25 March)
- **~~17~~ 20 May ~~2010~~ 2013** (deadline for materials: ~~26~~ 29 April)
  ~~*The EPC meets as a whole body*~~
  Final meeting to approval fall ~~2010~~ 2013 policy proposals and other catalog changes

~~More information about EPC meetings, agendas, minutes and members can be~~are ~~found at the following website:~~
~~www.kent.edu/Administration/provost/curriculum_svcs/epcwww.kent.edu/provost/curriculum/epc.~~

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EPC SUBCOMMITTEES

UNIVERSITY REQUIREMENTS CURRICULUM COMMITTEE

The University Requirements Curriculum Committee (URCC) oversees university-wide curricular requirements that apply to every undergraduate student. These include the Kent Core (general education requirement), freshmen orientation (currently US 10097 Destination Kent State: First Year Experience) and the diversity, writing-intensive, experiential learning and Transfer Module requirements~~Liberal Educational Requirements (LER), diversity, writing-intensive and Transfer Module requirements. These university-wide curricular requirements apply to every undergraduate student~~. The URCC was established in 1999 with the merger of the Liberal Education Requirements Curriculum Committee, the ad hoc Subcommittee on Diversity in the Curriculum and the EPC Subcommittee on Writing.

The URCC is composed of 14 voting members representing faculty and administrators from Kent State's colleges and independent school(s). Faculty members are nominated by the Committee on

Committees of the Faculty Senate and broadly represent the colleges and independent school. A student representative serves as *ex officio*. The co-chairs of the committee will be a faculty committee member and either the dean for Undergraduate Studies or the dean of the Honors College.

The URCC is responsible for periodic review and recommendation of changes in these requirements as well as review and recommendation of action on new course and program proposals. Kent Core~~LER~~, diversity ~~or~~, writing-intensive and experiential learning course proposals are first approved by department/school and college curriculum committees then forwarded to the URCC. Following review and approval by the URCC, proposals are forwarded to the EPC. Before beginning preparation of such proposals, departments should consult the administrative or faculty co-chair of the URCC.

THE UNIVERSITY COUNCIL ON TEACHER EDUCATION

The University Council on Teacher Education (UCTE), which reports to the provost and senior vice president of academic affairs, considers curricular proposals relating to teacher education and licensure, providing advice on these matters to the EPC. It concerns itself especially with those areas of teacher education that involve more than one college or school, and those that are of broad interest to the university community. Before beginning preparation of such proposals, departments should consult the administrative or faculty co-chair of UCTE.

CURRICULUM APPROVAL CHART

Most curricular proposals start at the department, school or regional campus level and then progress through the various offices until they reach the normal level of final approval for that type of curricular proposal. However, any hierarchically higher level may request to review, initiate and/or approve or disapprove any proposal. The normal level of final approval for curricular proposals is shown in the following table outline of the approval sequence.

CURRICULUM PROPOSAL	DEPARTMENT OR SCHOOL	COLLEGE	OTHER UNITS	URCC	GRADUATE STUDIES	PROVOST	EPC	FACULTY SENATE	PRESIDENT	BOARD OF TRUSTEES	OHIO BOARD OF REGENTS
▪ 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~~Regular revision of major~~ ~~• Revision or inactivation of minor or concentration~~ ~~• Establishment, revision, inactivation of course~~ ~~• Establishment, revision, inactivation of certificate~~ ~~• Establishment of new course subject~~ ~~• Establishment of articulation or consortial agreements with curricular implications~~ ~~• Establishment of an agreement to offer off site more than 50 percent of a degree program~~ ~~• Revision of departmental name~~ ▪ ~~Suspension of admissions into a graduate program~~	A ◆	I ◆			◆	A ◆	I				
▪ 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~~Substantial revision of major (i.e., alters faculty, space and/or resource requirements)~~ ▪ ~~Establishment of minor or concentration within major~~	A ◆	A ◆			◆	A ◆	I ◆				
▪ Inactivation of courses affecting degree programs or general curricular requirements of colleges other than 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 than parent 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~~Establishment, revision, inactivation of university-wide course requirement (e.g., first-year orientation, LER, diversity, writing intensive)~~	A ◆	A ◆	I	◆		A ◆	I ◆	◆			

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CURRICULUM PROPOSAL	DEPARTMENT OR SCHOOL	COLLEGE	OTHER UNITS	URCC	GRADUATE STUDIES	PROVOST	EPC	FACULTY SENATE	PRESIDENT	BOARD OF TRUSTEES	OHIO BOARD OF REGENTS
• Establishment, revision, inactivation of courses designated university academic requirement (e.g., Kent Core, diversity, writing-intensive, experiential learning, freshmen orientation)~~Establishment, revision, inactivation of unique program (e.g., Washington program)~~ • ~~Establishment, revision, inactivation of administrative policy, operational procedure or regulation.~~ • ~~Substantial revision of major (i.e., alters faculty, space and/or resource requirements)~~ • ~~Establishment of new academic administrative unit~~ ▪ ~~Establishment, revision, inactivation of centers and institutes~~	A ◆	A ◆		A	◆	A ◆	I ◆	◆	◆		

Legend: A = Approval I = Information

Continued on next page~~*Establishment, revision, inactivation of university policy*~~ ~~Inactivation of existing major~~ ~~Revision of major name~~ ~~Status change of academic unit (e.g., school to college; administrative housing transferred from one unit to another)~~ ~~Establishment, revision, inactivation of centers and institutes (information item)~~	◆	◆			◆	◆	◆	◆	◆	◆	
▪ Revision of major (including new, revised, inactivated concentrations) ▪ Revision or inactivation of a minor ▪ Revision or inactivation of a certificate ▪ Establishment, revision or inactivation of a policy within an academic unit ▪ Establishment, revision or inactivation of an articulation/consortia agreements ▪ Temporary suspension of admission into a program • Establishment, revision or inactivation of a center ~~Establishment, revision of degree designation~~ ~~• Establishment of new major~~ ~~• Extension of major to additional campus~~ ~~• Revision of major name (information item)~~ ▪ ~~Inactivation of major (information item)~~	A ◆	A ◆			A ◆	A ◆	I ◆	◆	◆	◆	◆
▪ Letter of intent to establish a major or degree ▪ Alternate online (50%+) delivery for existing program ▪ Alternate off-site (50%+) delivery for existing program	A	A			A	A	I				A
▪ Name change of a major or degree	A	A			A	A	A	A	I	I	A
▪ Establishment of a minor ▪ Establishment of a certificate	A	A			A	A	A	I			
▪ Revision of a university-wide academic requirement (e.g., Kent Core) not considered substantial				A		A	A	I			
▪ Establishment, revision or inactivation of a unique program that affects students in more than one academic unit (e.g.,	A	A	A		A	A	A	A	I		

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CURRICULUM PROPOSAL	DEPARTMENT OR SCHOOL	COLLEGE	OTHER UNITS	URCC	GRADUATE STUDIES	PROVOST	EPC	FACULTY SENATE	PRESIDENT	BOARD OF TRUSTEES	OHIO BOARD OF REGENTS
Military Studies, Washington Program) ▪ Establishment, revision or inactivation of a university-wide academic operational procedure or regulation ▪ Revision of a university-wide academic policy											
▪ Revision (e.g., name change) of an academic unit (college, school, department)	A	A	A		A	A	A	A	I	I	
▪ Inactivation of a major or degree ▪ Establishment, substantial revision or inactivation of a university-wide academic requirement (e.g., Kent Core) ▪ Establishment, substantial revision or inactivation of a university-wide academic policy ▪ Establishment or inactivation or substantial revision of an academic unit (college, school, department) ▪ Establishment, revision or inactivation of an institute	A	A	A		A	A	A	A	A	A	
▪ Inactivation of a major or degree	A	A	A		A	A	A	A	A	A	I
▪ Establishment of a major or degree ▪ Establishment or substantial change of a college that affects the region or other institutions (e.g., College of Engineering)	A	A	A		A	A	A	A	A	A	A

Legend: A = Approval I = Information

Effective: March 17, 2012 (Kent State University Faculty Senate)

❖ II. ACADEMIC ORGANIZATION ❖

ADMINISTRATIVE POLICY AND PROCEDURES REGARDING ACADEMIC ADMINISTRATIVE STRUCTURES

University Policy 3342-2-03.1 [~~www.kent.edu/policyreg/chap2/2-03-1.cfm~~www.kent.edu/policyreg/policydetails.cfm?customel_datapageid_1976529=2038135]

Field Code Changed

~~The university recognizes and designates several types of academic administrative structures that serve to facilitate its academic mission. Primary academic structures aligned with the institutional goals and strategic directions of the university are designated as departments, schools, colleges and regional campuses. These secondary structures are designated as institutes, centers or other general-purpose organizational structures. Other general-purpose organizational structures may include advisory councils, associations, boards, bureaus, councils, forums or programs.~~
~~Approval for these academic administrative structures shall be given at various levels of the university's governance structure depending upon the unit's mission, scope and fiscal impact. Academic administrative structures exist to coalesce disciplinary expertise, to provide administrative support, to enhance the possibility of obtaining financial resources or extramural funding and to increase the possibilities for educational or community outreach.~~

A. The university recognizes and designates several types of academic administrative structures that serve to facilitate its academic mission. Primary academic structures aligned with the institutional goals and strategic directions of the university are designated as departments, schools, colleges and regional campuses. These secondary structures are designated as institutes, centers or other general-purpose organizational structures. Other general-purpose organizational structures may include advisory councils, associations, boards, bureaus, councils, forums or programs.

   Approval for these academic administrative structures shall be given at various levels of the university's governance structure depending upon the unit's mission, scope and fiscal impact. Academic administrative structures exist to coalesce disciplinary expertise, to provide administrative support, to enhance the possibility of obtaining financial resources or extramural funding and to increase the possibilities for educational or community outreach.~~**Regional Campus**~~

B. Policy Implementation

1. **Regional Campus**

   a. A regional campus may be created to provide instruction, outreach and research for a geographical service area distinct from the Kent Campus.

   b. Each regional campus provides on-site academic and administrative services and generally maintains its own physical plant.

   c. Regional campus faculty set degree requirements for associate degree programs through cognate committees with the approval of the provost, the regional campuses curriculum committee, the college curriculum committee, and the Educational Policies Council and Faculty Senate.

   d. The regional campus is a unit of analysis for student headcount, credit hour generation, faculty appointments, academic staff and budgetary support.

   e. A regional campus shall be established or eliminated by the Ohio Board of Regents and the KSU Board of Trustees upon the recommendation of the president and the provost. Prior to recommending the establishment or elimination of a regional campus, or the substantial modification of the academic structures of an existing campus, the president and provost shall consider the recommendation of the vice president for regional development and the dean for regional campuses. The president and provost also shall consider a recommendation from the appropriate curricular and governance bodies, including the regional campuses FAC and curricular committee, the Educational Policies Council and the Faculty Senate.

f. A regional campus shall be headed by a dean who shall have a dual reporting line to the provost and to the vice president for regional development.

2. College

a. A college may be created to align more effectively academic departments, schools and programs that share a common mission, similar instructional goals and related scholarly programs. Typically, the component units of a college shall represent disciplinary or professional specialties that have a close affinity with one another.

b. The primary rationale for a college is to facilitate cooperation and collaboration among its various academic components while at the same time providing enhanced visibility and stature for these units within the university and with external publics.

c. A college is also expected to yield substantial benefits for faculty, students and staff, as well as external constituent groups.

d. A college shall be established or eliminated by the Board of Trustees upon the recommendation of the president and the provost. Prior to recommending the establishment or elimination of a college, or the substantial modification of the structures of an existing college, the provost shall consider the recommendation of the appropriate curricular and governance bodies, including the Educational Policies Council and the Faculty Senate.

e. A college shall be headed by a dean who shall report directly to the chief academic officer of the university (i.e., provost) and who shall have primary responsibility for all curricular, budgetary, and personnel actions of the college. The dean shall be appointed by the provost upon the recommendation of the appropriate advisory body and approval of the Board of Trustees.

3. Departments and dependent schools

a. A department or dependent school may be created to house one or more academic programs with associated faculty, degree programs and students.

b. The primary rationale for a department or dependent school is to provide instruction in a professional discipline, an academic area or field. Each department has a resident faculty that offers instruction in one or more academic disciplines or fields. Each dependent school has a resident faculty that offers instruction in one or more professional disciplines, academic areas or fields.

c. Department and dependent school faculty set degree requirements for unit major programs, with the approval of the College Curriculum Committee and the Educational Policies Council.

d. The department or dependent school is a unit of analysis for student headcount, credit-hour generation, faculty appointments, academic staff and budgetary support.

e. Other purposes of departments and dependent schools are to focus scholarly and disciplinary activities of the faculty and to provide professional services in the areas(s) of departmental expertise.

f. A department or dependent school shall be established or eliminated by the Board of Trustees upon the recommendation of the president, the provost and the dean. Prior to recommending the establishment or elimination of a department or dependent school, or the substantial modification of the structure of an existing department(s) or dependent school(s), the provost shall consider the recommendations of the appropriate curricular and governance bodies, including the College Curriculum Committee, Educational Policies Council, and the Faculty Senate.

g. A department or dependent school shall be headed by a chair or director who shall have primary responsibility for all curricular, budgetary and personnel actions of the unit. The chair/director shall be appointed by the dean in consultation with the provost upon the recommendation of the appropriate faculty advisory body and approval of the Board of Trustees.

4. Independent ~~School~~ school or ~~Graduate~~ graduate ~~School~~school

a. An independent school or graduate school may be created to house one or more academic programs with associated faculty, degree programs and students.

b. The primary rationale for an independent school or graduate school is to provide instruction in a professional field. Each independent school has a resident faculty that offers instruction in one or more professional disciplines or fields.

c. Independent school or graduate school faculty set degree requirements for the school's major programs, with the approval of the Educational Policies Council.

d. The independent school or graduate school is a unit of analysis for student headcount, credit hour generation, faculty appointments, academic staff and budgetary support.

e. Other purposes of independent schools and graduate schools are to focus scholarly and professional activities of the faculty and to provide professional services in the area(s) of the school's expertise.

f. An independent school or graduate school shall be established or eliminated by the Board of Trustees upon the recommendation of the president, the provost and the dean. Prior to recommending the establishment or elimination of an independent school or graduate school, or the substantial modification of the structure of an existing independent school(s) or graduate school, the provost shall consider the recommendations of the appropriate curricular and governance bodies, including the Educational Policies Council and the Faculty Senate.

g. An independent school or graduate school shall be headed by a dean who shall report directly to the chief academic officer of the university (i.e., provost) and who shall have primary responsibility for all curricular, budgetary, and personnel actions of the school. The dean shall be appointed by the provost in consultation with the appropriate advisory body and approval of the Board of Trustees.

5. Divisions

a. Divisions with-in academic affairs exist to provide services beyond those offered by colleges, department and dependent schools, or independent schools and graduate schools. These services include, for instance, advising, fundraising, instruction in library use and in research methods, management of the library's collections and databases, and planning and installation of classroom technology and/or technology support. Current divisions include:

i. Libraries and Media Services

ii. Research and Graduate Studies

iii. Undergraduate Studies

6. Institute

a. An institute may be created to facilitate comprehensive research on a major problem or on a cluster of significant related topics or issues. The topics or issues that provide the focus for the institute shall involve two or more departments or schools and incorporate a university-wide perspective. Ordinarily, institutes are created because the organization, advantages, and support they provide are not feasible under existing departmental or school structures. Institutes shall be supported insofar as possible through extramural resources.

b. An institute shall facilitate and administer the performance of research and provide an organizational identity to selected research programs and participating faculty, staff and students. An institute shall supplement and complement the mission of the academic departments, schools and colleges.

c. An institute shall be established or eliminated by the Board of Trustees upon the recommendation of the president and the provost. Prior to recommending the establishment or elimination of an institute, the provost will consider the recommendations of the appropriate curricular and governance bodies (i.e., college curriculum committee(s), Educational Policies Council and the Faculty Senate).

d. An institute shall be headed by a director appointed by the provost upon the recommendation of the appropriate dean(s) and approval by the Board of Trustees.

e. The director shall file an annual report with the appropriate dean(s), with copies to the provost and the vice president for research and dean of graduate studies.

7. Center

a. A center may be created to make faculty expertise available to university and outside constituencies; research, while endemic to its operation, is not necessarily the primary focus of a center. Centers typically provide a service or serve purely an administrative purpose.

b. The rationale for a center is to provide an administrative structure to focus and bring together the efforts of a faculty on a single area or cluster of related areas. Centers shall supplement and complement the mission of the academic department and college.

c. A center shall be established by the provost upon the recommendation of the deans of participating colleges and independent schools and the chairperson(s) and director(s) of participating department and dependent schools. In the case of regional campuses, a center shall be established by the provost upon the recommendation of the vice president for regional development and the regional campus dean(s). Prior to recommending the establishment of a center, including those at a regional campus, the provost will consider the recommendations of the appropriate governance bodies (i.e., department or dependent school curriculum committee, college curriculum committee, and the Educational Policies Council, the Faculty Senate and the RCFAC, when appropriate).

d. A center shall be headed by a director or coordinator appointed by the provost upon the recommendation of the appropriate dean(s) and approved of the Board of Trustees.

e. The director or coordinator shall file an annual report with the dean, chairperson or director. The annual report for each center shall be included in the regional campus, college department or dependent school, or independent school annual mission report, whichever is appropriate.

8. Other Designations for General-Purpose Organizational Structures

a. In addition to institutes and centers, the university recognizes other designations more limited in scope such as bureaus, forums, advisory councils, associations, boards, and councils.

b. These general-purpose organizational structures may be established by the appropriate dean with the approval of the provost. Prior to recommending the establishment of a general-purpose structure, the dean will consider the recommendations of the departmental faculty advisory committee and/or the regional campus faculty advisory committee.

~~B.~~C. **Review Procedures for Secondary Administrative Units**

~~**Other Designations for General-Purpose Organizational Structures**~~

1. ~~In addition to institutes and centers, the university recognizes other designations more limited in scope such as bureaus, forums, advisory councils, associations, boards, and councils.~~
2. ~~These general-purpose organizational structures may be established by the appropriate dean with the approval of the provost. Prior to recommending the establishment of a general-purpose structure, the dean will consider the recommendations of the departmental faculty advisory committee and/or the regional campus faculty advisory committee.~~

~~B. **Review Procedures for Secondary Administrative Units**~~

1. Unless an exception is approved by the provost, all institutes and centers will be reviewed every five years.
2. The review will include a comparison of the activities and achievements of the institute, center or general-purpose structure with the elements called for in University Policy 3342-13-03~~xx~~ in order to determine if the unit is meeting its intended mission. Each review will conclude with a recommendation to continue, modify or abolish the structure.
3. An institute, center or general-purpose structure may be abolished as a result of a review or abandoned as a result of inactivity. The action to abolish or abandon will be taken by the Board of Trustees in the case of institutes; by the provost in the case of centers; and by the appropriate vice president, dean or other administrative officer in the case of general-purpose structures. In each case, the abolishment or abandonment will not be finalized without a notification to governance bodies, such as the Faculty Senate and a notification and consideration of the recommendation of the affected department, dependent school, independent school, college and/or regional campus.

Effective: September 19, 2006 (Kent State University Board of Trustees)
Prior Effective Dates: November 4, 1977, August 31, 1979, April 30, 1982, October 5, 1988, October 24, 1988, May 1, 1995, March 7, 2000

CURRICULUM RESPONSIBLITY

ACADEMIC DEPARTMENTS AND SCHOOLS

Departments and schools have a primary role in the curriculum development process and are responsible for the delivery and maintenance of their curriculum and instructional programs. In terms of curriculum responsibilities, departments and schools are charged to accomplish the following:

1. Develop and maintain current instructional programs and course syllabi.
2. Encourage appropriate curriculum modifications, changes and innovations in programs sponsored by the department.
3. Approve internal modifications and solicit input from other departments where program changes and offerings may have impact.
4. Approve all workshop and special topics courses each time a title changes.
5. Approve course content when offered off campus (distance learning) in accord with existing policies and procedures.
6. Establish and utilize procedures for reviewing and evaluating existing and new courses, programs and policies.
7. Maintain strong departmental academic, instructional and grading standards.
8. Insure course offerings required for degree completion are offered frequently and at varied days and times to meet the needs of students.
9. Select library and other materials related to its curriculum and establish internal procedures for effective and appropriate use of instructional media and other learning activities.
10. Foster the development of undergraduate and graduate programs within university guidelines.

COLLEGES

Colleges serve as the official degree-granting bodies and certify completion of degree requirements for each degree candidate. The collegial unit is also charged to review all course and program proposals generated by departments, schools or interdisciplinary units in the collegial unit. Collegial units review and/or initiate course, program requirement and policy proposals.

~~DOCUMENTATION TO ESTABLISH, REVISE OR INACTIVATE AN ACADEMIC UNIT~~

1. ~~**Certification of Curriculum Proposal (CCP)**: see Section V~~
2. ~~**Transmittal memo**~~
   a. ~~Summary statement describing the proposed action~~
   b. ~~Listing of all curricular/consultative bodies that have approved this action~~

   ~~**Proposal summary**~~

   c. ~~Title/Name: Name of proposed unit should be clear, precise and appropriate to the mission of the unit~~
   d. ~~Subject Specification: one-sentence statement of the action being proposed; documentation on encroachment and impact checks should include the proposed title (include acronyms, major codes and degree names for program items).~~
   e. ~~Specific Recommendation and Justification: the preferred action and the rationale that supports that choice~~
   f. ~~Purpose and Background Information; suggested paragraph topics include:~~
      ~~(1) Circumstances that have led to the recommendation~~

~~(2) Definition of terms and description of unit and setting~~
~~(3) Description of action, including its intended effect on benefits~~
~~(4) Needs analysis~~
~~(5) Conformity of action with mission of sponsoring unit~~
~~(6) Rationale for action~~
~~(7) Effect on current programs, offerings, students, staff~~
~~(8) Scope of action~~
~~(9) Fiscal impact of action~~
~~(a) Projected operating budget~~
~~(b) Current and future administration, faculty, staff needs~~
~~(c) Current and future space needs~~
~~(10) Institutional, research, professional service activities within the unit, (i.e., centers, institutes or partnerships to be housed within the unit)~~
~~(11) Summary of goals and objectives~~
~~(12) Encroachment and impact issues~~
~~(13) Relationship to strategic planning~~
~~(14) Advisory boards affected~~
~~(15) Accreditation notification~~
~~(16) Assessment plan~~
~~(17) Partnerships, consortial and articulation agreements~~
~~(18) Affiliated centers and institutes~~
~~(19) Relationship between academic units and the Regional Campuses~~
~~(20) Impact on Transfer Module~~
~~(21) Establishment of a cross-divisional implementation team to ensure systems integrity~~

~~g. Administrative and reporting structures~~
~~(1) Organizational chart~~
~~(2) Operating policies and procedures~~
~~(3) Reporting, evaluation and assessment procedures~~

~~h. Alternatives and Consequences: other options that could be pursued or actions that may occur if this proposal is not approved~~

~~i. Timetable and Actions Required: a chronology of actions required to approve the proposal with an anticipated implementation date for each action~~

~~3. **Certification of Curriculum Proposal (CCP):** see Section V~~

~~4. **Memos concerning impact of revised policy or name, if appropriate,** (duplication, encroachment, support regarding impact on department, college, regional campuses' resources, [staffing, space, library/media, finances, student progress])~~

~~5. **Evidence external to unit in support of policy or name** (if appropriate)~~

~~6. **Catalog copy and GPS description** (if a college revision)~~

~~**DOCUMENTATION TO REVISE AN ACADEMIC UNIT NAME**~~

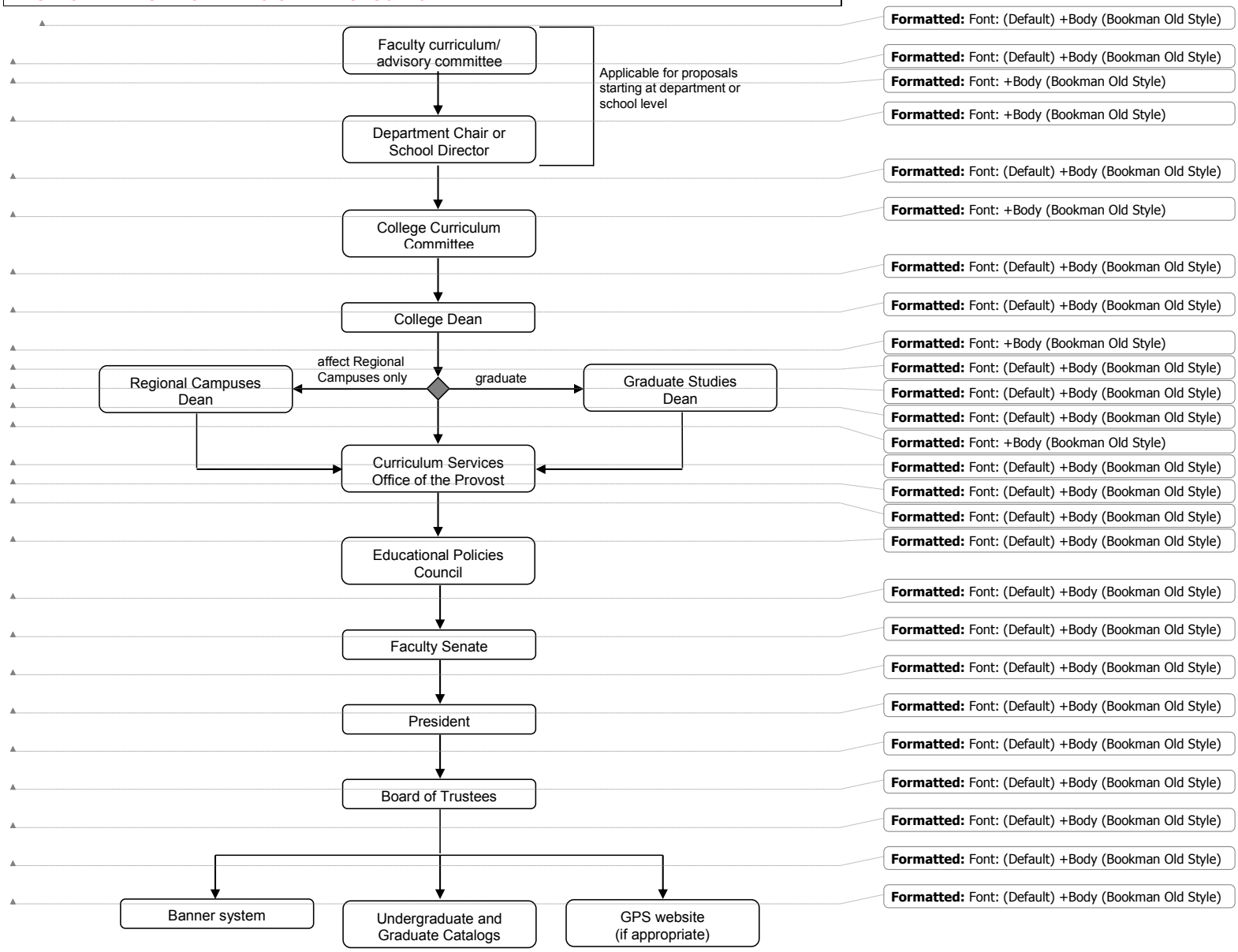
~~All proposals for name changes of academic units should be requested through the Office of the Provost. Proposed name changes that entail only a simple change in title (with no apparent conflict in terminology with other academic units) will be reviewed by Office of Curriculum Services and approved administratively. Such changes will be presented to the EPC as information items. Proposed name changes that would result in a significant change in function or purpose of an academic unit shall be presented to the EPC for formal review and recommendation.~~

1. **Transmittal memo**
   a. Summary statement describing the proposed action
   b. Listing of all curricular/consultative bodies that have approved this action
2. **Proposal summary**
3. **Certification of Curriculum Proposal (CCP)**: see Section V
4. **Memos concerning impact of new or revised name** (duplication, encroachment, support regarding impact on department, college, regional campuses' resources, [staffing, space, library/media, finances, student progress])
5. **Evidence external to unit in support of name** (if appropriate)
6. **Catalog copy and GPS description** (if a college revision)

DOCUMENTATION TO ESTABLISH, REVISE OR INACTIVATE A CENTER OR INSTITUTE

1. **Transmittal memo**
   a. Summary statement describing the proposed action
   b. Listing of all curricular/consultative bodies that have approved this action
2. **Proposal summary**
   a. Name of center or institute
   b. Purpose and background
   c. Institutional, research, professional service activities
   d. Administrative and reporting structures
   e. Operating policies and procedures
   f. Current and future space needs
   g. Proposed budget
   h. Evaluation procedures
   i. Timetable
3. **Certification of Curriculum Proposal (CCP)**: see Section V
4. **Assessment plan**
5. **Review plan procedures** (see Administrative Policy and Procedures)
6. **Memos concerning impact of revised policy or name**, if appropriate, (duplication, encroachment, support regarding impact on department, college, regional campuses' resources, [staffing, space, library/media, finances, student progress])
7. **Evidence external to unit in support of policy or name** (if appropriate)

FLOW CHART FOR ACADEMIC UNIT PROPOSALS



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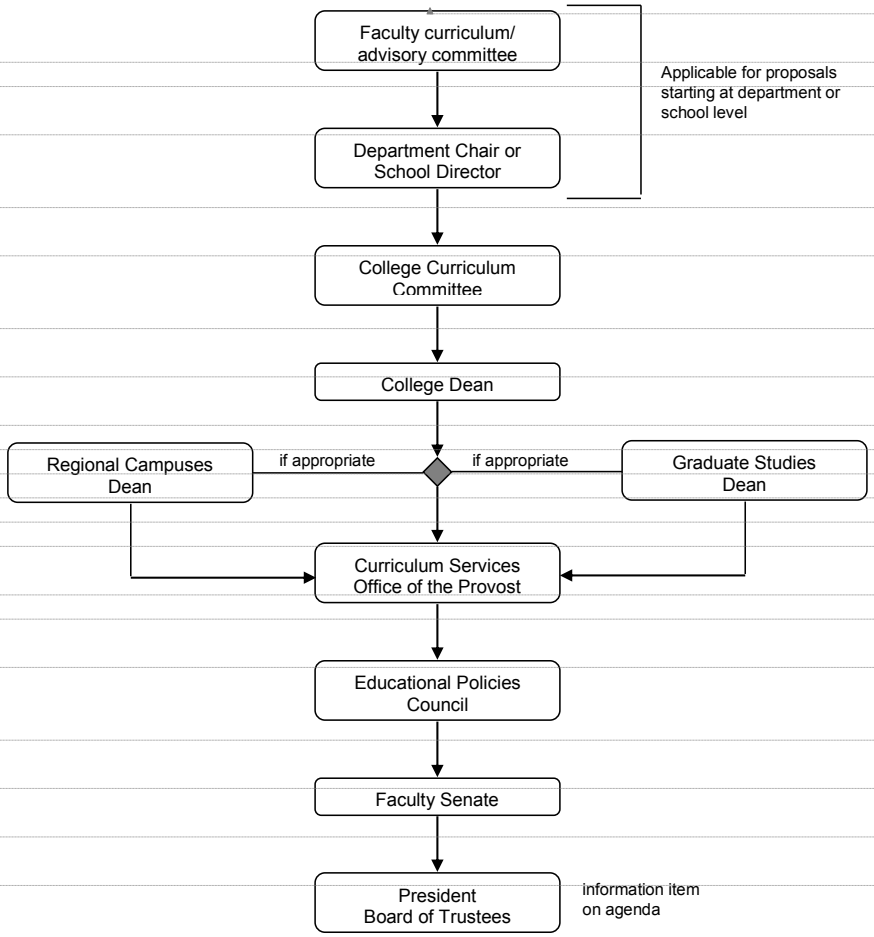

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~~CURRENT~~ ORGANIZATION OF KENT STATE UNIVERSITY ACADEMIC ADMINISTRATIVE STRUCTURE~~UNITS~~

See "Active Programs 2012 (Excel)" document on the Curriculum Services website (www.kent.edu/provost/curriculum) for academic programs housed within the individual units.

College of Applied Engineering, Sustainability and Technology

College of Architecture and Environmental Design

College of the Arts
- School of Art
- Shannon Rodgers and Jerry Silverman School of Fashion Design and Merchandising
- Hugh A. Glauser School of Music
- School of Theatre and Dance

College of Arts and Sciences
- Department of Anthropology
- Department of Biological Sciences
- School of Biomedical Sciences
- Department of Chemistry and Biochemistry
- Department of Computer Science
- Department of English
- Department of Geography
- Department of Geology
- Department of History
- ~~Department of Justice Studies~~
- Department of Mathematical Sciences
- Department of Modern and Classical Language Studies
- Department of Pan-African Studies
- Department of Philosophy
- Department of Physics
- Department of Political Science
- Department of Psychology
- Department of Sociology
- ~~Integrated Life Sciences (BS/MD program)~~

College of Business Administration ~~and Graduate School of Management~~
- Department of Accounting
- Department of Economics
- Department of Finance
- Department of Management and Information Systems
- Department of Marketing and Entrepreneurship

College ~~and Graduate School~~ of Education, Health and Human Services
- School of Foundations, Leadership and Administration
- School of Health Sciences
- ~~School of Foundations, Leadership and Administration~~
- School of Lifespan Development and Educational ~~Services~~Sciences
- School of Teaching, Learning and Curriculum Studies

College of Nursing

College of Podiatric Medicine~~Technology~~

College of Public Health
- Department of Environmental Health Sciences
- Department of Epidemiology and Biostatistics
- Department of Health Policy and Management
- Department of Social and Behavioral Sciences

Honors College

Regional College

School of Digital Sciences

~~Interdisciplinary Programs~~
- ~~Biomedical Sciences~~
- ~~Biotechnology~~
- ~~Chemical Physics~~
- ~~Financial Engineering~~
- ~~Information Architecture and Knowledge Management~~

~~Other Programs (non-degree)~~
- ~~Aerospace Studies/Air Force Reserve Officer Training Corp (AFROTC)~~
- ~~Continuing and Distance Education~~
- ~~Military Science/Army Reserve Officer Training Corps (ROTC)~~

Graduate Studies

Undergraduate Studies

University Libraries

College of Communication and Information

- School of Communication Studies
- School of Journalism and Mass Communication
- School of Library and Information Science
- School of Visual Communication Design

Kent State University~~Regional~~ Campuses

- Ashtabula Campus
- East Liverpool Campus
- Geauga Campus (includes Twinsburg Academic Center)
- Kent Campus (includes Independence site)
- Salem Campus
- Stark Campus
- Trumbull Campus
- Tuscarawas Campus

~~Research and Graduate Studies~~

~~Undergraduate Studies~~

~~University Libraries~~

ACTIVE CENTERS AND INSTITUTES

Applied Psychology Center
Center for Applied Conflict Management
Center for Conrad Studies
Center for Ecology and Natural Resource Sustainability
Center for Educational Leadership Services
Center for Entrepreneurship and Business Innovation
Center for Health Promotion through Education
Center for Information Systems
Center for Innovation in Transition and Employment for Youth with Disabilities
Center for International and Comparative Programs
Center for International and Intercultural Education
Center for Library and Information Literacy Education
Center for Literature and Psychoanalysis
Center for Materials Informatics
Center for Nuclear Research
Center for Nursing Research
Center for Nutrition Outreach
Center for Public Administration and Public Policy
Center for Research and Workplace Literacy
Center for Scholastic Journalism
Center for Sport, Recreation and Tourism Development
Center for Study of Ethnic Publications and Institutions
Center for the Study and Development of Minority Businesses
Center for the Study and Prevention of Violence
Center for the Study of Information and Religion
Center for the Study of Librarianship
Center for the Treatment and Study of Traumatic Stress
Center Human Development
Center of Pan African Culture
Center of Public Health Preparedness
Child Development Center
Communication Research Center
Counseling and Human Development Center
Cuban Studies Institute
Entrepreneurial Academy
Ethnic Heritage Center~~African American Affairs, Institute for~~
~~Applied Conflict Management, Center for~~
~~Applied Linguistics, Institute for~~
~~Applied Psychology Center~~
Family Child Learning Center
Gerald H. Read Center for International and Intercultural Education
Gerontology Center
Glenn H. Brown Liquid Crystal Institute
Global Management Center
Hattie Larlham Research Institute
Institute for African American Affairs
Institute for Applied Linguistics
Institute for Bibliography and Editing
Institute for Computational Mathematics
Instructional Resources Center
International Institute for Human Service Workforce Research and Development
Justice Volunteer Center
Kent Nanostructured Materials Center
Kent Regional Business Alliance
Lyman L. Lemnitzer Center for NATO and European Union Studies
Media Law Center for Ethics and Access
New Media Center
Ohio Employee Ownership Center
Ohio Literacy Resource Center
Ohio Small Business Development Center
Ohio Small Business Development Center at the Kent Regional Business Alliance
Ohio Small Business Development Center, Tuscarawas Campus
Psychological Clinic
Reading and Writing Development Center
Regional Corporate and Community Services
Research and Evaluation Bureau
Research Center for Educational Technology
Research in Justice Issues
Scholarship Recruitment Challenge
Speech and Hearing Clinic
Student Development Center, Stark Campus
Survey Research Laboratory
Urban Design Center of Northeast Ohio
Water Resources Research Institute
Western Reserve Business Center for Women
Wick Poetry Center
Women's Resource Center~~Ohio Small Business Development Center, Tuscarawas Campus~~
~~Pan African Culture, Center of~~
~~Psychological Clinic~~
~~Public Administration and Public Policy, Center for~~

~~Bibliography and Editing, Institute for~~
~~Child Development Center~~
~~Communication Research Center~~
~~Computational Mathematics, Institute for~~
~~Conrad Studies, Center for~~
~~Counseling and Human Development Center~~
~~Educational Leadership Services, Center for~~
~~Entrepreneurial Academy~~
~~Entrepreneurship and Business Innovation, Center for~~
~~Ethnic Heritage Center~~
~~Family Child Learning Center~~
~~Gerald H. Read Center for International and Intercultural Education~~
~~Gerontology Center~~
~~Glenn H. Brown Liquid Crystal Institute~~
~~Global Management Center~~
~~Hattie Larlham Research Institute~~
~~Health Promotion through Education, Center for~~
~~Human Development Center~~
~~Information Systems, Center for~~
~~Innovation in Transition and Development, Center for~~
~~Instructional Resources Center~~
~~International and Comparative Programs, Center for~~
~~International and Intercultural Education, Center for~~
~~International Institute for Human Service Workforce Research and Development~~
~~Justice Volunteer Center~~
~~Kent Nanostructured Materials Center~~
~~Kent Regional Business Alliance~~
~~Library and Information Literacy Education, Institute for~~
~~Literature and Psychoanalysis, Center for~~
~~Lyman L. Lemnitzer Center for NATO and European Union Studies~~
~~Materials Informatics, Center for~~
~~Media Law Center for Ethics and Access~~
~~New Media Center~~
~~Nuclear Research, Center for~~
~~Nursing Research, Center for~~
~~Ohio Employee Ownership Center~~
~~Ohio Literacy Resource Center~~
~~Ohio Small Business Development Center~~
~~Ohio Small Business Development Center at the Kent Regional Business Alliance~~
~~Public Health Preparedness, Center of~~
~~Reading and Writing Development Center~~
~~Regional Corporate and Community Services~~
~~Research and Evaluation Bureau~~
~~Research and Workplace Literacy, Center for~~
~~Research Center for Educational Technology~~
~~Research in Justice Issues~~
~~Scholarship Recruitment Challenge~~
~~Scholastic Journalism, Center for~~
~~Small Business Administration Resource Center, Trumbull Campus~~
~~Small Business and Workforce Development, Salem Campus~~
~~Small Business Resource Center, East Liverpool Campus~~
~~Social and Cultural Informatics, Institute of~~
~~Speech and Hearing Clinic~~
~~Sport, Recreation and Tourism Development, Center for~~
~~Student Development Center, Stark Campus~~
~~Study and Development of Minority Businesses, Center for the~~
~~Study and Prevention of Violence, Institute for the~~
~~Study of Ethnic Publications and Institutions, Center for~~
~~Study of Information and Religion, Center for the~~
~~Study of Librarianship, Center for the~~
~~Study of World Musics, Center for the~~
~~Survey Research Laboratory~~
~~Technology Transfer and Economic Development, Office of~~
~~Treatment and Study of Traumatic Stress, Center for the~~
~~Urban Design Center of Northeast Ohio~~
~~Water Resources Research Institute~~
~~Western Reserve Business Center for Women~~
~~Wick Poetry Center~~
~~Women's Resource Center~~
~~Workforce Development and Continuing Studies Center, Trumbull Campus~~

APPROVAL FLOWCHART FOR AN ACADEMIC ADMINISTRATIVE STRUCTURE

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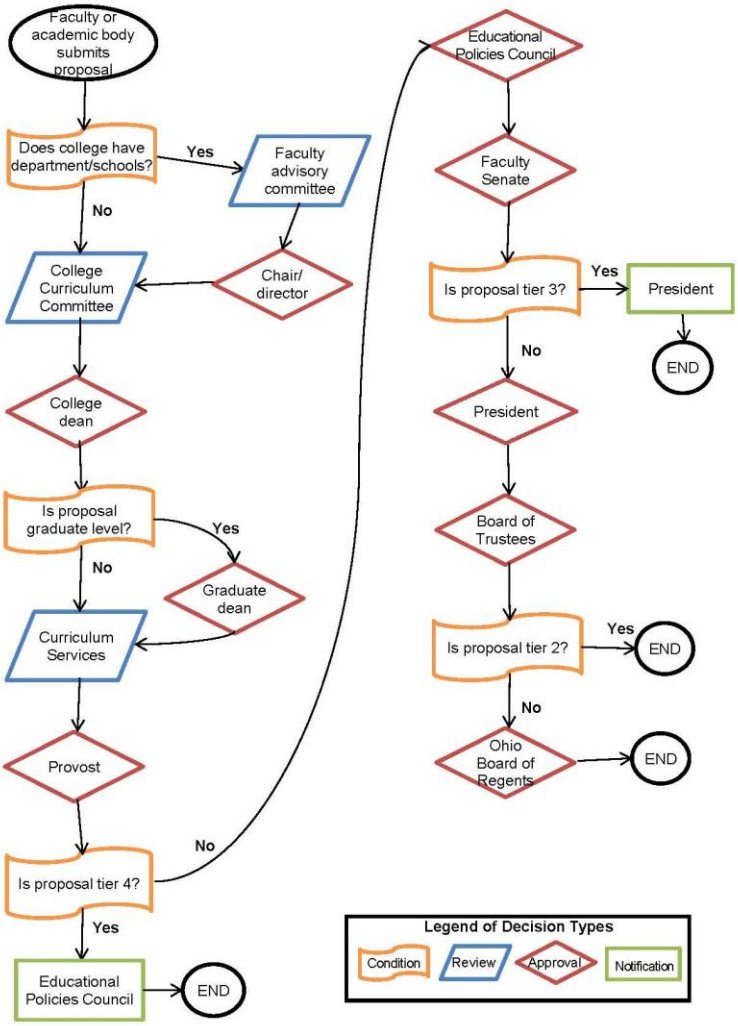
See Section V for curricular forms and documentation to establish, revise or inactivate.



Tier 4 proposals (Provost final approver)

- Center – establishment, revision, inactivation

Tier 3 proposals (Faculty Senate final approver)

- Academic unit (college, school, department) – revision (e.g., name change) *

* Proposal will go to next tiers as notification

Tier 2 proposals (President and Board of Trustees final approvers)

- Academic unit (college, school, department) – establishment, inactivation, substantial revision (e.g., school to college, merger)
- Institute – establishment, revision, inactivation

Tier 1 proposals (Ohio Board of Regents final approver)

- College – establishment or substantial change that affects region or other institutions (e.g., College of Engineering)

❖ III. ACADEMIC PROGRAMS AND POLICIES ❖

CURRICULUM NOMENCLATURE

The following naming conventions are used to clarify appropriate interpretation of the relative importance of degrees, majors and sub-hierarchical degree categories. To that end, the following descriptors are used to denote hierarchical names and requirements pertaining to those degree program levels.

DEGREE — A general degree name (e.g., Bachelor of Science) conferred on students upon completion of a unified program of study. Some professional degrees denote the field of study in the degree name (e.g., Master of Public Administration).

MAJOR — A program of requirements for completion of a degree as authorized by the Kent State Board of Trustees and the Ohio Board of Regents. The major may represent a field of study (e.g., Biology) or be interdisciplinary (e.g., Digital Sciences).

CONCENTRATION — The second sub-hierarchical expression of degree requirements; a subset of program requirements within a major where two or more explicitly designated concentration choices share a common core in the major.

OPTION — A subset of requirements for focus within a concentration where two or more option choices exist and in which the options are stipulated parts of degree requirements. In Banner and on transcripts, options are connected to concentrations with one name (e.g., Reporting/Editing–Magazine, Reporting/Editing–Newspaper).

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CURRICULUM DEFINITIONS

~~ACADEMIC~~ MAJOR

An academic major is a curriculum component that enables students to make an in-depth inquiry into a discipline or a professional field of study. It is organized around a specific set of goals, ~~and~~ objectives and student learning outcomes that are accomplished through an ordered series of courses whose connections define an internal structure. A major that focuses on a discipline typically draws its courses predominantly from one department. One that encompasses a professional field of study or is interdisciplinary usually obtains its courses from more than one department/school.

~~Due to the demands of accrediting agencies, certification requirements and professional competencies, professional majors normally comprise a larger percentage of the credit hours. All majors include a core of required courses, general education courses (LER) and a series of electives, which give a degree of flexibility to the program. A minimum of 39 credit hours are to be taken at the upper-division level (30000- and 40000- level coursework). The College of Arts and Sciences requires 42 upper-division hours for degree completion.~~

Departments or dependent schools have the responsibility for administering majors within their unit and for approving particular programs of study and appropriate course substitutions for students. Those departments involved with interdisciplinary majors perform the same functions as individual departments. Courses taken to fulfill other academic requirements, e.g., minors and areas of specialization, are sometimes specified within the requirements for a degree; however, students may not declare a major and a minor in the same discipline.

One important aspect of a major is the opportunity it affords students to study a field in depth. A major introduces students to a discipline or field of study through a foundation of theory and method, which serves as a basis for further study. It exposes them to the gamut of topics examined and the analytical devices used in the study of the subject. It contains a core series of courses of advancing

levels of knowledge and understanding. Study in depth provides students with an understanding of the fundamental problems and arguments of a discipline or field of study, as well as its limits. It affords students practice with the tools of the subject, introduces them to its historical and philosophical foundations and gives them a clear sense of its boundaries and its effectiveness as a means for understanding or serving human society.

See "Active Programs 2012 (Excel)" document on the Curriculum Services website (www.kent.edu/provost/curriculum) for all active majors offered at Kent State.

~~ACADEMIC~~ MINOR

An academic minor is a curriculum component, smaller than the major, that enables a student to make an inquiry into a discipline or field of study or to investigate a particular theme. The purpose of a minor is to provide formalized guidance to students in selecting courses in a field or content area that is outside the major and to provide formal recognition of that work on the transcript. Minors may be centered in a specific department or be drawn from several departments, as in the case of an interdisciplinary topical or thematic focus.

A ~~M~~minor is minimum 12 credit hours and~~s~~ normally contain between 18 and 25 credit hours, with at least 9 of those hours being upper-division credit. Minors are sponsored by the unit that offers the courses in that discipline.

Students may not pursue a minor and a major in the same discipline. Students must formally declare a minor, similar to the process by which they declare the major.

See "Active Programs 2012 (Excel)" document on the Curriculum Services website (www.kent.edu/provost/curriculum) for all active minors offered at Kent State.

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. 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 and graduation standards.

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 ~~program~~s that exceed 21 credit hours must be approved by the Ohio Board of Regents.

Effective July 1, 2011, certificate programs that are eligible for federal financial aid for students are considered under the "gainful employment" regulations. Therefore, institutions are required on annual basis to disclose in a public manner (e.g., *University Catalog*) data on on-time graduation rate; job placement rate; tuition, fees and costs of books and supplies; median loan debt incurred by the students; and occupations for which the certificate will prepare/has prepared the student. Academic units will be responsible for submitting the job placement rates. More information on the gainful employment regulation is found at ifap.ed.gov/GainfulEmploymentInfo.

~~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 – (~~l~~Less ~~t~~Than ~~o~~One ~~a~~Academic ~~y~~Year): Requires completion of an organized program of study at the post-secondary level (~~i.e.,~~ below the baccalaureate) in less than one academic year. 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 CER1-1xx.)

Postsecondary – (~~o~~One to ~~t~~Two Aacademic Y~~y~~ears): 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 CER2-2xx.)

~~**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.~~;~~ The post-baccalaureate certificate is designed for people who have completed a bachelor's degree~~,~~; however,~~but~~ it does not meet the requirements ~~for academic programs~~ of a~~at~~ master's degree ~~level~~. Total program must be minimum 15 credit hours for students to be eligible for federal financial aid. (Banner code is CER6-6xx.)

Post-Master's: Requires completion of an organized program of study, typically at least ~~of~~ 24 credit hours, beyond the master's degree~~;~~. The post-master's certificate is designed for people who have completed a master's degree; however, it does ~~, but do~~ not meet the requirements ~~for academic programs at the~~of a doctorate ~~level~~. (Banner code is CER8-8xx.)

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.

See "Active Programs 2012 (Excel)" document on the Curriculum Services website (www.kent.edu/provost/curriculum) for all active certificates offered at Kent State.

ASSOCIATE DEGREE

Associate degrees are awarded only on Kent State's~~the~~ Regional Campuses and ~~for the successful completion of 61 or more semester hours of coursework. They~~ are designed to permit a student to complete the freshman and sophomore years of a baccalaureate program and/or to prepare students for immediate employment in a technology field. Associate degree programs must contain a minimum of 61 semester credits and not exceed a maximum of 73 semester credits. They should not exceed four semesters of full-time study.

The **Associate of Arts** (AA) and **Associate of Science** (AS) degrees provide a planned program of study

that is generally equivalent to the first two years of a baccalaureate~~is awarded to students who successfully complete a minimum of 61 semester hours toward the Bachelor of Arts, the Bachelor of Fine Arts, the Bachelor of Business Administration, the Bachelor of General Studies or the Bachelor of Music degree. Students who complete the Associate of Arts degree must fulfill the Liberal Education Requirements~~. The program may also be used for students desiring two years of a general education with emphasis in the arts, social sciences or humanities (for the AA degree) or in the natural sciences and mathematics (for the AS degree).

The curriculum structure of the AA and AS degrees at Kent State University includes the following:

Curriculum Requirements	Credits
freshmen orientation (US 10097)	1
Kent Core (general education requirement)	36
general electives *	24
Minimum Total	**61**

* Electives are chosen in the students' area of interest and/or to meet the requirements of the bachelor's degree they are wishing to pursue.

~~The Associate of Science (AS) degree is awarded to students who successfully complete a minimum of 61 semester hours toward any Bachelor of Science degree. Students who complete the Associate of Science must fulfill the Liberal Education Requirements.~~

Ohio Administrative Code 3333.1.04 *Standards for Approval of Associate Degree Programs* states the **Associate of Applied Business** (AAB) and the **Associate of Applied Science** (AAS) degrees are "awarded for the successful completion of a planned program of instruction in a technology, the primary objective of which is the preparation of individuals for paid and unpaid employment in that technology, or for additional preparation for a career requiring other than a baccalaureate or advanced degree."

~~The Associate of Applied Business (AAB) degree and the Associate of Applied Science degree (AAS) are awarded to students who successfully complete prescribed coursework in Kent State programs listed at end of this section.~~ The curriculum structure of AAB and AAS degrees at Kent State includes the following:

Curriculum Requirements	Credits
freshmen orientation (US 10097)	1
Kent Core (general education requirement) *	15
major (technical) requirements **	varies
additional program requirements (related) **	varies
general electives **	varies
Minimum Total	**61**

* One course from each of the following five categories: (1) Composition, (2) Mathematics and Critical Reasoning, (3) Humanities or Fine Arts, (4) Social Sciences and (5) Basic Sciences.

** Non-technical requirements (including Kent Core and courses basic or closely related to the technical field) should make up approximately 50 percent of total program.

The **Associate of Technical Study** (ATS) degree is an individually planned technical program designed to respond to needs for ~~Category A requires a minimum of 65 hours from existing courses at the campus, selected in consultation with an academic advisor. The program permits a student to develop a curriculum based on~~ specific career objectives that are not served by existing degree programs. The ATS degree is divided into two categories at Kent State:

- Category A allows students to develop, in consultation with a faculty advisor, an individualized course of study drawn from two or more technical programs offered at Kent State. Students in the ATS degree category A declare the Individualized Program major.
- Category B provides associate degree completion based on a technical certificate or other formal technical training programs. Students are awarded a maximum of 30 credit hours toward the

degree for college-level courses completed or training received from other institutions of higher education, vocational centers or other educational enterprises that are regionally accredited and/or recognized by the U.S. Department of Education. Students in the ATS degree category B declare the appropriate university-approved major in their field.

The curriculum structure of the ATS–category B degree at Kent State University includes the following:

Curriculum Requirements	Credits
freshmen orientation (US 10097)	1
Kent Core (general education requirement) *	15
articulated credit **	max 30
major (technical) requirements **	varies
additional program requirements (related) **	varies
general electives **	varies
Minimum Total	**61**

* One course from each of the following five categories: (1) Composition, (2) Mathematics and Critical Reasoning, (3) Humanities or Fine Arts, (4) Social Sciences and (5) Basic Sciences.

** The ATS degree should comprise minimum 30 credit hours technical coursework (may include articulated credit) and minimum 28 credit hours non-technical coursework (including Kent Core).

See "Active Programs 2012 (Excel)" document on the Curriculum Services website (www.kent.edu/provost/curriculum) for all active majors offered under these degrees at Kent State.

~~Students would declare the Individualized Program [IPG] major.~~
~~The Associate of Technical Study (ATS) degree Category B provides associate degree level completion based on a technical certificate or other formal technical training programs. Specific majors are listed at the end of this section.~~

BACHELOR'S DEGREE

The bachelor's degree (baccalaureate) is usually the first academic title or rank conferred on a student by the university for satisfactory completion of a prescribed four-year course of study, and it is authenticated by a diploma signifying the achievement. Its purpose is to enable a student to acquire a certain amount of liberal learning and to become proficient in a particular branch of learning. The degree requires a minimum of 121 semester credit hours of coursework, although some specialized programs may require more. As part of this requirement, all students must complete minimum 36 semester hours of the Kent Core.The curriculum structure of the bachelor's degree at Kent State University includes the following

Curriculum Requirements	Credits
freshmen orientation (US 10097)	1
Kent Core (general education requirement)	36
two designated-diversity courses (global/U.S.)	varies
designated writing-intensive course	varies
approved experiential learning activity	varies
major requirements	varies
additional program requirements	varies
concentration requirements, if any	varies
general electives	varies
Minimum Total	**121**

~~minimum 121 total credit hours, minimum 36 credit hours of Liberal Education Requirements, two diversity courses (one with global focus and one with domestic/U.S. focus), one writing-intensive course and varying credit hours of major requirements, electives and declared minors.~~ Within this structure, the content of programs determines the type of bachelor's degree.

Majors within the **Bachelor of Arts** (BA) degree ~~programs~~ usually are aimed at liberal learning; they tend to teach qualitative methods of scholarship, and they ordinarily have a small major and a relatively large number of electives, which makes the degree flexible.

Majors within the **Bachelor of Science** (BS) degree ~~programs~~ generally are oriented toward more specialized preparation; they tend to teach quantitative methods of scholarship, and they usually have a large number of major requirements, which somewhat limit the flexibility of the degree.

The **Bachelor of Integrative Studies** (BIS) degree (formerly the Bachelor of General Studies degree ~~(BGS~~) ~~is a degree that~~ permits students to construct their own areas of focus within structured limits.

The **Bachelor of Technical and Applied Studies** (BTAS) is an adult-completion degree designed to accommodate varied educational backgrounds.

Professional bachelor's degrees tend to have a greater percentage of required courses in the content of the discipline as they prepare graduates for a specific profession. These programs usually require a core of professional studies that conforms to the standards of an accrediting agency or other professional body. The size of the professional core ordinarily restricts the number of hours that are available outside the associated major. Kent State U~~The u~~niversity offers ~~seven~~ eight professional undergraduate degrees: the **Bachelor of Applied Horticulture** (BAH), **Bachelor of Business Administration** (BBA), **Bachelor of Fine Arts** (BFA), **Bachelor of Music** (BM), **Bachelor of Radiologic and Imaging Sciences Technology** (BRIT), **Bachelor of Science in Education** (BSE), ~~and~~ **Bachelor of Science in Nursing** (BSN) and the **Bachelor of Science in Public Health** (BSPH). ~~These programs usually require a core of professional studies that conforms to the standards of an accrediting agency or other professional body. The size of the professional core ordinarily restricts the number of hours that are available outside the associated major.~~

"~~"~~2+2~~"~~" Bachelor's Degree Programs: Several baccalaureate programs at Kent State University can be completed with approximately two years of additional full-time study after completion of an associate degree at the Regional Campuses. Some course selections leading to associate degrees are more acceptable than others as components of baccalaureate programs, and exact requirements for additional study vary.

See "Active Programs 2012 (Excel)" document on the Curriculum Services website (www.kent.edu/provost/curriculum) for all active majors offered under these degrees at Kent State.

MASTER'S DEGREE

In broad terms, entry into a master's degree indicates that the student has sufficient preparation in a field of study to pursue greater specialization in that field. The degree program is designed to assure mastery of specified knowledge and skills, rather than a random accumulation of credits beyond the baccalaureate ~~degree~~. Despite differences in title and objective, all master's degrees share common characteristics. The degree normally requires one to two years of full-time study and the completion of a minimum of 30 semester hours of credit beyond the baccalaureate. Some specialized masters degrees may require more than this minimum. The basic components of the degree may vary in emphasis, but generally include a common core in the discipline; an integrative experience such as a seminar or practicum to synthesize the program's content and/or to translate theory into practice; and a summative experience to measure achievement and intellectual growth such as a thesis, research paper and/or comprehensive examination. Academic credit applicable to the degree is only awarded for those courses designed to expand and strengthen skills beyond the level of the baccalaureate ~~degree~~. Degree credit is not awarded for courses that are remedial or designed to fulfill prerequisites for admission.

Majors within the **Master of Arts** (MA) degree ~~programs~~ tend to emphasize liberal learning and

qualitative methods of scholarship within a specific discipline. MA degree requirements often favor electives outside the discipline of the major.

Majors within the **Master of Science** (MS) degree ~~programs~~ tend to emphasize professional preparation and quantitative methods of scholarship within a specific discipline where scientific methodology predominates. MS degree requirements often favor requirements within the major.

The aim of ~~P~~professional master's degrees ~~are aimed at developing a focus within a discipline. These programs~~is to emphasize a core of professional studies for professional practice, focusing on skills and practical analysis over theory and research. Kent State offers ~~14~~ 16 professional master's degrees: **Master of Architecture** (MArc), **Master of Arts in Economics** (MAE), **Master of Arts in Teaching** (MAT), **Master of Business Administration** (MBA), **Master of Digital Sciences** (MDS), **Master of Education** (MEd), **Master of Fine Arts** (MFA), **Master of Liberal Studies** (LSM), **Master of Library and Information Science** (MLIS), **Master of Music** (MM), **Master of Public Administration** (MPA), **Master of Public Health** (MPH), **Master of Science in Accounting** (MSA), **Master of Science in Nursing** (MSN), **Master of Technology** (MTech) and **Master of Urban Design** (MUD).

See "Active Programs 2012 (Excel)" document on the Curriculum Services website (www.kent.edu/provost/curriculum) for all active majors offered under these degrees at Kent State.

POST-MASTER'S DEGREE

The **Educational Specialist** ~~Degree~~ (EdS) degree is a sixth-year, self-contained degree program at the post-master's level. The program is designed to provide additional preparation beyond the master's degree without the research and scholarly focus of the doctorate. The basic components of the degree may vary in emphasis but will generally include the following: a set of core courses, a demonstration of relevant competency in research, a clinical field study experience and electives designed to assist the student in achievement of career goals. The program normally includes one or more experiences that provide opportunity to integrate theory and practice and a summative experience as a context for measuring achievement and intellectual growth.

See "Active Programs 2012 (Excel)" document on the Curriculum Services website (www.kent.edu/provost/curriculum) for all active majors offered under these degrees at Kent State.

DOCTORAL DEGREE

The **Doctor of Philosophy** (PhD) degree is designed for students interested in becoming professional scholars, college and university teachers or independent research workers and leaders in industry and private or government research institutions. It builds on the breadth and study-in-depth provided by a baccalaureate and the specialization acquired in the master's degree. Its specific purpose is to give students the analytic and research skills to function as a scholar in a discipline. The PhD represents the highest level of academic certification at Kent State University and assures that its graduates have the scholarly skills to discover, interpret, integrate, apply and communicate the accumulated knowledge of a discipline.

The curriculum of the PhD degree c~~C~~ombin~~ing~~es core coursework, a cognate (related) field, a comprehensive written and oral examination and a written cumulative product (dissertation) that shows the results of a scholarly work of original resource and is presented orally to a professional audience of scholars. ~~and a comprehensive written and oral examination,~~ The degree requires a minimum of 90 semester hours beyond the bachelor's degree, or 60 hours beyond the master's degree. ~~the PhD represents the highest level of academic certification at Kent State University and assures that its graduates have the scholarly skills to discover, interpret, integrate, apply and communicate the accumulated knowledge of a discipline.~~

Professional doctoral degrees educate students for professional practice, rather than the research-focused Doctor of Philosophy. The degree is awarded after a period of study such that the total time to

degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years. Kent State offers three professional doctorates~~the~~: **Doctor of Audiology** (AuD) in association with the Northeast Ohio Audiology Consortium, **Doctor of Nursing Practice** (DNP) and **Doctor of Podiatric Medicine** (DPM).

See "Active Programs 2012 (Excel)" document on the Curriculum Services website (www.kent.edu/provost/curriculum) for all active majors offered under these degrees at Kent State.

~~CURRICULUM NOMENCLATURE~~

~~The following naming conventions are used to clarify appropriate interpretation of the relative importance of degrees, majors and sub-hierarchical degree categories. To that end the following descriptors are used to denote hierarchical names and requirements pertaining to those degree program levels.~~

DEGREE

~~A general degree name (e.g., Bachelor of Science) conferred on students upon completion of a unified program of study. Some professional degrees denote the field of study in the degree name (e.g., Master of Public Administration).~~

MAJOR

~~A program of requirements for completion of a degree as authorized by the Kent State Board of Trustees and the Ohio Board of Regents. The major may represent a field of study or be interdisciplinary.~~

CONCENTRATION

~~The second sub-hierarchical expression of degree requirements. The concentration is a subset of program requirements within a major where two or more explicitly designated concentration choices share a common core in the major.~~

OPTION

~~A subset of requirements for focus within a concentration where two or more option choices exist and in which the options are stipulated parts of degree requirements. In Banner and on transcripts, options are connected to concentrations with one name.~~

EMPHASIS

~~A subset of requirements within an option where two or more emphasis choices exist and in which the emphases are stipulated parts of degree requirements.~~

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~~Joint Degree Programs are defined by the Ohio Board of Regents as those in which there exists shared administrative supervision and responsibility by departments in two or more universities.~~

~~A complete list of approved academic programs (majors, concentrations, options, emphases, certificates, minors) is included at the end of this section.~~

INTER-INSTITUTIONAL AGREEMENTS WITH CURRICULAR IMPLICATIONS

An articulation agreement or memorandum of understanding that specifies the rights and privileges of students moving from one institution to another are referred to as inter-institutional agreements. The usual common denominator of such agreements is academic course credit, although other issues such as admission priority, catalog rights, access to residence halls and other student services may be involved. Below are general definitions of some common agreements:

Two-plus-two (2+2) articulation is a formal agreement between institutions whereby eligible associate degree holders are guaranteed matriculation into the third year of a specific four-year bachelor's degree at Kent State. Example: Students who earn the AAB degree in Hospitality Management at Cuyahoga Community College, upon admission to Kent State, may matriculate into the third year of the university's BS degree in Hospitality Management.

Dual admission programs articulate a four-year degree across two institutions, with the usual intent for students to complete the first two years at a community college and final two years at Kent State. These are similar to 2+2 programs except that students are admitted concurrently to both institutions and are guaranteed catalog rights from the year they enter the agreement. There are separate faculty bodies and, for the most part, separate curricular and requirements to achieve the two degrees.

Joint, consortia or dual enrollment agreements are collaborations between institutions to offer one degree program. Students admitted to a program will choose one "enrollment" university for the purposes of transcript, registration and degree granting. However, there is, typically, one faculty body, and students are able to take courses at the partnering institutions. Example: Master of Fine Arts degree in Creative Writing at Kent State, University of Akron and Youngstown State.

Cross registration agreements between post-secondary institutions allow students enrolled at one institution (home institution) to take courses at another institution (host institution). The host institution determines registration dates, course availability and any special course fees, and will send a grade report to the home institution at the end of the term. Students may cross register at only one institution per term and may take a specified number of courses each term.

Dual credit agreements allow high school students to register for a Kent State course taught in the high school by a Kent State-approved high school instructor (i.e., adjunct status) for high school and college credit. Dual-credit courses offered in high schools through Kent State must duplicate the course delivered at a Kent State campus to matriculated students. Courses taken for dual credit become part of the high school student's official college transcript; therefore, the earned course and credits will be accepted at Kent State.

Partnerships provide mutual support for the offering of an academic program. Example: Kent State offering the Bachelor of Business Administration degree onsite at Lorain County Community College.

College tech prep prepares high school students for post-secondary education and high-skill, high-demand technical careers. The nationwide program provides students with a planned program of study starting in grade nine and continuing through a college degree, and incorporates college prep academics with hand-on career technical skills. Upon completion of the high school portion of the curriculum, students who have met the established criteria are eligible for articulated college credit at Kent State University. Example: Students completing the Veterinary Science program at the Columbiana County Career and Technical Center, upon admission to Kent State, will receive credit for Kent State course VTEC 10001 toward the AAS degree in Veterinary Technology.

Trade competency (or block credit) agreements involve other post-secondary institutions, vocational centers and educational institutions judged to be at a college level; student receive a specified block of college credit for courses completed or training/certification received. This block of credit is awarded either after the student successfully completes a Kent State transition course or has completed all the courses required in the program. Example: Licensed practical nurses and certified paramedics, upon admission to Kent State University and after successfully completing a summer transition course, will receive credit for a specified list of courses applicable toward the AAS degree in Nursing.
Institutional general education agreements involve defining specific equivalencies between another institution's general education courses with Kent State's Kent Core courses. These are often sought from specialized institutions such as mortuary schools that would like a degree option for their students.

ACADEMIC POLICIES

Academic policies pertain to regulations or procedures developed to maintain standards while assuring fair and consistent treatment of students. **These policies are exclusive of degree requirements.** Some examples of policies include those relating to admission to the university, selective admission requirements for one or more programs or retention criteria. Academic policies are found in the *University Catalog*. The term "policy" also includes university policies, administrative policies and operational procedures and regulations, which are found in the *University Policy Register* (www.kent.edu/policyreg).

> **University policies** are defined as policy statement, rules and regulations governing instructional and educational programs, university research, student life, administrative operation, finance and personnel management that have broad application for the entire campus community. Such policies require approval of the appropriate chief administrative officer, the president and board.
>
> **Administrative policies** are defined as rules and regulations governing internal operations in concert with university policies. Administrative policies require the approval of the appropriate chief administrative officer and/or the president.

Operational procedures and regulations are defined as necessary operational guidelines to implement policies or programs of the university. Such operational procedures and regulations may be established in concert with university policies by the appropriate administrative officer.

PROCEDURE FOR PROCESSING PROGRAM AND POLICY PROPOSALS

1. Complete appropriate paperwork (see Section V) and submit proposal to the department or school's curricular body. The department chair, school director or campus dean must sign the Certification of Curriculum Proposal (CCP) form indicating approval.
2. Submit proposal to college's curriculum committee. The college dean (designee) must sign CCP form indicating approval. For programs offered on Regional Campus(es) only, the dean of the specified Regional Campus(es) must sign the CCP form also.
3. If program is graduate level, also submit proposal to the dean of Graduate Studies for review and approval.
4. The college dean's office submits proposal to the Office of Curriculum Services to review.
2. Proposal is placed on the agenda for the Educational Policies Council's (EPC) monthly meeting. See Section I for listing of proposals that constitute action, information and lesser action items. The agenda is available one week before each meeting's date: www.kent.edu/provost/curriculum/epc.
3. When appropriate, EPC-approved items are submitted to the Faculty Senate and forwarded to the president, Board of Trustees and Ohio Board of Regents for approval (see Section I for curriculum approval chart.)
4. The Curriculum Services staff updates Banner's program inventory for items that received final approval and makes changes to the subsequent *University Catalog* and the GPS website.
5. The Curriculum Services staff communicates all undergraduate program and appropriate policy revisions to the Graduation Planning System Office for updates to the GPS degree audit.
6. Changes are documented in the annual Curricular Bulletin, published after the final EPC meeting of the academic year. Bulletins, 1994 onward, are online: www.kent.edu/provost/curriculum/cb.

ADVICE FOR SUCCESSFUL COMPLETION OF PROGRAM AND POLICY PROPOSALS

- **Encroachment/duplication issues**, if applicable, must be documented in the proposal. Communicate with appropriate academic units, including Regional Campuses, when establishing or revising a program that may be similar to an established program or overlap disciplines.
- **Program names and codes** should be the officially approved ones and consistent throughout the proposal.
- **Concentrations** are sometimes misidentified as majors. A listing of all concentrations and their Banner codes can be reviewed in the "Active Programs 2012 (Excel)" document on the Curriculum Services website (www.kent.edu/provost/curriculum).
- **Document consistency** is critical. Confirm that the program and its requirements are identical in proposal summary, CCP form and program roadmap.
- **Any mention or listing of course changes** (new, revision or inactivation) in a program proposal does not guarantee that those course changes will go forward unless a Course Catalog Update workflow is also activated for each (see section IV).
- **Only one proposal is needed** for multiple changes to a major and its concentrations.
- **When in doubt, contact the Curriculum Services staff.** When developing a new degree or major, it is highly encouraged that you contact Therese Tillett, director of curriculum services, to walk you through the process.

DEADLINES AND EFFECTIVE DATES FOR PROGRAM AND POLICY PROPOSALS

New degree programs forwarded to the Faculty Senate, president, Board of Trustees and Ohio Board of Regents for final approval are included in the *University Catalog* with a notation about pending final approval. They are not, however, entered in Banner for student admission until they reach final approval.

Visit the EPC website at www.kent.edu/provost/curriculum/epc for submission deadlines for each EPC meeting.

For program requirements:

Deadline	Effective	
January EPC	Fall	(e.g., January 2013 for fall 2013)

For policies and other catalog changes (including faculty listings):

Deadline	Effective	
May EPC	Fall	(e.g., May 2013 for fall 2013)

DOCUMENTATION TO ESTABLISH A NEW DEGREE OR MAJOR

PRELIMINARY PROSPECTUS OR PROGRAM DEVELOPMENT PLAN

1. Memo to alert college dean and provost and senior vice president of academic affairs (and dean of graduate studies or dean of Regional Campuses if appropriate).

Preliminary Prospectus (for baccalaureate programs, see Appendix A for more information) *or*
Program Development Plan (for graduate programs, see Appendix B for more information) *or*
Request for Preliminary Approval (for associate degree programs, see Appendix C for more information).

FORMAL PROPOSAL (FOLLOWING AUTHORIZATION FROM OHIO BOARD OF REGENTS)

1. **Proposal for New Degree Program** (see Appendix A for undergraduate, Appendix B for graduate and Appendix C for associate-level programs—each has a different proposal template). In addition to the items required in the full proposal, responses to the following items are required by the Ohio Board of Regents:
   a. Proposal must show that internal resources (as opposed to new state monies) will be used to offset the full cost of program operation. Evidence of internal program review procedures will be essential to a convincing argument.
   b. Evidence of need for the program must come from sources outside the university. For undergraduate programs, surveys may be conducted by the college or university or by an independent organization.
      For graduate programs, which are state-wide or national in focus, an external agency must be used to conduct needs assessment.
   c. For doctoral programs, there must be clear evidence of determined and sustained efforts to build and maintain collaborative relationships with other programs in the region and the state. Criteria for this will emerge, but from the outset, the collaborative relationships must be viable and substantive.
2. **Transmittal memo**
   a. Summary statement describing the proposed action
   b. Listing of all curricular/consultative bodies that have approved this action
3. **Certification of Curriculum Proposal (CCP)**: see Section V; major code will be assigned in the Office of Curriculum Services in consultation with academic unit
4. **Internal memos concerning duplication, encroachment, impact, support** that affect department, college and regional campuses' resources (staffing, space, library/media, finances, student progress)
5. **External letters of support, survey results**
6. **Program roadmap**
7. **GPS website program description and keywords for searching**
8. **Assessment plan (AQIP)**—visit www.kent.edu/aqip for more information
   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)

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 ESTABLISH A NEW CONCENTRATION OR MINOR

1. **Certification of Curriculum Proposal (CCP)**: one per program; see Section V; concentration or minor code will be assigned in the Office of Curriculum Services in consultation with academic

~~unit~~

2. ~~**Transmittal memo**~~
   a. ~~Summary statement describing the proposed action~~
   b. ~~Listing of all curricular/consultative bodies that have approved this action~~

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:~~
   d. ~~Description of action, including its intended effect~~
   e. ~~Conformity of action with mission of sponsoring unit~~
   f. ~~Rationale for action~~
   g. ~~Effect on current programs, offerings, students, staff~~
   h. ~~Scope of action~~
   i. ~~Fiscal and staffing impact of action~~
   j. ~~Evidence of need and sustainability~~

4. ~~**Internal memos concerning duplication, encroachment, impact, support** that affect department, college, regional campuses' resources, (staffing, space, library/media, finances, student progress)~~

~~Alternatives and Consequences: other options that could be pursued or actions that may occur if this proposal is not approved~~
~~Specific Recommendation and Justification: the preferred action and the rationale that supports that choice~~
~~Timetable and Actions Required: a chronology of actions required to approve the proposal with an anticipated implementation date for each action~~
~~**Certification of Curriculum Proposal (CCP)**: one per program; see Section V; concentration or minor code will be assigned in the Office of Curriculum Services in consultation with academic unit~~

   a. ~~**Assessment Plan** for program must incorporate new concentration; assessment plan not required for a minor~~
   b. ~~**Internal memos concerning duplication, encroachment, impact, support** that affect department, college, regional campuses' resources, (staffing, space, library/media, finances, student progress)~~

5. ~~**Catalog copy and program roadmap** (roadmap for concentration)~~

6. ~~**GPS website program description and keywords for searching** (for concentration)~~

~~**DOCUMENTATION TO REVISE A DEGREE, MAJOR, CONCENTRATION, MINOR OR REQUIREMENT**~~

1. ~~**Transmittal memo**~~
   a. ~~Summary statement describing the proposed action~~
   b. ~~Listing of all curricular/consultative bodies that have approved this action~~

2. ~~**Proposal summary**~~
   a. ~~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) Description of action, including its intended effect~~

(2) Conformity of action with mission of sponsoring unit
(3) Rationale for action
(4) Effect on current programs, offerings, students, staff
(5) Scope of action
(6) Fiscal and staffing impact of action
(7) Evidence of need and sustainability

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 and the rationale that supports that choice
f. Timetable and Actions Required: a chronology of actions required to approve the proposal with an anticipated implementation date for each action

3. **Certification of Curriculum Proposal (CCP)**: one per program; see Section V; specify major code
4. **Memos concerning duplication, encroachment, impact, support** that affect department, college and regional campuses' resources, (staffing, space, library/media, finances, student progress)
5. **Current catalog copy and program roadmap** (roadmap for majors and concentrations) edited in colored pen (manual edit of program roadmap; do not retype)
6. **GPS website program description and keywords for searching** (for majors and concentrations) if there are changes to be made
7. **Assessment plan (AQIP)** for substantial revisions of a major or concentration—visit www.kent.edu/aqip for more information. Substantial program changes alter the faculty, space and/or resource requirements of the unit or regional campuses.
   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 INACTIVATE A DEGREE, MAJOR, CONCENTRATION, MINOR OR REQUIREMENT

Suspension of admissions is normally decided by the provost and senior vice president of academic affairs, after consideration by the EPC and Faculty Senate, and is granted only when inactivation action will also occur within one year. Students in the program must be notified. Courses must be offered for two years beyond term of inactivation. Graduate programs must follow Ohio Board of Regents guidelines for suspension, see Appendix B.

1. **Transmittal memo**
   a. Summary statement describing the proposed action
   b. Listing of all curricular/consultative bodies that have approved this action
2. **Proposal summary**
   a. 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) Description of action, including its intended effect
      (2) Conformity of action with mission of sponsoring unit

(3) Rationale for action
(4) Effect on current programs, offerings, students, staff
(5) Scope of action
(6) Fiscal and staffing impact of action
(7) Provisions for phase-out

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 and the rationale that supports that choice

f. Timetable and Actions Required: a chronology of actions required to approve the proposal with an anticipated implementation date for each action

3. **Certification of Curriculum Proposal (CCP)**: one per program; see Section V; specify major code

4. **Memos concerning impact on other programs or regional campuses** (staffing, space, finances, student progress)

5. **Current catalog copy and program roadmap** to be terminated

6. **Results and recommendations of Assessment Plan (AQIP)** (not required for minor)

DOCUMENTATION TO ESTABLISH, REVISE OR INACTIVATE A CERTIFICATE PROGRAM

Certification of Curriculum Proposal (CCP): see Section V
Transmittal memo
Summary statement describing the proposed action
Listing of all curricular/consultative bodies that have approved this action
Proposal summary
Official, full name of program
Purpose and goals of the program
Need for the program
Admission procedures
Requirements for successful completion of the program, including required and elective coursework
Evidence of need and sustainability
Fiscal and staffing impact
Certification of Curriculum Proposal (CCP): see Section V
Catalog copy and course requirement sheet

DOCUMENTATION TO ESTABLISH, REVISE OR INACTIVATE A CONSORTIAL OR ARTICULATION AGREEMENT

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

2. **Proposal summary**
   a. Official, full name of agreement
   b. Identity of partners in the agreement, including location and type of institution
   c. Purpose
      (1) Should provide faculty or staff the opportunity to gain experience and knowledge of value to their teaching and research or other university activity
      (2) Projects should be justified academically as having the potential for resulting in worthy contributions to knowledge
      (3) Facilities or equipment provided should complement the university's teaching, research or other aims
      (4) Research experience should be made available to students

~~(5) The projects should have public value~~

~~d. Approvals of the agreement (e.g., EPC, Board of Trustees, Ohio Board of Regents)~~

~~e. Agreement particulars:~~

~~(1) Beginning and end dates of agreement~~

~~(2) Use of courses in catalog and course inventories~~

~~(3) How students are to register/cross-register; authorizations, criteria for students in the program~~

~~(4) Exclusions (courses, i.e., theses, dissertations, workshops)~~

~~(5) Acceptance of credit by all participating members~~

~~(a) Kent State University students who previously attended schools that either are not regionally accredited or are not candidates for such accreditation will not be granted credit by the Admissions Office for the work they completed at those schools; the students' college office, however, can grant such credit at its discretion~~

~~(6) Participation of faculty~~

~~(7) Processing of evaluation and grades~~

~~(8) Funding sources; budgeting process~~

~~(9) Collects subsidy, tuition and fees for courses~~

~~(10) Provider of record of credit hours taught by both (all) institutions to appropriate institutional research office~~

~~(11) Distribution of income~~

~~(12) Transfer of funds between/among the participating institutions~~

~~(13) Equipment usage~~

~~(14) Patents and copyrights; right of first publication~~

~~(15) Protection of human subjects, animal care and use, hazardous materials and DNA~~

~~(16) Research support; classified research~~

~~(17) Responsibility for the enforcement of policies for the program~~

~~(18) Institutional deadlines~~

~~(19) Reconsideration of agreement~~

~~(20) Expectation (joint report)~~

~~3. **Certification of Curriculum Proposal (CCP)**: see Section V~~

~~4. **Memos concerning impact**, if appropriate (duplication, encroachment, support regarding impact on department, college, regional campuses' resources, (staffing, space, library/media, finances, student progress)~~

~~DOCUMENTATION TO ESTABLISH, REVISE OR INACTIVATE A DEGREE PROGRAM WHEREBY MORE THAN 50 PERCENT OF PROGRAM'S TOTAL CREDITS IS OFFERED OFF-SITE*~~

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

1. ~~4. **Certification of Curriculum Proposal (CCP)**: see Section V~~

APPROVAL FLOWCHART FOR AN ACADEMIC PROGRAM OR POLICY

See Section V for curricular forms and documentation to establish, revise or inactivate.

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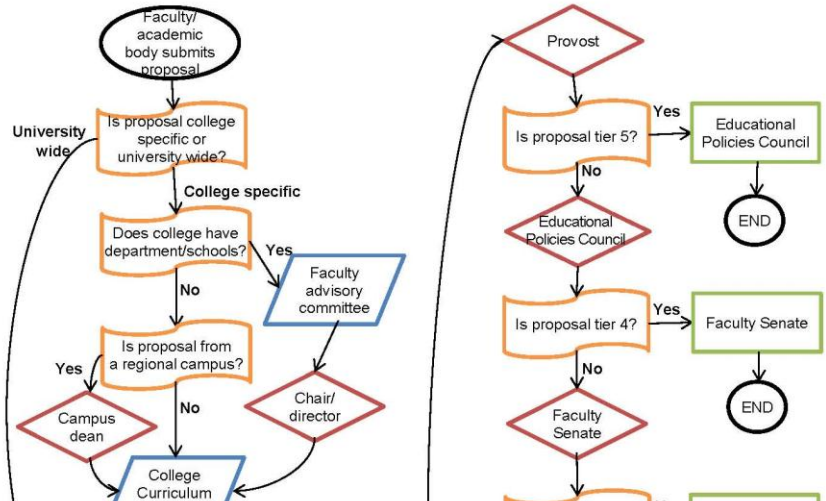


Tier 5 proposals (Provost final approver)

- Major – revision (including new, revised, inactivated concentrations)
- Major/degree – letter of intent to establish *
- Minor – revision, inactivation
- Certificate – revision, inactivation
- Policy within unit – establishment, revision, inactivation
- Articulation/consortia agreements – establishment, revision, inactivation
- Off–site program (50%+) – alternate delivery for existing program *
- Online program (50%+) – alternate 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

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

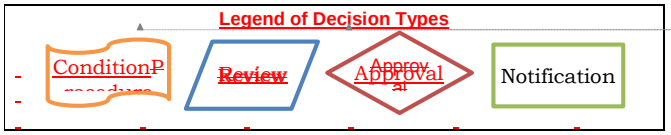
Tier 2 proposals (President and Board of Trustees final approvers)

- Major/degree – inactivation
- University–wide academic requirement (e.g., Kent Core) – establishment, substantial revision, inactivation
- University–wide academic policy – establishment, substantial revision, inactivation

Tier 1 proposals (Ohio Board of Regents final approver)

- Major/degree – establishment (notification for inactivation)

* Proposal will go to OBR for approval after final approval in appropriate tier
† Proposal will go to next tiers as notification



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1. 1. **Transmittal memo**
   a. Summary statement describing the proposed action
   b. Listing of all curricular/consultative bodies that have approved this action
2. **Proposal summary**
   a. Official, full name of program
   b. Identity of partners in the agreement, including location address and type of institution
   d. Agreement particulars:
      (1) Beginning and end dates of agreement
      (2) Percent of program offered at site
2. 3. **Formal letter, memorandum of understanding or other type of correspondence** that outlines the agreement to deliver the program at a site

4. **Certification of Curriculum Proposal (CCP)**: see Section V

3. 5. **Memos concerning impact**, if appropriate (duplication, encroachment, support regarding impact on department, college, regional campuses' resources, (staffing, space, library/media, finances, student progress)

ACADEMIC POLICIES

Academic policies pertain to regulations or procedures developed to maintain standards while assuring fair and consistent treatment of students. **These policies are exclusive of degree requirements.** Some examples of policies include those relating to admission to the university, selective admission requirements for one or more programs or retention criteria. Academic policies are found, typically, in the *undergraduate and graduate catalogs*. The term policy also includes university policies, administrative policies and operational procedures and regulations, which are found in the *University Policy Register*.

University policies are defined as policy statement, rules and regulations governing instructional and educational programs, university research, student life, administrative operation, finance and personnel management that have broad application for the entire campus community. Such policies require approval of the appropriate chief administrative officer, the president and board.

Administrative policies are defined as rules and regulations governing internal operations in concert with university policies. Administrative policies require the approval of the appropriate chief administrative officer and/or the president.

Operational procedures and regulations are defined as necessary operational guidelines to implement policies or programs of the university. Such operational procedures and regulations may be established in concert with university policies by the appropriate administrative officer.

DOCUMENTATION TO ESTABLISH, REVISE OR INACTIVATE A POLICY

Policy recommendations may be initiated by the board, the president, an administrative officer, any committee or council, Faculty Senate and its committees or individual members of the university community (students, faculty, staff). The board is the final authority in resolving conflicts or disputes in the interpretation of university policies.

1. **Certification of Curriculum Proposal (CCP)**: see Section V
2. **Transmittal memo**
   a. Summary statement describing the proposed action

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

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:
      i. Description of action, including its intended effect
      ii. Conformity of action with mission of sponsoring unit
      iii. Rationale for action
      iv. Effect on current programs, offerings, students, staff
      v. Scope of action
      vi. Fiscal and staffing impact of action
      vii. Evidence of need and sustainability
   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 and the rationale that supports that choice
   f. Timetable and Actions Required: a chronology of actions required to approve the proposal with an anticipated implementation date for each action
   g. **Certification of Curriculum Proposal (CCP)**: see Section V
   h.

4. **Memos concerning impact** of new, revised or inactivated policy (duplication, encroachment, support regarding impact on department, college and regional campuses' resources, [staffing, space, library/media, finances, student progress])

5. **Evidence external to unit in support** of policy establishment, revision or inactivation (if appropriate)

6. **Program roadmap**, if appropriate (manual edit of program roadmap; do not retype)

LARGE SCALE CHANGES

If there are numerous and consistent changes needed throughout a program, such as a change in course subject (e.g., BUS 10000 to ENTR 10000) or an overall change in grade rules, contact the Office of Curriculum Services for assistance. In some cases, it may be possible to minimize the time and paperwork in processing each aspect individually.

PROCEDURE FOR PROCESSING PROGRAM AND POLICY PROPOSALS

1. 1. Complete appropriate paperwork and submit proposal to the department or school's curricular body. The department chair, school director or campus dean must sign the Certification of Curriculum Proposal (CCP) form indicating approval.

2. 2. Submit proposal to college's curriculum committee. The college dean must sign CCP form indicating approval. For programs offered on Regional Campuses only, the dean of Regional Campuses must sign the CCP form also.

3. 3. If program is graduate level, also submit proposal to the dean of Graduate Studies for review and approval.

4. 4. The college dean's office submits proposal with a cover memo/transmittal to the Office of Curriculum Services to review.

7. 5. Proposals are placed on the agenda for the Educational Policies Council's (EPC) monthly meeting. See Section I for listing of proposals that constitute action, information and lesser action

items. The agenda is available one week before each meeting's date: www.kent.edu/Administration/provost/curriculum_svcs/epc.

8. 6. When appropriate, EPC-approved items are submitted to the Faculty Senate and forwarded to the President, Board of Trustees and Ohio Board of Regents for approval (see Section I for curriculum approval chart.)

9. 7. The Curriculum Services staff updates Banner's program inventory for items that received final approval and makes changes to the subsequent *Undergraduate Catalog* and the GPS website. Graduate Studies is responsible for the *Graduate Catalog*.

10. 8. Changes are documented in the annual Curricular Bulletin, published after the final EPC meeting of the academic year. Bulletins, 1994 onward, are online: www.kent.edu/Administration/provost/curriculum_svcs/cb

ADVICE FOR SUCCESSFUL COMPLETION OF PROGRAM AND POLICY PROPOSALS

- **Encroachment/duplication issues**, if applicable, must be documented in the proposal. Communicate with appropriate academic units, including Regional Campuses, when establishing or revising a program that may be similar to an established program or overlap disciplines.
- **Program names and codes** should be the officially approved ones and consistent throughout the proposal.
- **Concentrations** are sometimes misidentified as majors. A listing of all concentrations and their Banner codes is at the end of this section.
- **Document consistency** is critical. Confirm that the program and its requirements are identical in proposal summary, CCP form and program roadmap.
- **Any mention or listing of course changes** (new, revision or inactivation) in a program proposal does not guarantee that those course changes will go forward unless a Course Catalog Update workflow is also activated for each (see section IV).

DEADLINES AND EFFECTIVE DATES FOR PROGRAM AND POLICY PROPOSALS

New degree programs forwarded to the Faculty Senate, president, Board of Trustees and Ohio Board of Regents for final approval are included in the *University Catalog* with a notation about pending final approval. They are not, however, entered in Banner for student admission until they reach final approval.

Visit the EPC website at www.kent.edu/provost/curriculum/epc for submission deadlines for each EPC meeting.

For program requirements:

Deadline	Effective
January EPC	Fall (e.g., January 2010 for fall 2010)

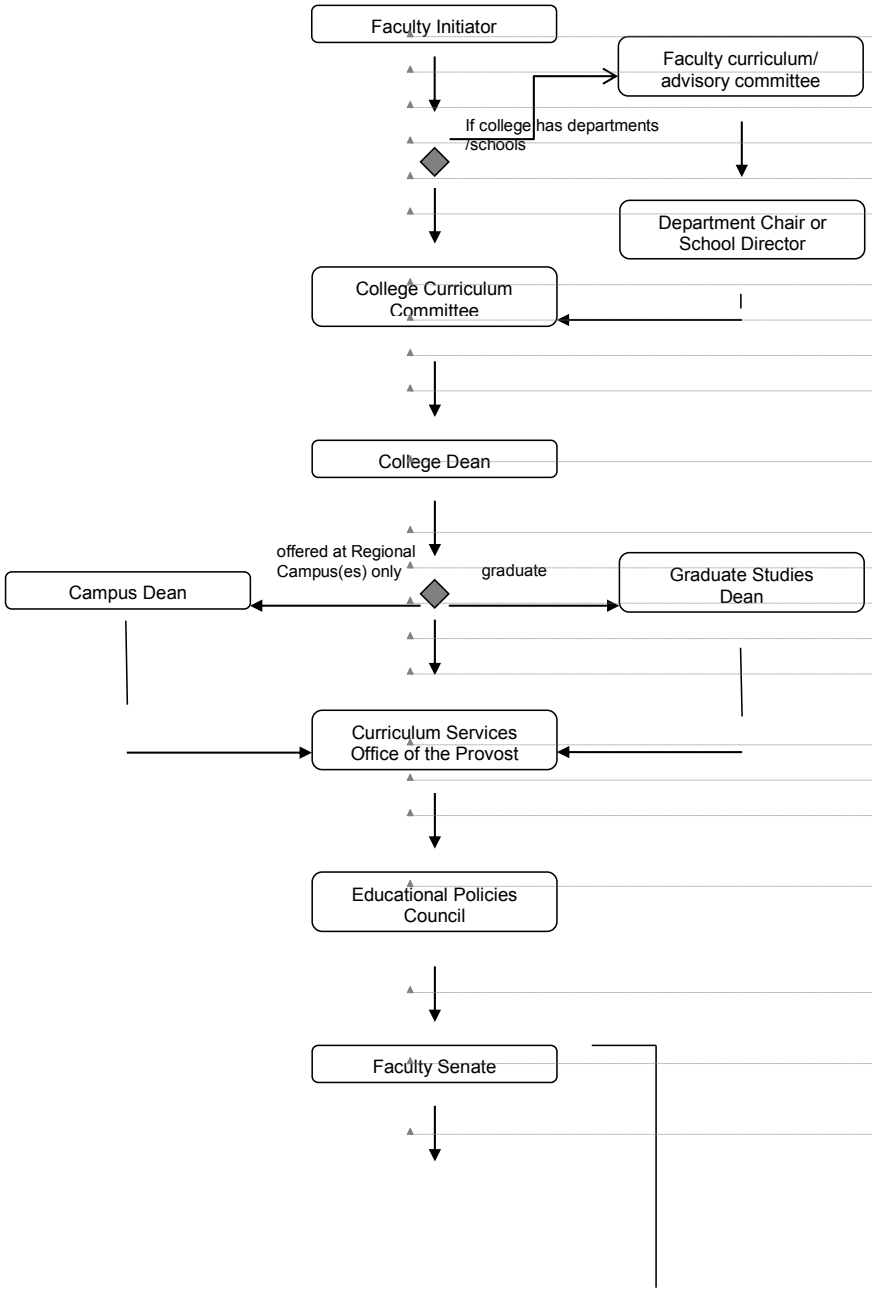
For policies and other catalog changes (including faculty listings):

Deadline	Effective
May EPC	Fall (e.g., May 2010 for fall 2010)

Programs forwarded to the Faculty Senate, President, Board of Trustees and Ohio Board of Regents for final approval are included in the *undergraduate and graduate catalogs* with a notation about pending final approval. They are not, however, entered in Banner for student admission until they reach final approval.

See EPC Meeting Dates for 2009-2010 in this document or visit the EPC website at www.kent.edu/Administration/provost/curriculum_svcs/epc for submission deadlines for each EPC meeting.

~~FLOW CHART FOR PROGRAM AND POLICY PROPOSALS~~



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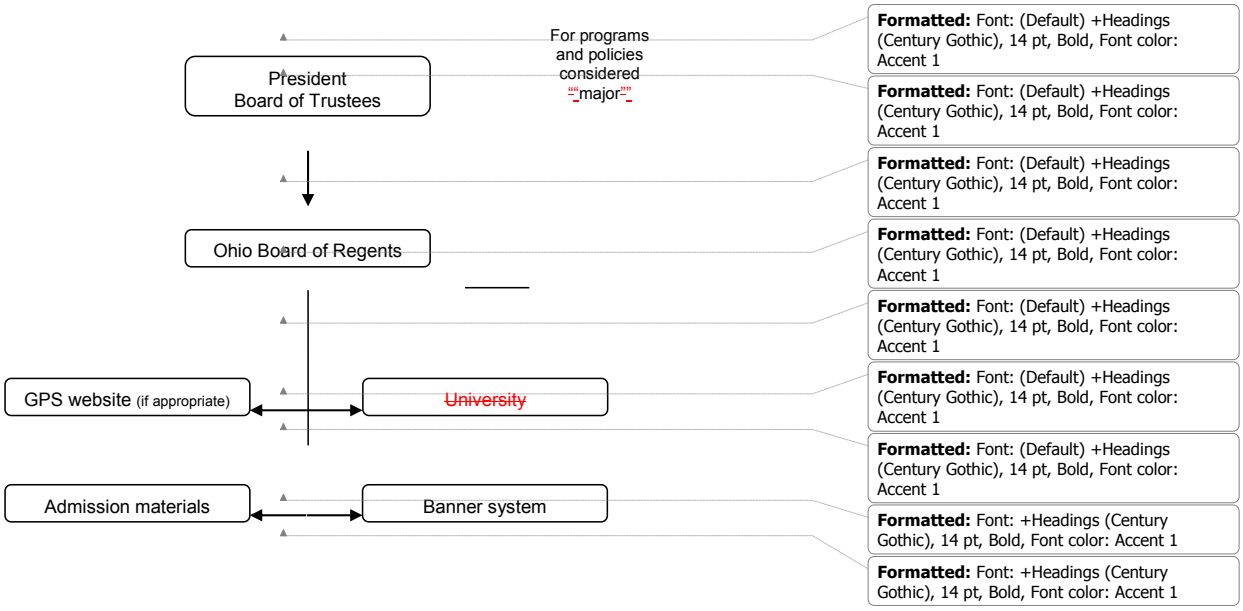
For programs and policies considered "major"
President Board of Trustees
Ohio Board of Regents
GPS website (if appropriate)
University
Admission materials
Banner system
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IV. COURSES ❖

~~DOCUMENTATION TO ESTABLISH A COURSE~~

1. ~~**Course Catalog Update (CCU) workflow** (see Section V)~~
   a. ~~Enter course information: course subject, number, college, department, title, title abbreviation, slash/cross-listed (if appropriate), credit hours, contact hours, grade rule, course level, repeatable for credit, schedule (e.g., lecture, lab, internship), credit-by-exam eligible, description, prerequisite~~
   b. ~~Content outline with contact hours for each topic~~
   c. ~~Textbooks; writing expectations; instructors expected to teach and contribute to content~~
   d. ~~Explain the purpose of the proposal~~
   e. ~~Explain how the proposal affects program requirements and students in your unit~~
   f. ~~Explain how the proposal affects courses, program requirements and students in other units~~
   g. ~~Explain how this proposal affects enrollment and staffing~~
   h. ~~Units consulted (other departments, programs or campuses affected by the proposal)~~
   i. ~~Faculty member submitting the proposal~~

~~DOCUMENTATION TO REVISE AN EXISTING COURSE~~

1. ~~**Course Catalog Update (CCU) workflow** (see Section V)~~
   a. ~~All course information stored in Banner will display~~
   b. ~~Revise any course information (if applicable): course subject, number, title, title abbreviation, slash/cross-listed (if appropriate), credit hours, contact hours, grade rule, course level, repeatable for credit, schedule (e.g., lecture, lab, internship), credit-by-exam eligible, description, prerequisite, LER/diversity/WIC status~~
   c. ~~Revise (if applicable) content outline with contact hours for each topic~~
   d. ~~Revise (if applicable) textbooks; writing expectations; instructors expected to teach and contribute to content~~
   e. ~~Explain the purpose of the proposal~~
   f. ~~Explain how the proposal affects program requirements and students in your unit~~
   g. ~~Explain how the proposal affects courses, program requirements and students in other units~~
   h. ~~Explain how this proposal affects enrollment and staffing~~
   i. ~~Units consulted (other departments, programs or campuses affected by the proposal)~~
   j. ~~Faculty member submitting the proposal~~

~~DOCUMENTATION TO INACTIVATE AN EXISTING COURSE~~

1. ~~**Course Catalog Update (CCU) workflow** (see Section V)~~
   a. ~~Basic course information will display (course subject, number, college, department, title, slash/cross-listed course, level, attributes)~~
   b. ~~Will the activation affect program requirements within or outside of your unit? If yes, please explain.~~
   c. ~~Reason for inactivation~~

~~LARGE-SCALE CHANGES~~

~~If there are numerous and consistent changes needed throughout a program, such as a change~~

~~in course subject (e.g., 20 BUS courses change subject to ENTR) or an overall change in grade rules, contact the Office of Curriculum Services for assistance. In some cases, it may be possible to minimize the time and paperwork in processing each aspect individually.~~

~~PROCEDURE FOR PROCESSING COURSE PROPOSALS~~

1. ~~Complete and submit the Course Catalog Update workflow. The department chair, school director or campus dean must login to FlashLine to review and approve the workflow to move it to the next level. The chair/ director/dean is responsible for disseminating the proposal to the curriculum review body at that level.~~
2. ~~After department/school/campus approval, the workflow is forwarded to the college level for review and approval. The appropriate assistant/associate dean must login to FlashLine to move it to the next level. The assistant/associate dean is responsible for disseminating the proposal to the curriculum review body at that level.~~
3. ~~If course has or requests LER, diversity and/or writing-intensive status, the workflow is also forwarded to the University Requirements Curriculum Committee (URCC) for review and approval. Accompanying required paperwork (see end of this section) must be sent separately (i.e., paper documents, not through the workflow) to the URCC.~~
4. ~~If course is Regional Campuses only, the workflow is also forwarded to the dean of Regional Campuses for review and approval.~~
5. ~~After college approval, the workflow is forwarded to the Office of Curriculum Services. Curriculum Services staff reviews, corrects and completes proposal and assigns appropriate state subsidy codes.~~
6. ~~Course proposals appear as lesser action items on the agenda for the Educational Policies Council's (EPC) monthly meeting. They are not formally acted upon at an EPC meeting unless a member brings an issue to the floor. Once the meeting is adjourned, all course establishments, revisions and inactivations are considered approved. The EPC agenda is available online one week before the meeting date: www.kent.edu/Administration/provost/curriculum_svcs/epc~~
7. ~~Courses that request LER, diversity and/or writing-intensive status appear as action items on an EPC agenda, presented by the URCC chair. They are voted upon by EPC members. If approved, they are submitted to the Faculty Senate to be voted upon.~~
8. ~~The Curriculum Services staff updates Banner's course inventory within one week of the EPC meeting (see timeline in this section for effective dates) and makes changes to the subsequent *Undergraduate Catalog*. Graduate Studies is responsible for the *Graduate Catalog*.~~
9. ~~If course proposal affects Kent State's Transfer Module, the Curriculum Services staff updates module in the October or March report to Ohio Board of Regents.~~
10. ~~Course changes are documented in the annual *Curricular Bulletin*, published after the final EPC and Faculty Senate meetings of the academic year. Current and previous bulletins are available online: www.kent.edu/Administration/provost/curriculum_svcs/cb~~

~~ADVICE FOR SUCCESSFUL COMPLETION OF COURSE PROPOSALS~~

- ~~**Programs affected** by revisions to course prerequisite and credit hours need to be considered. Please confirm that prerequisites for courses required in a program are included in the total program hours and that credit-hour revisions do not change total program hours. Notify other academic units who use the revised course as a requirement or elective.~~
- ~~**Prerequisites** must be tangible to be functional in Banner. See the Course Prerequisite in this section for more information.~~

- **Encroachment/duplication** issues must be documented in the proposal. Communicate with appropriate academic units, including Regional Campuses, when establishing or revising a course that may be similar to an established course or overlap disciplines.
- **Equivalency** of original course and its revision should be considered. If the revised course is not equivalent to the original course (i.e., a student who took the original course could not repeat it as revised), two proposals should be submitted: one to inactivate the original course, and one to establish a new course.

- **Course numbers** that end in 91 to 99 are reserved for specific course types (e.g., special topics, seminars, internships, etc.). If a course is revised to the point where the revised course is not considered equivalent to the current course, the course number must be changed. Course numbers that have been inactivated may not be reassigned, ever.
- **Cross listed courses** must be identical with different course subjects (e.g., ASL/SPED).
- **Slash** courses can be combined for the following levels: 4/5, 4/5/7 and 6/7. They must have the same subject and be identical with the exception of the course level and prerequisite (i.e., 60000-level is graduate standing; 70000-level is doctoral standing).
- **Special course fee** additions, revisions and eliminations must be submitted separately. Deadline for submissions is typically the first week of February for the change to be effective that fall semester. Proposal must comprise a Recommendation to Change Special Course Fees form and a transmittal memo providing rationale and relevant background information. See more on special course fees later in this section.

DEADLINES AND EFFECTIVE DATES FOR COURSE PROPOSALS

The course deadlines are determined by the last EPC meeting before publication of the *Schedule of Classes*. (The *Schedule of Classes* is published in February for fall term and September for spring term). If the dates for publication change, these deadlines will change accordingly.

Deadline[1]	**Effective**	
January EPC	Fall	(e.g., January 2010 for fall 2010)
August EPC	Spring[2]	(e.g., August 2010 for spring 2011)

The course deadlines are determined by the last EPC meeting before publication of the *Schedule of Classes*. (*Schedule of Classes* is published in February for fall term and September for spring term). If the dates for publication change, these deadlines will change accordingly.

1 **Course sections must be deleted and rebuilt if** the proposal contains revision of course subject and/or number.
To avoid this work, colleges should submit these changes to the EPC before the sections are built (October EPC for fall term; March EPC for spring term).

2 **Proposals that cannot be considered effective for spring term** are for courses required in a program that request the following:
- Inactivation
- Revision of title
- Revision of subject
- Revision of credit hours
- Revision of number
- Revision of prerequisite that impinges upon program requirements
  (e.g., adding a prerequisite course that is not in the program requirements)

See EPC Meeting Dates for 200-2010 in this document or visit the EPC website at www.kent.edu/Administration/provost/curriculum_svcs/epc for submission deadlines for each EPC meeting.

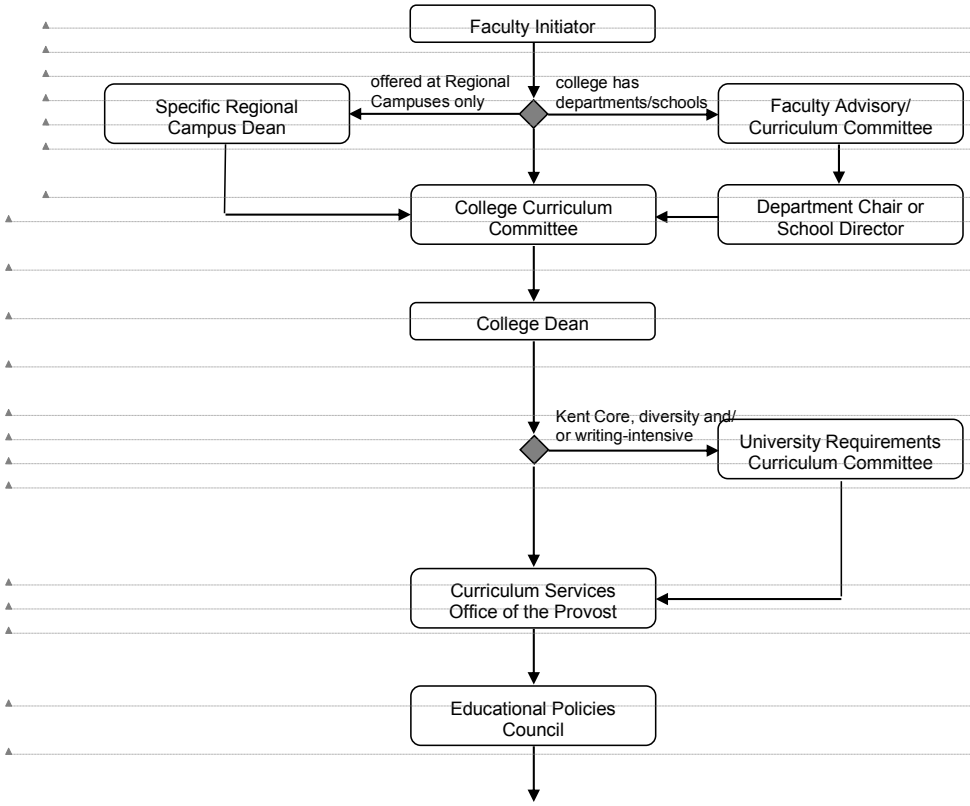
~~THE HOLD POLICY FOR COURSES NOT TAUGHT~~

~~It is important that Kent State's University Catalog reflect actual curricular being taught. For that reason, the Office of Curriculum Services will automatically place a hold on all courses that have not been taught for five or more consecutive years (10 years for courses offered in alternate years). These courses will be removed from the catalog, but will not be inactivated; their status in the Banner course inventory will change from "active" to "hold." The Office of Curriculum Services will notify each dean and chair/director of courses placed on hold. Alternatively, academic units may request formal inactivation of the courses. All requests for inactivation will follow the usual curricular approval procedures.~~

~~While a course is on hold, it may be offered to students. Academic units will notify the Office of Curriculum Services their desire to offer a course on hold so its status can be changed to active in Banner. If the offering is successful (i.e., the course is taught), the course will be reinstated in the appropriate catalog and its status remain active in Banner. If the course is not taught, it will be put back on hold.~~

~~Courses that are on hold for three years (six years for courses offered in alternate years) will be automatically inactivated. The dean and chair/director will be notified of such action.~~

~~FLOW CHART FOR COURSE PROPOSALS~~



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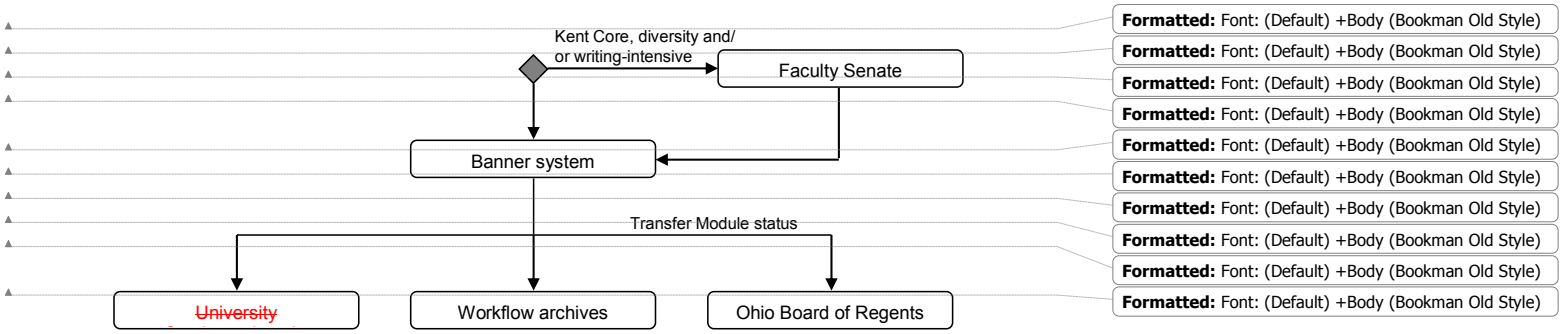

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COURSE NUMBERING

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:

00000 developmental 10000 freshman 20000 sophomore 30000 junior 40000 senior	undergraduate courses	50000 master's 60000 master's 70000 doctoral 80000 doctoral	graduate courses

Developmental (00000) courses, also known as remedial, are designed for students deficient in the general competencies necessary for a regular post-secondary curriculum and educational setting. More information on developmental courses can be found on page 38.

~~10000 freshman~~ ~~50000 master's~~
~~20000 sophomore~~ ~~undergraduate~~ ~~60000 master's~~ ~~graduate~~
~~30000 junior~~ ~~courses~~ ~~70000 doctoral~~
~~courses~~
~~40000 senior~~ ~~80000 doctoral~~

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.

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
xxx92 Field Experience or Practicum or Internship
xxx93 Variable Topic Workshop
xxx94 College Teaching
xxx95 Special Topics
xxx96 Individual Investigation

xxx97 Variable Topic Colloquium~~xxx97 Variable Topic Colloquium~~

xxx98 Research or Master's Project
4xx99 Senior Project
6x199 Thesis I
6x299 Thesis II
8x199 Dissertation I
8x299 Dissertation II

~~xxx91 Variable Content Seminar~~
~~xxx92 Field Experience or Practicum or Internship~~
~~xxx93 Variable Topic Workshop~~
~~xxx94 College Teaching~~
~~xxx95 Special Topics~~
~~xxx96 Individual Investigation~~
~~xxx97 Variable Topic Colloquium~~
~~xxx98 Research or Master's Project~~
~~4xx99 Senior Project~~
~~6x199 Thesis I~~
~~6x299 Thesis II~~
~~8x199 Dissertation I~~
~~8x299 Dissertation II~~

See ~~“~~“Courses with Designated Numbers~~”~~” on next page ~~on next page~~ for the definition of each course.

COURSES WITH DESIGNATED NUMBERS

xxx91 VARIABLE CONTENT SEMINAR IN [department name] (1-4)

Courses offered under xxx91 have changing content or are not offered with sufficient regularity to warrant status as a normal offering. Variable content seminars cannot be required in an academic program. All titles of variable content seminars begin with "SEM:" in the *Schedule of Classes* and the title is printed on each enrollee's transcript. Seminars that have a relatively unchanging content and are offered with regularity should be assigned an unreserved number. Letter or satisfactory/ unsatisfactory (S/U) grades are permitted. See "Instructional Delivery and Credit-to-Contact Hours" on page 41 for more information on a seminar course.

xxx92 FIELD EXPERIENCE or PRACTICUM or INTERNSHIP IN [department name] (1-12)

Letter or satisfactory/unsatisfactory (S/U) grades are permitted. In-progress (IP) grade may be permitted for coursework that cannot be completed within the semester. Documentation is necessary for that grade rule consideration. See "Instructional Delivery and Credit-to-Contact Hours" on page 42 for more information on a field experience, practicum or internship course.

xxx93 VARIABLE TOPIC WORKSHOP IN [department name] (1-6)

Workshops are administered through the College of Continuing and Distance Education and are typically directed toward post-degree professional renewal or to the mastery and application of knowledge and skills that address a narrowly defined range of problems or issues related to practice. Variable-topic workshops cannot be required in an academic program. All titles of variable-topic workshops begin with "WKSP:" in the *Schedule of Classes*, and the title is printed on each enrollee's transcript. Workshops are limited to satisfactory/unsatisfactory (S/U) grades. All initial workshop offerings should be approved by departmental curriculum committees and forwarded for review by college curriculum committees.

xxx94 COLLEGE TEACHING IN [department name] (1-3)

Designed to provide supervision and/or instruction in the special aspects of college teaching. Letter or satisfactory/unsatisfactory (S/U) grades are permitted.

xxx95 SPECIAL TOPICS IN [department name] (1-4)

Special topics courses are used to sample new offerings to determine whether or not formal adoption is desirable. Academic units may offer special topics courses a maximum three times prior to full curricular review. Specific topics under this course designation cannot be required in an academic program. All titles of special topics courses begin with "ST:" in the *Schedule of Classes* and the title is printed on each enrollee's transcript. Special topics courses should be approved by the departmental curriculum committee and reviewed by the college curriculum committee before being introduced into the *Schedule of Classes*. Letter grades are permitted. Documentation is necessary for any other grade rule to be considered.

xxx96 INDIVIDUAL INVESTIGATION IN [department name] (1-3)

Individual enrollment for independent study carried out by a student under the supervision of a faculty member. Letter or satisfactory/unsatisfactory (S/U) grades are permitted. In-progress (IP) grade may be permitted for coursework that cannot be completed within the semester. Documentation is necessary for that grade rule consideration. See "Instructional Delivery and Credit-to-Contact Hours" on page 42 for more information on an individual investigation course.

xxx97 VARIABLE TOPIC COLLOQUIUM IN [department name] (1-3)

Colloquia have changing content or are not offered with sufficient regularity to require status as a normal offering. All titles of the variable topic colloquium begin with "COLL:" in the *Schedule of Classes*, and the title is printed on each enrollee's transcript. Colloquia that have a stable, repeating content and are offered with regularity should be assigned an unreserved number. Letter or satisfactory/unsatisfactory (S/U) grades are permitted.

xxx98 RESEARCH or MASTER'S PROJECT IN [department name] (1-15)

Individual enrollment for research is used to award credit for work carried out by a student under the supervision of a faculty member. The work is designed to promote inquiry on a topic and it normally should result in a paper or some other appropriate product. Letter or satisfactory/unsatisfactory (S/U) grades are permitted. In-progress (IP) grade may be permitted for coursework that cannot be completed within the semester. Documentation is necessary for that grade rule consideration.

4xx99 SENIOR PROJECT (1-3) Grades limited to letter and in progress (IP).

6x199 THESIS I (2-6) Grades limited to satisfactory/unsatisfactory (S/U) and in progress (IP).

6x299 THESIS II (2) Grades limited to satisfactory/unsatisfactory (S/U) and in progress (IP).

8x199 DISSERTATION I (15) Grades limited to satisfactory/unsatisfactory (S/U) and in progress (IP).

8x299 DISSERTATION II (15) Grades limited to satisfactory/unsatisfactory (S/U) and in progress (IP).

CROSS-LISTED COURSES

Cross-listing a course means that a single course is offered by two departments/schools, allowing the ~~ed courses have identical titles, credit hours, grade rules and descriptions (content), but are housed in different department.~~ academic units to collaborate on a topic that may cross disciplines. Students may register for only one course; however, the two courses are co-scheduled (~~Cross-listed courses are scheduled~~offered at the same time, ~~and~~ on the same day in the same room and with the same instructor[s]). Therefore, cross-listed courses must have identical titles, credit hours, grade rules, descriptions (including content) and learning outcomes. Cross-listing of courses in more than two departments is discouraged unless there is a clear academic rationale for the multiple listing. Supportive documentation is required for each cross-listed course in the course inventory. Faculty submitting a revision to one cross-listed course must also submit (or ensure that the appropriate academic unit is submitting) the same revision to the corresponding cross-listed course.

Cross-listed courses are considered equivalent (i.e., treated as the same course) in regards to student course registration, GPA and hours calculation, and eligibility for federal financial aid. See more about course equivalency on page 37.

SLASHED COURSES

Slashed courses ~~Certain slash combinations are permitted to~~ enable students at two or three levels (e.g., senior undergraduate, master's, doctoral) within the same discipline to be instructed simultaneously. Students may register for only one course; however, the two courses are co-scheduled (offered at the same time, on the same day in the same room and with the same instructor[s]). ~~Those~~ Slashed courses permitted are 4/5 (senior-level bachelor's~~-level~~/master's), 4/5/7 (senior-level bachelor's~~-level~~/master's/doctoral) and 6/8 (master's/doctoral)~~ within the same course subject~~. (Sometimes 6/7 is used when the master's program has no 50000-level courses, and the graduate program has no or few 80000-level courses outside dissertation.)

Slashed courses~~They~~ must have the same course subject (e.g., BSCI) and be identical with the exception of the course level and prerequisite (i.e., students registering for 60000-level must be~~is~~ graduate standing; students registering for 80000-level must be~~is~~ doctoral standing). ~~All 4/5 and 4/5/7 s~~Slashed courses must specify differential expectations for ~~undergraduate~~ bachelor's, master's and ~~graduate~~doctoral students.

Although they may be co-scheduled, slashed courses are considered stand-alone courses (with separate registration, enrollment and subsidy levels); therefore, ~~S~~supportive documentation is required for each slashed course in the course inventory. Faculty submitting a revision to one slashed course must also submit the same revision to the corresponding slashed course.

Slashed courses are considered equivalent (i.e., treated as the same course) in regards to student course registration, GPA and hours calculation and eligibility for federal financial aid. See more about course equivalency, below. Undergraduate students are not permitted to register for a graduate course that has a slashed undergraduate course unless the registration is approved through the students' enrollment in a combined bachelor's/graduate degree program.

EQUIVALENT COURSES

Kent State courses determined by faculty to share more than 70 percent of the total content and student learning outcomes are considered equivalent. These courses are programmed in Banner to be treated as the same course (equivalency is noted in each course's catalog description). Courses designated as cross-listed and slashed are programmed automatically as equivalent; however, there are many Kent State courses that are not co-scheduled but are considered equivalent (e.g., COMT 11000 Introduction to Computer Systems is equivalent to MIS 24053 Introduction to Computer Applications). Courses that previously had a different course subject, number and/or title are also programmed in Banner to recognize their former identifications. Therefore, it is extremely important to consider equivalency between the course with the old subject/number/title and the course with the new subject/number/title.

If equivalent courses are lower division (10000 or 20000 level), they will factor into the GPA recalculation policy for repeated courses. E.g., if a student takes COMT 11000 and earns a C, and then takes its official equivalent, MIS 24053, and earns a B, only the B grade will be calculated into the overall GPA and its related credits counted in the overall hours toward graduation. If the equivalent courses are upper-division (30000 or 40000 level) or graduate (50000 to 80000 level), students taking one and then the other will have both grades calculated into their GPA; however, the credit hours for the second course are not counted toward graduation.

If a course is a prerequisite for another course, its official equivalent will satisfy the prerequisite. E.g., students who completed COMT 11000 will be able to register successfully for a course that has a prerequisite of MIS 24053.

Equivalent courses should not have different credit hours. E.g., if a student takes Course 10000 (3 credits) and earns a C, then takes its official equivalent Course 20000 (1 credit) and earns a B, only 1 credit will be counted toward graduation.

Groupings of equivalent courses cannot be entered in Banner (e.g., three courses taken together are equivalent to one course, or one course that is split into two courses or vice versa). Any GPA or credit recalculation for those courses must be done manually in the Office of the University Registrar.

Please be aware of equivalency when revising a course. If the revisions to a course are so great that the revised course cannot no longer be considered equivalent to the current course, the current course should be inactivated, and a new course established. If a course is split into two courses (e.g., a lecture/lab course split into separate lecture and lab courses) or vice versa, do not reuse the course number.

INACTIVATION AND RE-USE OF COURSE NUMBER

Inactivation of a course or change of course number automatically causes the old number to be

marked for deletion from the course inventory. Reusing a course number for a new course—with new course not considered equivalent to the previous course with that number—may adversely affect students' degree program, total credits toward graduation, GPA calculation and course registration. Therefore, inactivated course numbers may not be reassigned, ever, to another course. (Approved by the Educational Policies Council, August 24, 2009, effective fall 2010).

DEVELOPMENTAL (REMEDIAL) COURSES

A developmental course is considered below college level and, therefore, cannot be applied toward the requirements for a certificate or degree program (Ohio Administrative Code 3333-1-02, section B[4], approved November 19, 2010). Although developmental 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.

The following definitions are taken from the Ohio Board of Regents *Decision Rules for Assigning Levels and CIP Codes for Undergraduate Courses in the HEI Course Inventory* (April 27, 2012).

- **Developmental English:** Below-college-level courses that cover topics in reading and writing to prepare students for college-level English and composition courses.
  - Level 01: courses that, if completed successfully, qualify a student for enrollment in regular college level composition or English courses (as defined by the college level course's inclusion in the institution's Ohio Transfer Module).
  - Level 02: developmental English, reading or writing courses below level 01.
- **Developmental Reading:** Below-college-level courses that cover topics in reading and reading comprehension.
  - Level 01: courses that, if completed successfully, qualify a student for enrollment in regular college level composition or English courses (as defined by the college level course's inclusion in the institution's Ohio Transfer Module).
  - Level 02: developmental English, reading or writing courses below level 01.
- **Developmental Writing:** Below-college-level courses that cover topics in writing skills.
  - Level 01: courses that, if completed successfully, qualify a student for enrollment in regular college level composition or English courses (as defined by the college level course's inclusion in the institution's Ohio Transfer Module).
  - Level 02: developmental English, reading or writing courses below level 01.
- **Developmental Mathematics–Computational Skills/Geometry/Algebra:** Below-college-level math courses that cover topics in arithmetic operations, geometry and algebra.
  - Highest level (01) is for intermediate algebra, just below college algebra. Topics include equations and inequalities in one variable and two variables, including graphing and different forms of radicals, quadratic functions, exponential functions, and logarithmic functions.
  - Middle level (02) is for elementary algebra and geometry, statistics and algebra with basic geometry and basic right-angle trigonometry. Topics include linear equations, applications, factoring algebraic fractions, exponents, graphing, basic geometry, and basic right triangle trigonometry.
  - Lowest level (03) is for computational skills/pre-algebra. Topics include whole numbers, arithmetic operations, fractions, decimals, ratios and proportions, percent, measurement and measurement conversions, signed numbers, and linear equations.
- **Developmental Mathematics–Statistics:** Below-college-level courses that cover topics in statistics and probability.
- **English as a Second Language:** 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. (E.g., Kent State offers a developmental chemistry course.)

~~INACTIVATION AND RE-USE OF COURSE NUMBER~~

~~A course inactivation and course number changes automatically cause the old number to be marked for deletion from the course inventory. Because the re-use of a course number for a new course (considered not equivalent to previous course) may adversely affect students' degree audit, total credits, GPA and course registration, inactivated course numbers may not be, ever, reassigned to another title. (Approved Educational Policies Council, 24 August 2009, effective fall 2010)~~

~~COURSES WITH DESIGNATED NUMBERS~~

~~xxx91 VARIABLE CONTENT SEMINAR IN [department name] (1-4)~~

~~Courses offered under xxx91 have changing content or are not offered with sufficient regularity to warrant status as a normal offering. Variable content seminars cannot be required in an academic program. All titles of variable content seminars begin with "SEM:" in the *Schedule of Classes* and the title is printed on each enrollee's transcript. Seminars that have a relatively unchanging content and are offered with regularity should be assigned an unreserved number. Letter grades or satisfactory/unsatisfactory (S/U) grades are permitted. See "Instructional Delivery and Credit Hours" in this section for more information.~~

~~xxx92 FIELD EXPERIENCE or PRACTICUM or INTERNSHIP IN [department name] (1-12)~~

~~Letter grades or satisfactory/unsatisfactory (S/U) grades are permitted. In-progress (IP) grade may be permitted for coursework that cannot be completed within the semester. Documentation is necessary for that grade rule consideration. See "Instructional Delivery and Credit Hours" in this section for more information.~~

~~xxx93 VARIABLE TOPIC WORKSHOP IN [department name] (1-6)~~

~~Workshops are administered through the College of Continuing Studies and are typically directed toward post-degree professional renewal or to the mastery and application of knowledge and skills that address a narrowly defined range of problems or issues related to practice. Variable content workshops cannot be required in an academic program. All titles of variable topic workshops begin with "WKSP:" in the *Schedule of Classes*, and the title is printed on each enrollee's transcript. Workshops are limited to satisfactory/unsatisfactory (S/U) grades. All initial workshop offerings should be approved by departmental curriculum committees and forwarded for review by college curriculum committees.~~

~~xxx94 COLLEGE TEACHING IN [department name] (1-3)~~

~~Designed to provide supervision and/or instruction in the special aspects of college teaching. Letter grades or satisfactory/unsatisfactory (S/U) grades are permitted.~~

~~xxx95 SPECIAL TOPICS IN [department name] (1-4)~~

~~Special topics courses are used to sample new offerings to determine whether or not formal adoption is desirable. Academic units may offer special topics courses a maximum three times prior to full curricular review. Special topics courses cannot be required in an academic program. All titles of special topics courses begin with "ST:" in the *Schedule of Classes* and the title is printed on each enrollee's transcript. Special topics courses should be approved by the departmental curriculum committee and reviewed by the college curriculum committee before being introduced into the *Schedule of Classes*. Letter grades are permitted. Documentation is necessary for any other grade rule to be considered.~~

~~xxx96 INDIVIDUAL INVESTIGATION IN [department name] (1-3)~~

~~Individual enrollment for independent study carried out by a student under the supervision of a faculty member. Letter grades or satisfactory/unsatisfactory (S/U) grades are permitted. In-progress (IP) grade may be permitted for coursework that cannot be completed within the semester.~~

~~Documentation is necessary for that grade rule consideration.~~

~~**xxx97 VARIABLE TOPIC COLLOQUIUM IN [department name] (1-3)**~~

~~Colloquia have changing content or are not offered with sufficient regularity to require status as a normal offering. All titles of the variable topic colloquium begin with "COLL:" in the *Schedule of Classes*, and the title is printed on each enrollee's transcript. Colloquia that have a stable, repeating content and are offered with regularity should be assigned an unreserved number. Letter grades or satisfactory/unsatisfactory (S/U) grades are permitted.~~

~~**xxx98 RESEARCH OR MASTER'S PROJECT IN [department name] (1-15)**~~

~~Individual enrollment for research is used to award credit for work carried out by a student under the supervision of a faculty member. The work is designed to promote inquiry on a topic and it normally should result in a paper or some other appropriate product. Letter grades or satisfactory/ unsatisfactory (S/U) grades are permitted. In-progress (IP) grade may be permitted for coursework that cannot be completed within the semester. Documentation is necessary for that grade rule consideration.~~

~~**4xx99 SENIOR PROJECT (1-3)** Grades limited to letter and in progress (IP)~~

~~**6x199 THESIS I (2-6)** Grades limited to satisfactory/unsatisfactory (S/U) and in progress (IP)~~

~~**6x299 THESIS II (2)** Grades limited to satisfactory/unsatisfactory (S/U) and in progress (IP)~~

~~**8x199 DISSERTATION I (15)** Grades limited to satisfactory/unsatisfactory (S/U) and in progress (IP)~~

~~**8x299 DISSERTATION II (1 or 15)** Grades limited to satisfactory/unsatisfactory (S/U) and in progress (IP)~~

GRADE RULE

All courses are letter graded (A, A-, B+, B, B-, etc.) unless otherwise denoted in the catalog description or in the above listing of reserved numbers. Typical courses that allow satisfactory/unsatisfactory (S/U) grading are seminar, field experience, practicum, internship, workshop, college teaching, individual investigation, colloquium, research, thesis and dissertation. An undergraduate course may be graded with letters or satisfactory/unsatisfactory (S/U), not both.

An in-progress (IP) grade is allowed only for courses that cross over terms as part of the learning experience.
It is not to be used in place of an incomplete (IN).

For Kent State's grading system, policies and procedures, see the Academic Policies section of the *University Catalog* (www.kent.edu/catalog).

~~**GRADING SYSTEM**~~

~~Appropriate academic grades and administrative marks that indicate student proficiency in coursework is reported as follows:~~

		Undergraduate Studies	Graduate Studies
A	(4.0)	Denotes excellent scholarship	Denotes superior scholarship

~~A (3.7)~~
~~B+ (3.3)~~
~~B (3.0) Denotes good performance Denotes average performance~~
~~B- (2.7)~~
~~C+ (2.3)~~
~~C (2.0) Denotes fair or average performance Denotes below average performance~~
~~C- (1.7)~~
~~D+ (1.3)~~
~~D (1.0) Denotes poor (unsatisfactory but passing) Denotes far below average performance~~
~~performance~~
~~F (0.0) Denotes failure Denotes failure~~

~~AU Audit~~
~~IN Incomplete~~
~~IP In progress~~
~~NF Never attended–F~~
~~NR Instructor did not submit grade~~
~~S Satisfactory~~
~~SF Stopped attending–F~~
~~U Unsatisfactory~~
~~W Withdrawn~~
~~Y Passing grade in pass/fail course~~
~~Z Failing grade in pass/fail course~~

BANNER CODES FOR GRADE MODES

		Former SIS codes
B	Standard letter (A, A-, B+, B, B-, C+, C, C-, D+, D, F)	UC, U5, GC GJ
C	Standard letter or in progress (IP)	U2, U6, G2, GL
D*	Standard letter or satisfactory/unsatisfactory (S/U)*	G8, GH, GM
E*	Standard letter or satisfactory/unsatisfactory (S/U) or in progress (IP)*	G6, GF, GK
F	Satisfactory/unsatisfactory (S/U)	U3, G9, GI
G	Satisfactory/unsatisfactory (S/U) or in progress (IP)	U4, G0, GE
I	Pass/fail (for courses that are ~~not~~ IP graded)	P1
P	Pass/fail (for courses that are not IP graded)	P2

* graduate courses only

SCHEDULE TYPES

The following schedule types and their Banner codes identify the course format/delivery and must comply with course type (e.g., workshop course must be identified with the workshop schedule type).

CLN	Clinic	MPR	Master's Project
CLR	Clerkship	MST	Master's Thesis
COL	Colloquium	PRA	Practicum or Internship
DSR	Dissertation	PRL	Private Lesson
FLD	Field Experience	RCT	Recitation
FLT	Flight Training	RES	Research
IND	Individual Investigation	SEM	Seminar
LAB	Laboratory	SRP	Senior Project or Honors Thesis
LEC	Lecture	STU	Studio
LLB	Combined Lecture and Laboratory	WSP	Workshop

CREDIT BY EXAMINATION

Degree- or certificate-seeking students who can demonstrate ability and knowledge in a particular subject may establish credit in certain courses without enrolling in them. This is done by taking a special examination or performing a special assignment or both, through the appropriate department. Credit hours, but not letter grades, are awarded. This credit by examination is a Kent State program, separate from the national and university-accepted Advanced Placement (AP) and College Level Examination Program (CLEP).

Banner codes for credit by examination are listed below:

- A Credit by exam—available
- D Credit by exam—department approval
- N Credit by exam—not approved

COURSE ATTRIBUTES

Course attributes designate specific courses that are Kent Core, diversity, etc.

DIVD	Diversity Course–Domestic	OED	TAG – Education
DIVG	Diversity Course–Global	OES	TAG – Engineering
ELR	Experiential Learning Requirement	OET	TAG – Engineering Technology
KADL	Kent Core Additional	OHL	TAG – Health
KBS	Kent Core Basic Sciences	OMT	TAG – Mathematics
KCMP	Kent Core Composition	OSC	TAG – Science
KFA	Kent Core Fine Arts	OSS	TAG – Social/Behavioral Sciences
KHUM	Kent Core Humanities	TCMP	Transfer Module – Composition
KMCR	Kent Core Mathematics and Critical	TFA	Transfer Module – Fine Arts

	Reasoning
KSS	Kent Core Social Sciences
OAH	TAG – Arts/Humanities
OBU	TAG – Business
OCM	TAG – Communication
THUM	Transfer Module – Humanities
TMTH	Transfer Module – Mathematics
TNS	Transfer Module – Natural Sciences
TSS	Transfer Module – Social Sciences
WIC	Writing-Intensive Course

COURSES DESIGNATED AS REPEATABLE FOR CREDIT

Courses may be designated to allow students to repeat them for credit, either to offer variable topics or to increase students' competency. Courses ending in xxx91 to xxx99 (i.e., seminar, field experience, practicum, internship, workshop, college teaching, special topics, individual investigation, colloquium, research, thesis, dissertation) are designated as repeatable for credit unless specified otherwise in documentation. If a course is repeatable, the maximum number of times taken or maximum number of credit hours earned may be specified (if not specified, the default is 99).

Banner codes for course repeat are listed below:

RP	Course may be repeated for credit
NR	Course may not be repeated for credit

REPEAT RULES FOR RECALCULATION OF GRADE POINT AVERAGE

Students may repeat lower-division (10000 or 20000 level) courses taken at Kent State University and only the highest grade will be used in the calculation of their cumulative grade point average. The policy does not apply to courses that are designated as repeatable for credit, which may include special topics, individual investigation, practicum and internship. (Approved by Board of Trustees, May 30, 2007, effective spring 2008.)

Students who repeat upper-division (30000 or 40000 level) or graduate courses (50000 to 80000 level) will have all grades calculated into their cumulative GPA.

FLEXIBLY SCHEDULED COURSE SECTIONS (OPEN LEARNING)

A flexibly scheduled course section is not offered for the complete length of a regular academic term or for any of the established parts of a term. In Banner, flexibly scheduled sections are called Open Learning (OL). Requests for an open-learning section must be submitted to the Office of the University Registrar. All flexibly scheduled courses must still meet Kent State's "Definition of Instructional Arrangements and Guidelines for the Awarding of Academic Credit" (see pages 41-44).

INSTRUCTIONAL ~~DELIVERY~~ ACTIVITIES AND CREDIT-TO-CONTACT HOURS (PENDING FINAL APPROVAL)

DEFINITION OF SEMESTER CREDIT HOUR

"Semester credit hour" means a minimum of 750 minutes of formalized instruction that typically requires students to work at out-of-class assignments an average of twice the amount of time as the amount of formalized instruction (1,500 minutes). It is acknowledged that formalized instruction may take place in a variety of modes.

While awarding semester credit hours typically occurs for instruction delivered in accordance with an institution's standard semester calendar, it may also occur for instruction that may not follow the typical pattern of an institution's standard semester calendar as long as the criteria for awarding such credit is met. Credit hours may be calculated differently for certain types of instructional activities, including but not limited to: laboratory instruction, clinical laboratory instruction, directed practice experience, practicum experience, cooperative work experience, field experience, observation experience, seminar, miscellaneous and studio experience (Ohio Administrative Code, 3333-1-02, 2010).

DEFINITION OF ACADEMIC YEAR LENGTH

"Academic year" means a period of time that is at least 30 weeks in length counting periods of time (terms) that begin on the first day of classes and end on the last day of classes or examinations. The 30-week requirement shall be measured exclusive of compressed terms, e.g., summer term (Ohio Administrative Code, 3333-1-02, 2010).

DEFINITION OF SEMESTER LENGTH

"Academic semester" means a period of time that shall consist of no fewer than 15 calendar weeks and no more than 17 calendar weeks of instructional time. The inclusion of breaks or holidays within any particular semester shall be at the discretion of the institution so long as the institution is in compliance with the criteria for awarding semester credit hours (Ohio Administrative Code, 3333-1-02, 2010).

DEFINITION OF INSTRUCTIONAL WEEK TIME

"Week of instructional time" means, for purposes of the definition of academic semester, academic quarter and academic year, a week of instructional time is any period of seven consecutive days in which at least one day of regularly scheduled instruction, examination, or (after the last day of classes) at least one scheduled day of examinations occurs (Ohio Administrative Code, 3333-1-02, 2010).

DEFINITION OF INSTRUCTIONAL ARRANGEMENTS AND GUIDELINES FOR THE AWARDING OF ACADEMIC CREDIT

LECTURE is formalized instruction, conducted on- or off-campus, in which the instructor presents an educational experience to students, applying any combination of instructional methods. This definition is applicable only when the course organization requires that the instructor bear the primary responsibility for the instructional activity and is directly involved with all the students in the class. Students will be expected to work on out-of-class assignments on a regular basis over the length of the course, which will normally average two hours of out-of-class study for each hour of formal class activity. This out-of-class study shall not be counted as part of the lecture hour for credit.

- One credit hour is awarded for a nominal hour (50 minutes) in a standard week of a 15-week semester, or for 12.5 clock hours (750 minutes) of lecture instruction in a semester.

SEMINAR is a less formal educational experience than a lecture, in which a relatively small number of students engage in discussions directed by a faculty member.

- Credit hour is awarded on the same basis as lecture instruction.

LABORATORY is an educational activity with students conducting experiments, perfecting skills or practicing procedures under the direction of a faculty member.

- For laboratory instruction that requires little or no out-of-class study, one credit hour is awarded for three nominal hours (2.5 clock hours or 150 minutes) in a standard week of a 15-week semester, or for 37.5 clock hours (2,250 minutes) in a semester.
- For laboratory instruction that is supplemented by out-of-class assignments that normally average one hour of out-of-class study to prepare for or follow-up the laboratory experience, one credit hour is awarded for two nominal hours (one clock hour, 40 minutes or 100 minutes) in a standard week of a 15-week semester, or for 25 clock hours (1,500 minutes) in a semester.

CLINICAL LABORATORY applies only to health technology programs, during which students are assigned to laboratory sections that meet at a health-related agency rather than in on-campus laboratory facilities. Clinical laboratory sessions provide a realistic environment for student learning. A regular faculty member, full or part time, of Kent State directly supervises the laboratory instruction.

- Credit hour is awarded on the same basis as laboratory instruction.

COMBINED LECTURE AND LABORATORY integrates both activities into one course with one grade.

- Credit hour is awarded on the same basis as lecture and laboratory instructions and dependent on how the credit hours are allocated for each instruction.

  E.g., a 4-credit combined lecture/laboratory course (with laboratory having no out-of-class study) in a standard week of a 15-week semester can be broken down in any of these ways:
  - 3 credits lecture + 1 credit laboratory = 2.5 clock hours (150 minutes) lecture per week + 1 clock hour, 40 minutes (100 minutes) laboratory per week
  - 2 credits lecture + 2 credits laboratory = 100 minutes (1 clock hour, 40 minutes) lecture per week + 200 (3 clock hours, 20 minutes) minutes laboratory per week
  - 1 credit lecture + 3 credits laboratory = 50 minutes lecture/week + 300 minutes (5 clock hours) laboratory per week

PRACTICUM and **INTERNSHIP** courses are credit-bearing work experiences that are integrated with academic instruction and relate to an individual student's occupational goal. Students concurrently apply learned concepts to practical situations within an occupational field. The experience is coordinated by a Kent State faculty member, who assists the student in planning the experience and assigns the course grade to the student after appropriate consultation with the employer/supervisor. The student is expected to complete pre-determined assignments. Examples may include a weekly journal, final paper and experience report. Whether the internship or practicum is paid or unpaid is determined by the employer in compliance with the Fair Labor Standards Act. Use of "practicum" as opposed to "internship" (and vice versa) for the course title may be to accommodate the differences in accreditation nomenclature.

- One credit hour is awarded for a minimum three clock hours (180 minutes) in a standard week of a 15-week semester, or for a minimum 45 clock hours (2,700 minutes) in a semester.

FIELD EXPERIENCE is a form of experiential learning obtained by going on an educational field trip, usually organized by Kent State and led by a Kent State faculty member, in order to meet the needs of the curriculum and to develop practical skills in an environment beyond the classroom and campus.

- One credit hour is awarded for minimum three clock hours (180 minutes) in a standard week of a 15-week semester, or for a minimum 45 clock hours (2,700 minutes) in a semester.

INDIVIDUAL INVESTIGATION / INDEPENDENT STUDY is a student-initiated experience to pursue an area of interest not covered by a regular course offering, with the guidance of a Kent State faculty member. The faculty member, who teaches such courses, has the primary responsibility to decide the subject content, objectives to be achieved and the effort to be expended by the student, and personally provides whatever instruction is required. The student is expected to complete pre-determined assignments, which may include a final research paper and a presentation on the findings of the study. The faculty member periodically assesses the student's progress, determines the evaluation

methods of the work presented and assigns the final grade.

- One credit hour is awarded for a minimum three clock hours (180 minutes) in a standard week of a 15-week semester, or for a minimum 45 clock hours (2,700 minutes) in a semester.

COOPERATIVE WORK EXPERIENCE is on- or off-campus paid employment. It augments formal classroom instruction. The experience is coordinated by a Kent State faculty member who visits the job site for a conference with the students and supervisor at least once during the semester, and assigns the course grade to the student after appropriate consultation with the supervisor/employer.

- One credit hour is awarded for a minimum 10 clock hours (600 minutes) in a standard week of a 15-week semester, or for a minimum 150 clock hours (9,000 minutes) in a semester.

STUDIO is a workplace for the teaching or practice of an art.

- For studio instruction that requires little or no out-of-class study, one credit hour is awarded for three nominal hours (2.5 clock hours or 150 minutes) in a standard week of a 15-week semester, or for 37.5 clock hours (2,250 minutes) in a semester.
- For studio instruction that is supplemented by out-of-class assignments that normally average one hour of out-of-class study to prepare for or follow-up the studio experience, one credit hour is awarded for two nominal hours (1 clock hour, 40 minutes or 100 minutes) in a standard week of a 15-week semester, or for 25 clock hours (1,500 minutes) in a semester.

CLERKSHIP applies only to the podiatric medical training program, during which students in third and fourth years of medical school are required to participate in clinical sciences and patient care. Clerkships expose students to all facets of podiatric medicine and surgery in the hospital, surgery center, professional office and other clinical settings. In addition to podiatric clerkships, students are required to complete clerkships in general medicine. Elective and international clerkships may also be available. The student clerk gains essential experience managing the care of patients and learning the roles and responsibilities a podiatric physician. They also witness first-hand the interaction with other health-care professionals. They are expected to observe and participate in patient care including the performance of basic podiatric and medical procedures under direct supervision. Students elicit patient histories, complete physical examinations, write progress notes, and assist in surgeries and medical procedures. Students are evaluated by the clerkship coordinator at each affiliated site. No stipend or pay is provided to the students.

- Four credit hours are awarded for a clerkship that typically comprises five mandatory months and one optional month of rotations, during which the work hours are that of a full-time job (i.e., 40 hours per week), generally similar to that of medical residents. Students may also be required to work on weekends and to be on call.

FLIGHT TRAINING comprises individualized practical flight instruction in aircraft and associated ground-based instruction in aircraft flight theory. Flight training is offered under the authority of an Air Agency Certificate issued by the Federal Aviation Administration (FAA) under 14 Code of Federal Regulations Part 141. Flight instruction is offered in the form of flight courses composed of instructional blocks made up of flight lessons that comply with standards of proficiency and competency stipulated in the FAA-approved Training Course Outline and Federal Aviation Regulations Parts 61 and 141.

- Three credit hours are awarded for a minimum 45 hours* of flight instruction in aircraft and 30 hours of ground-based flight theory instruction towards the Private Pilot Certificate in a standard 15-week semester.
- Two credit hours are awarded for a minimum 17 hours* of flight instruction in aircraft and 15 hours of ground-based flight theory instruction towards the Commercial Pilot Flight I, II, III, Instrument Rating, Flight Instructor Airplanes in a standard 15-week semester
- One credit hour is awarded for a minimum 14 hours* of flight instruction in aircraft and 10 hours of ground-based flight theory instruction towards the Multi-Engine Pilot Flight Rating, Advanced Multi-Engine Pilot Flight Rating and the Multi-Engine Flight Instructor Rating in a standard 15-week semester.

* In the context of flight training hours, flight time is measured in Hobbs time, which is an aeronautical equivalent of clock hours. As dictated by equipment related constraints, pilot health and weather conditions, the total actual flight time will exceed the stipulated minimum number of flight hours in aircraft and associated number of hours of ground-based flight theory instruction.

APPLIED MUSIC LESSON is one-on-one instruction in a performance medium with a separate group studio, during which students perform and are critiqued by the instructor and their peers, and practice outside the lesson and studio session. Course is two or four credits.

- Two credit hours are awarded for a 30-minute private lesson, a one-clock-hour group studio and an expectation of seven clock hours of outside practice in a standard week of a 15-week semester.
- Four credit hours are awarded for a one-clock-hour private lesson, a one-clock-hour group studio and an expectation of 14 clock hours of outside practice in a standard week of a 15-week semester.

DISTANCE LEARNING takes place when the instructor and students are separated by location and/or time, but are able to communicate through the use of technology such as videoconferencing and the Internet. The exchange between instructor and students may be synchronous or asynchronous and may be a hybrid delivery, whereby a specific percentage of in-class activities are required.

- Credit hours are determined as the equivalent amount of instruction and student effort leading to equivalent learning outcomes as required for the on-campus instructional delivery as defined above.
- ~~in ain ain a five clock hours (300 minutes) in a standard week of a 15-week semester 75 clock hours (4,500 minutes) in a semesterfor a minimum three clock hours (180 minutes) in a standard week of a 15-week semester, for in asemester.One credit hour is awarded for a minimum three clock hours (180 minutes) in a standard week of a 15-week semester, or for a minimum 45 clock hours (2,700 minutes) in a semester.~~
- ~~itsOne credit hour is awarded for minimum three clock hours (180 minutes) in a standard week of a 15-week semester, or for a minimum 45 clock hours (2,700 minutes) in a semester.~~
- ~~One credit hour is awarded for a minimum three clock hours (180 minutes) in a standard week of a 15-week semester, or for a minimum 45 clock hours (2,700 minutes) in a semester.~~

~~a minimum 10 clock hours (600 minutes) in a standard week of a 15-week semester, or for infor 15 clock hours (900 minutes) in a standard week of a 15-week semester, or inthree nominal hours (2.5 clock hours or 150 minutes) in a standard week of a 15-week semester, or for in.for two nominal hours (1 clock hour, 40 minutes or 100 minutes) in a standard week of a 15-week semester, or .clock-clock clock-clock-clock~~

~~**DEFINITION OF SEMESTER CREDIT HOUR**~~

~~One semester credit hour will be awarded for a minimum of 750 minutes of formalized instruction that typically requires students to work at out-of-class assignments an average of two hours for every hour of formalized instruction. The instructor bears the primary responsibility for formalized instruction, which may be delivered in a variety of modes. (Source: Ohio Board of Regents)~~

~~**DEFINITION OF ACACEMIC YEAR LENGTH**~~

~~An academic year is a minimum 30 weeks of instructional time. The number of weeks of instructional time is based on the period that begins on the first day of classes in the academic year and ends on the last day of classes or examinations. (Source: ""Academic Calendar & Payment Periods,"" *2008-2009 Federal Student Aid Handbook*, Volume 3 Chapter 1)~~

~~The following terms for various types of instructional arrangements suggest the appropriate time to be associated with one credit hour. With the exception of the Studio and Applied Music Lesson, the following definitions are paraphrased from the *Standard Definitions of Instructional Arrangements and Guidelines for the Awarding of Academic Credit* issued by the Ohio Board of Regents (December 1997).~~

~~**LECTURE** is 50 minutes of formalized instruction, during which the instructor presents an educational experience to students, applying any combination of instructional methods such as lecture, directed discussion, demonstration or the presentation of audio-visual materials or~~

~~techniques. This definition is applicable only when the course organization requires that the instructor bear the primary responsibility for the instructional activity and is directly involved with all the students in the class in the instructional process. Students are expected to work on out-of-class assignments on a regular basis, which, over the length of the course, will normally average two hours of out-of-class study for each hour of formal class activity. This out-of-class study is not be counted as part of the lecture hour for credit purposes. One credit hour is awarded for each nominal hour (50 minutes) that is scheduled in the standard week of a 15-week semester.~~

~~**SEMINAR** is 50 minutes of a less formal educational experience than a lecture, in which a relatively small number of students engage in discussions directed by a faculty member. See lecture, above, for credit-to-contact hour.~~

~~**LABORATORY** is 50 minutes of educational activity with students conducting experiments, perfecting skills or practicing procedures under the direction of a faculty member. One credit hour is awarded for a minimum of three nominal hours (150 minutes or 2.5 hours) in a standard week of a 15-week semester 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.~~

~~**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.~~

~~**STUDIO** is a workplace for the teaching or practice of an art. Although contact hours may depend on program requirements, typically, 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.~~

~~**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.~~

~~**FIELD EXPERIENCE** is work in an external agency or business that is related to an individual student's professional objectives and is taken as part of the program of studies leading to a degree. The experience is coordinated by a member of the faculty, who assists the student in planning the experience, visits the site of the experience for a conference with the student and his/her supervisor at least once during the semester and assigns the course grade to the student after appropriate consultation with the employer/supervisor. One credit hour is awarded for a minimum of 12 clock hours of field experience in a standard week of a 15-week semester.~~

~~**OBSERVATION** is when students participate in an educational experience as observers of practitioners representative of the profession or discipline. Student may participate at times in the activity under observation. Observation hours are coordinated by faculty members, who receive reports from the students of their observational experiences and provide assessment of students' progress toward achievement of the objectives of the experience. One credit hour is awarded for a minimum of 15 clock hours of observation in a standard week of a 15-week semester.~~

~~**APPLIED MUSIC LESSON** is one-on-one instruction in a performance medium with a separate group studio, during which students perform and are critiqued by the instructor and their peers, and~~

~~practice outside the lesson and studio session. Course is two or four credits. Two credit hours are awarded for a 30-minute private lesson, a one-hour group studio and an expectation of seven hours of outside practice. Four credit hours are awarded for a one-hour private lesson, a one-hour group studio and an expectation of 14 hours of outside practice.~~

~~SCHEDULE TYPES~~

~~The following schedule types and their Banner codes identify the course format/delivery and must comply with course type (e.g., a seminar course must be identified with the seminar schedule type).~~

~~CLN – Clinic~~
~~CLR – Clerkship~~
~~COL – Colloquium~~
~~DSR – Dissertation~~
~~FLD – Field Experience~~
~~IND – Individual Investigation~~
~~LAB – Laboratory~~
~~LEC – Lecture~~
~~LLB – Combined Lecture and Laboratory~~
~~MST – Masters Thesis~~
~~MST – Masters Thesis~~
~~PRA – Practicum or Internship~~
~~PRL – Private Lesson~~
~~RCT – Recitation~~
~~RES – Research~~
~~SEM – Seminar~~
~~SRP – Senior Project or Honors Thesis~~
~~STU – Studio~~
~~WSP – Workshop~~

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~~CLR – Clerkship~~
~~COL – Colloquium~~
~~DSR – Dissertation~~
~~FLD – Field Experience~~
~~IND – Individual Investigation~~
~~LAB – Laboratory~~
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~~PRL – Private Lesson~~
~~RCT – Recitation~~
~~RES – Research~~
~~SEM – Seminar~~
~~SRP – Senior Project or Honors Thesis~~
~~STU – Studio~~
~~WSP – Workshop~~

COURSE ATTRIBUTES

Course attributes designate specific courses that are Liberal Education RequirementsKent Core (LER), diversity, etc. or writing intensive.

DIVD – Diversity Course–Domestic
DIVG – Diversity Course–Global
ELR – Experiential Learning Requirement
KLADL Kent Core LER–Additional Course
KLBS – LERKent Core –Basic Sciences
KLCMP – Kent Core LER–Composition
KLFA – Kent Core LER–Fine Arts
KLHUM – Kent Core LER–Humanities
KLMCR – Kent Core LER–Mathematics and Critical Reasoning
KLSS – Kent Core LER–Social Sciences
TRANSFER MODULE
TAG
WIC – Writing-Intensive Course

CREDIT BY EXAMINATION

Degree- or certificate-seeking sStudents who can demonstrate ability and knowledge in a particular subject may establish credit in certain courses without enrolling in them. This is done by taking a special examination or performing a special assignment or both, through the appropriate department. Credit hours, but not letter grades, are awarded. This credit by examination is a Kent State program, separate from the national and university-accepted AP (advanced placement) and CLEP (college-level examination placement) programs.

Banner codes for credit by examination are listed below:

A – Credit by exam—available
D – Credit by exam—department approval
N – Credit by exam—not approved

COURSES DESIGNATED AS REPEATABLE FOR CREDIT

Courses may be designated to allow students to repeat them for credit, either to offer variable topics or to increase students' competency. Courses ending in xxx91 to xxx98 (seminar, field experience, practicum, internship, workshop, college teaching, special topics, individual investigation, colloquium, research) are also designated for repeatable for credit unless specified otherwise in documentation. When completing the Course Catalog Update workflow for a new or revised course, select either "RP–Course may be repeated for credit' or "NR–Course may not be repeated for credit." If a course is repeatable, select thea maximum number of courses times or credit hours may be limited to a specific number (if not specified, the default is 99).

Banner codes for course repeat are listed below:
RP – Course may be repeated for credit
NR – Course may not be repeated for credit

RULES FOR RECALCULATION OF GRADE POINT AVERAGE

Students may repeat lower-division (10000 or 20000 level) courses taken at Kent State University and only the highest grade will be used in the calculation of their cumulative grade point average. The policy does not apply to variable-content courses that are repeatable for credit, such as a special topics course, individual investigation, practicum, internship, etc. (Approved by Board of Trustees, 30 May 2007, effective spring 2008)

~~Students who repeat upper-division (30000 or 40000 level) or graduate courses (50000 to 80000 level) will have all grades calculated into their cumulative GPA.~~

~~FLEXIBLY SCHEDULED COURSE SECTIONS (OPEN LEARNING)~~

~~A flexibly scheduled course section is not offered for the complete length of a regular academic term or for any of the established parts of a term. In Banner, flexibly scheduled sections are called Open Learning (OL). Requests for an open-learning section must be submitted to the Office of the University Registrar.~~

DISTANCE-LEARNING COURSES

Distance learning takes place when the instructor and student are separated by location~~space~~ and/or time but are able to communicate through the use of technology such as videoconferencing and the Internet. In Banner, distance-learning course sections are called Distributed Learning (DL).

~~A list of all Kent State distance-learning courses are available at OhioLearns! (www.ohiolearns.org/catalog),~~
~~Kent State's DL website (www.kent.edu/dl) and in the Kent State Schedule of Classes (www.registrars.kent.edu/ScheduleOfClasses—select appropriate DL mode in course delivery field)~~

Synchronous is direct communication, where all participants in the communication are present at the same time. Examples include a telephone conversation, a virtual classroom, online chat session and instant messaging.

Asynchronous communication allows participants to engage in the exchange of ideas or information without the dependency of other participants' involvement at the same time. Examples of this include e-mail (the receiver does not have to be logged on when the sender sends the message); discussion boards (allows conversations to evolve, and community to develop over a period of time); blogs; and text messaging over cell phones.

The delivery modes for DL course sections at Kent State are the following:

1. **PC-based conferencing (iLinc).** ~~"~~"PC-based~~"~~" means that each student is sitting at a computer;~~, while~~ ~~"~~"conferencing~~"~~" means~~s~~ that the professor and the students talk to each other live (~~"~~"synchronously~~"~~"). It may be video and audio or solely audio. Classes are live and interactive, so class hours are much like a normal class; however, the students and instructor are not all in one place. ~~(Source: www.kent.edu/dl/PCVC.cfm)~~
2. **Room-based video conferencing (Polycom, formerly VTEL)** is a traditional distance learning system where students see class materials, their instructor and fellow students on large television monitors in the front of the classroom; they speak to the instructor and fellow students from a microphone at their seat. Video conferencing allows classes to be delivered to/from any campus. Kent State currently delivers classes to/from all eight campuses and several off-campus sites. ~~(Source: www.kent.edu/dl/RoomBasedVC.cfm)~~
3. **Web-based courses** are taught via the Internet~~ or World Wide Web~~, and courses can be either asynchronous or synchronous. Content is often in text form but also can be PowerPoint presentations, streaming video and audio and students may be required to come to campus for several class sessions. Communication tools include live chats, discussion groups and e-mail. ~~(Source: www.kent.edu/dl/WebBasedCourse.cfm)~~

COURSE PREREQUISITES

The Ohio Board of Regents requires a minimum prerequisite of ""graduate standing"" for all master's degree level courses (5xxxx50000, and 6xxxx0000 levels) and ""doctoral standing"" for all doctorate level courses (7xxxx70000 and, 8xxxx0000 levels). Kent State requires the statement of ""none"" for all undergraduate courses (10000 to 40000 levels) with no prerequisite.

FUNCTIONAL PREREQUISITES

Prerequisites must be tangible to be functional in Banner. Examples of intangible are listed below. Intangible prerequisites that are necessary to be informative (e.g.," students taking this course should be fluent in Russian") will be listed as the last sentence of the course description.

EXAMPLES OF INTANGIBLE PREREQUISITES NOT ACCEPTED BY BANNER

1. "First-year core requirements"
2. "High school algebra"
3. "6 credit hours of education courses"
4. "One law course"
5. "Language proficiency"
6. "Knowledge of computer programming"
7. ~~"Type 30 words a minute with fewer than three errors~~
8. ~~Acceptable test score~~ Successful completion of introductory course"
9. "Completion of major requirements"

TANGIBLE PREREQUISITES ACCEPTED BY BANNER

1. **Specific course(s) or a range of courses or credit hours** (e.g., ENG 21011, 6 credits of FIN courses, one PSYC course, three lower-division courses) that can be identified as a prerequisite (i.e., must be taken in a prior term), corequisite (i.e., must be taken in same term) or pre/corequisite (i.e., must be taken in either a prior or the same term)
2. **Test score~~s~~** that is~~are~~ standard (e.g., ACT, ALEKS~~SAT~~) or unique to a group of students (e.g., Honors, doctoral candidacy)
3. **S~~Restrictions by s~~tudent level** (e.g., senior standing, graduate)~~, major, college, campus or program~~
4. ~~3.~~ **College, department, campus or program** (e.g., major, concentration, minor)
5. ~~4.~~ **Cumulative g~~G~~rade point average**~~, overall,~~ of the student; **WARNING!** this restriction does not work well in some instances; please contact Curriculum Services to discuss
6. ~~5.~~ **Special approval** (aka permission), which prohibits all students from registering unless they seek a permit override from the course's academic department

PREREQUISITE GROUPING ACCEPTED BY BANNER

1. Courses, test scores, ~~restrictions~~ student level, college, department, campus, program connected by ~~"~~"AND~~"~~"
   a. Example: JMC 26007 and minimum 70 percent on Grammar Usage and Punctuation Test and major in JMC school ~~major~~ and junior standing
2. Courses, test scores connected by ~~"~~"OR~~"~~"
   a. Example: MATH 11010 or 11022; and MATH 12001 or COMPASS Algebra minimum score of 25

PREREQUISITE GROUPING <u>NOT</u> ACCEPTED BY BANNER

~~1.~~ Courses/test scores, student level, college, department, campus, program~~restrictions~~ connected by ~~"~~"OR~~"~~"

~~2.~~ 1.
Example: ECON 22003 or Economics major or sophomore standing

~~3.~~ Special approval connected with any other prerequisite~~Restrictions connected~~ by ~~"~~"OR~~"~~"

~~4.~~ 2.
Example: Graduate standing or special approval

~~5.~~ GPA connected with any other prerequisite by ~~"~~"OR~~"~~"

~~6.~~ 3.
Example: 2.5 GPA or NURS 20000

~~7.~~ 4. Different set of prerequisites for different set of students. Example: TECH 14000 for COMT majors; TECH 16000 for MERT majors (however, TECH 14000 or TECH 16000 is ~~allowed~~allowable)

NOTES ON PREREQUISITES

1. With ~~hen checking if a student meets a set of~~ prerequisites, Banner ~~includes~~ includes the student's in-progress term ~~as successfully completed~~. Example: a student taking Accounting I in fall semester registers for Accounting II—of which Accounting I is a prerequisite—for spring semester. Banner is programmed to ~~to assume Accounting I has been successfully completed~~include in-progress courses in its prerequisite checking and processes the registration. If the student withdraws, fails or receives a below-acceptable grade for Accounting I, Banner does not ~~automatically~~ deregister the student from Accounting II.
   It is the responsibility of academic units to deregister students who do not meet prerequisites

after registration.

2. All undergraduate course prerequisites will have a default minimum D ~~(1.0)~~ grade, and all graduate course prerequisites will have a default minimum C ~~(2.0)~~ grade unless requested otherwise.

SPECIAL COURSE FEES

There are several types of fees charged students. These include registration fees, miscellaneous fees and special course fees. Registration fees include instructional fees, the university general fee and an out-of-state tuition surcharge, if appropriate. Miscellaneous fees are often charged for "out-of-the-ordinary" services. These are services that benefit individual students directly but for which the benefits vary considerably from individual to individual. The amount of the fee is generally set to recover the additional costs related to the special service.

Special course fees have been set to defray some of the extraordinary expenses associated with certain courses. Income from these fees goes to the departments in which the courses are housed; it is used to purchase supplies and pay other costs associated with course instruction. In general, special course fees are discouraged. The fact that a course has extra expenses does not automatically imply that a special course fee may be charged. When permitted, the amount of the fee should not exceed the additional cost, nor should it be used as a basis for generating income to support other, more broad-based instructional needs.

OHIO ARTICULATION AND TRANSFER POLICY

The Ohio Articulation and Transfer policy was developed in 1990 to facilitate the transfer of students and credits from any state-assisted college or university to another. It encourages faculty recognition of comparable and compatible learning experiences and expectations across institutions. It also encourages students to complete ""units"" of educational experience as they progress (e.g., transfer assurance guides, transfer modules, associate and bachelor's degrees).

The policy generally preserves the college or university's practice of making admission decisions on the basis of academic standards, space availability, adherence to deadlines and payment of fees. However, it does specifically require that Ohio residents with a completed associate degree and a completed transfer module be admitted to all state-assisted institutions provided that their GPA is at least 2.0 for previous college-level courses. Further, these students shall have admission priority over out-of-state associate degree graduates and transfer students. Although admission to a given institution does not guarantee admission to all degree granting programs, majors, minors or fields of concentration, incoming transfer students shall be able to compete for admission to specific programs on the same basis as students native to the receiving institution.

The policy distinguishes between the acceptance of credit by the receiving institution and the application of credit to the student's chosen program. Transfer credits will be accepted by the receiving institution and posted to the student's record and transcript. Transfer students will receive transfer credit for all college-level courses they have passed. From among the credits which have been posted to the student's record and appear on the student's transcript, the receiving institution, within the provisions of this policy, will determine how credits will or will not, be applied toward degree requirements at the receiving institution.

Upper- or lower-division credit is awarded for transfer based upon the level of course to which it is equated at the receiving institution. A course completed at one institution and transferred to Kent State is applied to the student's degree audit in the same manner as its equivalent course at Kent State. If a lower-division course at the sending institution is transferred as equivalent to an upper-division course at Kent State, it will be counted as upper-division credit. Likewise, an upper-division course taken at the sending institution that is transferred as equivalent to a lower-division course at Kent State will be counted as lower-division credit.

Visit www.ohiohighered.org/transfer/policy for more information on the state policy.

TRANSFER ASSURANCE GUIDES (TAG)

Transfer Assurance Guides (TAG) are groups of foundational courses that represent a commonly accepted pathway to the bachelor's degree. Courses or course sequences identified as being a part of the TAG~~s~~ may be offered at any public higher education institution in Ohio and are guaranteed to transfer and apply toward the major. ~~The TAG include the Transfer Module, described below, and are developed, approved and monitored by Ohio's public institutions for higher education.~~ For more information and a list of ~~Kent State~~ TAG-approved courses, visit ~~regents.ohio.gov/transfer/tags~~www.ohiohighered.org/transfer/tag.

Field Code Changed

OHIO TRANSFER MODULE (OTM)

The Ohio Transfer Module (OTM) is a set or subset of the general education requirements of a college. The OTM consists of 36-40 credit hours of specific course credits in ~~English~~ composition, mathematics, arts and humanities, social and behavioral sciences, natural or physical sciences and interdisciplinary coursework. The ~~Ohio Transfer Module~~OTM was developed to assist movement of students from one Ohio public college or university to another and to avoid duplication of course requirements for transfer students.

Students who successfully complete the OTM at one college will have met the OTM requirements of the ~~college or university~~institution to which they transfer. Students may be required to meet additional general education requirements that are not included in the OTM, as long as those requirements are identical to those of native students. ~~All other institutional admissions criteria being equal (i.e. GPA or other institutional criteria), preferential admission is given to a transfer student with the AA or AS degree and the OTM or to transfer students who has not received a degree but has completed 60 credit hours and the OTM and has earned at least 2.0 GPA. Such students receives priority admission over transfer students without the above credentials.~~ For more information and a list of OTM-approved courses, visit ~~A list of Kent State OTM-approved courses are in the *Undergraduate Catalog*. For more information, visit regents.ohio.gov/transfer/modules~~www.ohiohighered.org/transfer/transfermodule.

Field Code Changed

CAREER TECHNICAL ASSURANCE GUIDES (CTAG)

Career-Technical Assurance Guides (CTAG) allow students who successfully complete a specified technical program at a high school or career center to transfer agreed-upon courses (that adhere to recognized industry standards) to Ohio public colleges and universities and have them applied toward an academic program. For more information and a list of CTAG-approved courses, visit www.ohiohighered.org/transfer/ct2.

ADVANCED PLACEMENT (AP)

Beginning in 2009, students in Ohio who take a College Board Advanced Placement (AP) examination and earn a minimum 3 score are guaranteed college credit, usually towards their general education (Kent Core) curriculum, at Kent State. For more information and a list of credit awarded at each of Ohio's public colleges and university, visit www.ohiohighered.org/transfer/advancedplacement.

HOLD POLICY FOR COURSES NOT TAUGHT

It is important that Kent State's *University Catalog* reflect actual curricula being taught. For that reason, the Office of Curriculum Services will automatically place a hold on all courses that have not been taught for five or more consecutive years (10 years for courses offered in alternate years). These courses will be removed from the catalog, but will not be inactivated; their status in the Banner course inventory will change from "active" to "hold." The Office of Curriculum Services will notify each dean and chair/director of courses placed on hold. Alternatively, academic units may request formal inactivation of the courses. All requests for inactivation will follow the usual curricular approval procedures.
The Hold Policy does not apply to courses designated as special topics, internship, practicum, field experience, individual investigation, research

While a course is on hold, it may be offered to students. Academic units will notify the Office of Curriculum Services their desire to offer a course on hold so its status can be changed to active in Banner. If the offering is successful (i.e., the course is taught), the course will be reinstated in the appropriate catalog and its status remain active in Banner. If the course is not taught, it will be put back on hold.

Courses that are on hold for three years (six years for courses offered in alternate years) will be automatically inactivated. The dean and chair/director will be notified in advance of such action.

~~SPECIAL COURSE FEES~~

~~There are several types of fees charged students. These include registration fees, miscellaneous fees and special course fees. Registration fees include instructional fees, the university general fee and an out-of-state tuition surcharge, if appropriate. Miscellaneous fees are often charged for "out-of-the-ordinary" services. These are services that benefit individual students directly but for which the benefits vary considerably from individual to individual. The amount of the fee is generally set to recover the additional costs related to the special service.~~

~~Special course fees have been set to defray some of the extraordinary expenses associated with certain courses. Income from these fees goes to the departments in which the courses are housed; it is used to purchase supplies and pay other costs associated with course instruction. In general, special course fees are discouraged. The fact that a course has extra expenses does not automatically imply that a special course fee may be charged. When permitted, the amount of the fee should not exceed the additional cost, nor should it be used as a basis for generating income to support other, more broad-based instructional needs.~~

LARGE-SCALE COURSE CHANGES

If there are numerous and consistent changes needed throughout a program, such as a change in course subject (e.g., 20 BUS courses change course subject to ENTR) or an overall change in prerequisites (e.g., all JMC courses now have a minimum 2.5 overall GPA as part of prerequisite), contact the Office of Curriculum Services for assistance. In some cases, it may be possible to minimize the time and paperwork in processing each aspect individually.

PROCEDURE FOR PROCESSING COURSE PROPOSALS

1. Complete and submit the Course Catalog Update workflow. The department chair, school director or campus dean must login to FlashLine to review and approve the workflow to move it to the next level. The chair, director or dean (or designee) is responsible for disseminating the proposal to the curriculum review body at that level.
2. After department/school/campus approval, the workflow is forwarded to the college level for review and approval. The appropriate assistant/associate dean must login to FlashLine to move it to the next level. The assistant/associate dean is responsible for disseminating the proposal to the curriculum review body at that level.

3. If course has or requests Kent Core, diversity, experiential learning and/or writing-intensive status, the workflow is also forwarded to the University Requirements Curriculum Committee (URCC) for review and approval. Accompanying required paperwork must be sent separately (i.e., paper documents, not through the workflow) to the URCC. See Section V for paperwork.
4. If course is Regional Campuses only, the workflow is also forwarded to the dean of Regional Campuses for review and approval.
5. After college approval, the workflow is forwarded to the Office of Curriculum Services. Curriculum Services staff reviews and completes proposal and assigns appropriate state subsidy codes.
6. Course proposals appear as lesser action items on the agenda for the Educational Policies Council's (EPC) monthly meeting. They are not formally acted upon at an EPC meeting unless a member brings an issue to the floor. Once the meeting is adjourned, all course establishments, revisions and inactivations are considered approved. The EPC agenda is available online one week before the meeting date: www.kent.edu/provost/curriculum/epc
7. Courses that request Kent Core, diversity, experiential learning and/or writing-intensive status also appear as lesser action items on an EPC agenda.
8. The Curriculum Services staff updates Banner's course inventory within one week of the EPC meeting (see timeline on page 49 for effective dates) and makes changes to the subsequent *University Catalog.*
9. If course proposal affects Kent State's Ohio Transfer Module (OTM) or Transfer Assurance Guides (TAG or CTAG), the Curriculum Services staff updates Ohio Board of Regents.
10. Course changes are documented fully in the annual *Curricular Bulletin*, published after the final EPC and Faculty Senate meetings of the academic year. Current and previous bulletins are available online: www.kent.edu/provost/curriculum/cb.

ADVICE FOR SUCCESSFUL COMPLETION OF COURSE PROPOSALS

- **Programs affected** by revisions to course prerequisite and credit hours need to be considered. Please confirm that prerequisites for courses required in a program are included in the total program hours, and that credit-hour revisions do not change total program hours for graduation. Notify other academic units who use the revised course as a requirement or elective.
- **Prerequisites** must be tangible to be functional in Banner. More information on course prerequisites can be found on page 45.
- **Duplication** issues must be documented in the proposal. Communicate with appropriate academic units, including Regional Campuses, when establishing or revising a course that may be similar to an established course or overlap disciplines.
- **Equivalency** of original course and its revision should be considered. If the revised course is not equivalent to the original course (i.e., a student who took the original course could not repeat it as revised;), it is not considered a revision, and two proposals should be submitted: one to inactivate the original course, and one to establish a new course. Equivalency between courses is a powerful function in Banner and affects students' degree progress, GPA, hours toward graduation and federal financial eligibility. More information on equivalent courses can be found on page 37.
- **Course numbers** that end in 91 to 99 are reserved for specific course types (e.g., special topics, seminars, internships, etc.). If a course is revised to the point where the revised course is not considered equivalent to the current course (see above for the 70 percent rule), the course number must be changed. Course numbers that have been inactivated may not be reassigned, ever. Contact the Office of Curriculum Services to find available course numbers under your course subject.
- **Cross-listed and slashed courses** must be identical with the exception of different course subjects (e.g., ASL/SPED) for cross-listed and different levels and prerequisites for slashed. Separate proposals must be submitted for each cross-listed or slashed course. More information on cross-listed and slashed courses can be found on page 36.
- **Special course fee** additions, revisions and eliminations are submitted separately (see Section V for form). Deadline for submissions is typically the first week of February for the change to be effective that fall semester. More information on special course fees can be found on page 46.

DEADLINES AND EFFECTIVE DATES FOR COURSE PROPOSALS

The course deadlines are determined by the last EPC meeting before publication of the *Schedule of Classes*. (The *Schedule of Classes* is published in February for fall term and September for spring term). If the dates for publication change, these deadlines will change accordingly.

Deadline[1]	Effective	
January EPC	Fall	(e.g., January 2012 for fall 2012)
August EPC	Spring[2]	(e.g., August 2013 for spring 2013)

1. **Course sections must be deleted and rebuilt if** the proposal contains revision of course subject and/or number. To avoid this work, colleges should submit these changes to the EPC before the sections are built (October EPC for fall term; March EPC for spring term).
2. **Proposals that cannot be considered effective for spring term** are for courses required in a program that request the following:
   - Inactivation
   - Revision of title
   - Revision of subject
   - Revision of credit hours
   - Revision of number
   - Revision of prerequisite that impinges upon program requirements (e.g., adding a prerequisite course that is not in the program requirements)

See EPC Meeting Dates for 2012-2013 in this document, or visit the EPC website at www.kent.edu/provost/curriculum/epc for submission deadlines for each EPC meeting.

APPROVAL FLOWCHART FOR A COURSE

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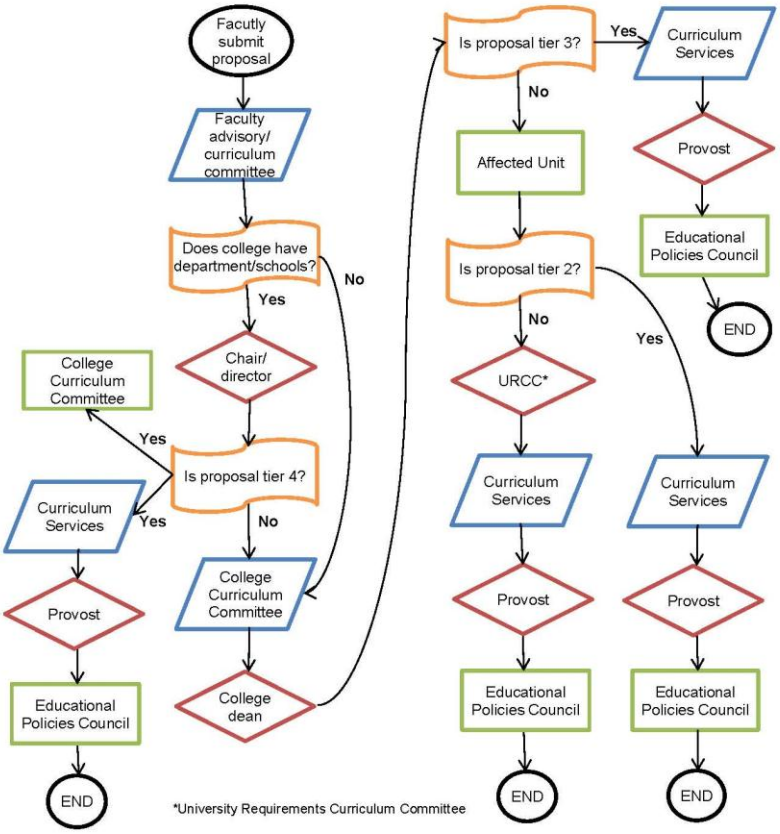
See Section V for curricular forms and documentation to establish, revise or inactivate.



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)

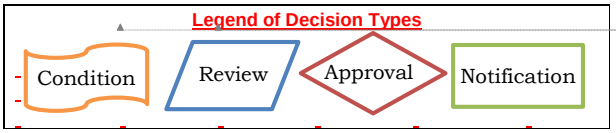
- Changes in course credit hours
- Changes in course numbers affecting the level of courses
- Inactivation of courses affecting other degree programs or general curricular requirements within the college
- New courses (please note that a substantial revision to content in an existing course that affects description and title, among other things, constitutes a new course)

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 than parent 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 (University Requirements Curriculum Committee final approver)

- Establishment, revision, inactivation of courses designated university academic requirement (e.g., Kent Core, diversity, writing-intensive, experiential learning, freshmen orientation)



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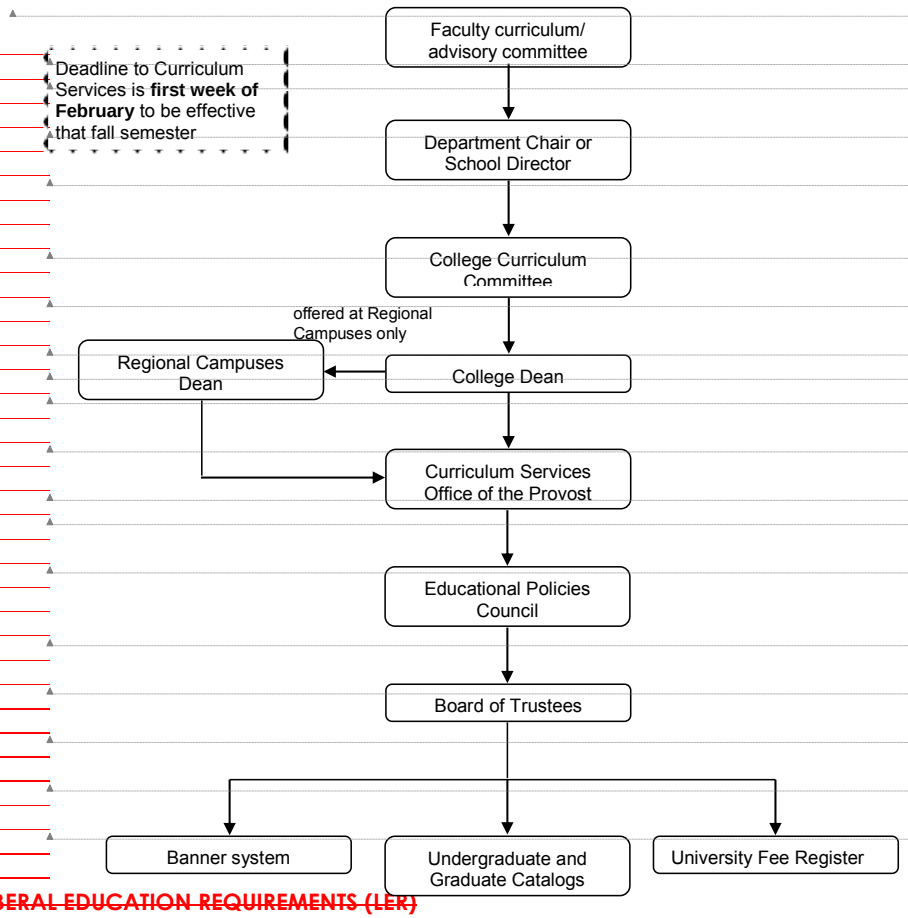
DOCUMENTATION TO ESTABLISH, REVISE OR INACTIVATE SPECIAL COURSE FEES

1. **Transmittal memo** providing the rationale for the proposed fee change
2. **Recommendation to Change Special Course Fees Form** (see Section V)

FLOW CHART FOR PROCESSING SPECIAL COURSE FEE PROPOSALS



LIBERAL EDUCATION REQUIREMENTS (LER)

For the LER Course Proposal Questionnaire, see Section V.

PART I: PHILOSOPHICAL BASIS FOR THE LIBERAL EDUCATION REQUIREMENTS

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

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

You cannot request LER status for courses for 2009-2010

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

~~PART II: CRITERIA GOVERNING INCLUSION OF COURSES IN THE LIBERAL EDUCATION REQUIREMENTS~~

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

1. ~~Be at the 10000 or 20000 level.~~
2. ~~Provide essential skills in English composition, mathematics or logic; lie within the broad, general categories of the Humanities and Fine Arts, the Social Sciences and the Basic Sciences; or provide an innovative interdisciplinary treatment addressing one or more of these general categories.~~
3. ~~Be grounded in and representative of a field that has attained maturity and substance with a "critical mass" of its own scholarly literature, methodology and community of specialists.~~
4. ~~Have the faculty and other resources necessary to meet the enrollment demands of LER courses.~~
5. ~~Address concepts central to the subject area as well as relevant LER learning goals.~~
   a. ~~Acquire critical thinking and problem-solving skills.~~
   b. ~~Apply principles of effective written and oral communications.~~
   c. ~~Broaden their imagination and develop their creativity.~~
   d. ~~Cultivate their natural curiosity and begin a lifelong pursuit of knowledge.~~
   e. ~~Develop competencies and values vital to responsible uses of information and technology.~~
   f. ~~Engage in independent thinking, develop their own voice and vision, and become informed, responsible citizens.~~
   g. ~~Improve their understanding of issues and behaviors concerning inclusion, community and tolerance.~~
   h. ~~Increase their awareness of ethical implications of their own and others' actions.~~
   i. ~~Integrate their major studies into the broader context of a liberal education.~~
6. ~~Have substantial course content that is not duplicated in other LER course offerings.~~
7. ~~Be offered at least once before it is considered for LER inclusion.~~

~~PART III: REVIEW OF LIBERAL EDUCATION REQUIREMENTS COURSES~~

~~In order to maintain the intent and integrity of the Liberal Education Requirements, all courses listed under the LER must be periodically and systematically reviewed for:~~

- ~~Quality and uniformity of course content and instruction~~
- ~~Conformance to Part I (philosophical basis) and II (criteria) of the LER policy statement~~

~~Each department is responsible for maintaining a high level of quality and uniformity in course content and instruction. These shall be monitored by the department offering the course, through the use of appropriately constructed questionnaires and/or any other means of evaluations (peer review, classroom observation, etc.) it deems appropriate. The results of this evaluation will be used in the five-year review of the LER courses.~~

~~Conformance to Parts I and II of the LER Policy Statement will be reviewed at five-year intervals by the University Requirements Curriculum Committee, which will recommend any changes in the requirements to the Educational Policies Council through the dean of the Honors College. Part II of the Policy Statement will provide the criteria for the review, which will involve an evaluation of the appropriateness of the course, as defined by its syllabus and as evidenced by the conduct of its instruction.~~

~~It should be noted that any department offering a LER course is responsible for ensuring that the course content be consistent with the approved LER course syllabus throughout all sections offered. Changes of content and emphasis must be approved by the University Requirements Curriculum Committee, in addition to regular curricular bodies, if the course is to be retained in the LER.~~

~~March 14, 1984~~
~~April 9, 1984 (revised by LERCC)~~
~~May 4, 1984 (approved by LERCC)~~
~~Jury 17, 1984 (revised and approved by LERCC)~~
~~July 31, 1984 (approved by the EPC. pending amendment)~~
~~August 31, 1984 (amended and approved by LERCC)~~
~~May 10, 1993 (amended and approved by LERCC)~~
~~June 28, 1993 (approved by the EPC)~~
~~August 30, 1993 (approved by Faculty Senate)~~
~~February 22, 1999 (amended and approved by EPC)~~
~~March 15, 1999 (amended and approved by Faculty Senate)~~
~~May 18, 2007 (amended and approved by URCC)~~
~~August 20, 2007 (approved by EPC)~~
~~September 10, 2007 (approved by Faculty Senate)~~

~~DIVERSITY COURSE REQUIREMENTS~~

~~*For the Diversity Course Proposal Questionnaire, see Section V.*~~

~~Objectives~~

~~The purpose of Kent State University's diversity requirement is to help educate students to live in a world of diverse communities, many of which are becoming increasingly permeated with cultural and ideological differences. The study of diversity is intended to promote awareness of local and global differences, to identify shared values, to improve understanding of one's own culture and to encourage people to explore and respect differences.~~

~~The diversity requirement is part of the university's broader efforts to encourage, both at the university and beyond, the development of communities in which all members and their contributions are recognized and valued. Diversity courses provide opportunities for students to learn about such matters as the history, culture, values and notable achievements of people other than those of their own national origin, ethnicity, religion, sexual orientation, age, gender, physical and mental ability and social class. Diversity courses also provide opportunities to examine problems and issues that may arise from differences and opportunities to learn how to deal constructively with them.~~

~~Criteria~~

~~Courses that satisfy the diversity requirement aim to give students significant opportunities to do the following:~~

- ~~Address diversity issues, particularly those involving unequal and/or discriminatory treatment~~
- ~~Compare positive and negative implications of various parochial or "…centric" perspectives~~
- ~~Encourage global awareness and sensitivity~~
- ~~Examine patterns and trends of diversity in the United States~~
- ~~Engage issues of racial or ethnic perceptions, attitudes and stereotypes~~
- ~~Examine patterns and trends of diversity in the United States~~
- ~~Explore ways to communicate and participate constructively in a diverse community~~
- ~~Foster appreciation of aesthetic dimensions of other traditions and cultures~~
- ~~Learn systematic approaches to understanding cultural differences and commonalities~~
- ~~Learn systematic techniques for dealing constructively with problems arising out of cultural differences~~
- ~~Participate in special programs that promote understanding other peoples~~
- ~~Study Western and non-Western cultures in a world context or from a comparative perspective~~
- ~~Understand how one's own culture shapes one's perceptions, ideology and values~~

~~It is understood that not every course will address all of these criteria.~~

~~Guidelines~~

~~Emphasis: The study of diversity (as described in the objectives and criteria sections) must be a primary purpose of a course or program.~~

~~Level: Both lower-division and upper-division courses may be proposed.~~

~~Previous Offering: A course must have been offered at least once before consideration.~~

~~Disciplinary/Interdisciplinary: Courses within a single discipline as well as interdisciplinary courses may be proposed.~~

~~Foreign Language Instruction: Elementary language acquisition courses are not eligible. More advanced language courses may be submitted for consideration.~~

~~Formal Approval Process: Diversity auricular proposals must be approved by the department/school~~

~~curriculum committee, College Curriculum Committee, University Requirements Curriculum Committee and Educational Policies Council.~~

~~Degree Program Approval: In some degree programs, diversity has been made an integral and pervasive part of the curriculum. If breadth and intensity of diversity across the curriculum can be demonstrated by the academic unit, program completion will serve as the equivalent of the second course in the diversity requirement.~~

~~Review Cycle: The diversity requirement and designated courses/programs are to be periodically and systematically reviewed for conformity to the Objectives and Criteria. Review by the University Requirements Curriculum Committee will occur every five years.~~

~~WRITING-INTENSIVE COURSE (WIC) REQUIREMENTS~~

~~*For the Writing-Intensive Course Information Form, see Section V.*~~

~~A. The Writing-Intensive Course Graduation Requirement~~

~~Kent State University established a writing-intensive graduation requirement for all baccalaureate students who enrolled Fall 1992 or later as new freshmen. Beginning with the 1994-1995 *Undergraduate Catalog*, all students were required to complete at least one upper division course designated as "writing intensive" with a grade of "C" (2.00) or above. The University Requirements Curriculum Committee (URCC) is responsible for approving writing-intensive course proposals before submission to the Educational Policies Council (EPC).~~

~~B. Requirement Criteria And Principles~~

~~The university-wide writing-intensive course graduation requirement, as approved by the Educational Policies Council, established the following basic criteria for designating a course as "writing intensive" for the purposes of satisfying the requirement.~~

~~To be approved as a writing-intensive course (WIC), the course:~~

1. ~~Must be upper division;~~
2. ~~Must be designed, at least in part, to help students become effective writers in a specific discipline;~~
3. ~~Must involve a substantial amount of writing; and~~
4. ~~Must provide students with at least one writing assignment where there is an opportunity for guided revision before grading occurs.~~

~~In addition, the final grade in the WIC must reflect the student's writing performance in that course.~~

~~The following basic principles were also set forth in the EPC resolution establishing the requirement:~~

5. ~~Normally, a writing-intensive course is a content course rather than a course in writing as a basic skill.~~
6. ~~The course is not intended as an additional requirement but as a designation of a course already included in a major.~~
7. ~~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, with approval from the student's major department/school.~~

~~The First Periodic WIC Review Report (April 2007) recommended a course section size maximum of 25 and recommended that a minimum of 50% of the final course grade should be based on writing assignments.~~

C. Guidelines

The following guidelines should be used by departments and schools in the development of writing-intensive courses and in the preparation of the Writing-Intensive Course (WIC) Information Form.

Item 1: The course must be upper division

All writing-intensive courses must be at the 30000 and 40000 level.

Item 2: The course must be designed, at least in part, to help students become effective writers in a specific discipline.

Each department should submit proposals based on discussions among its relevant faculty who develop agreed upon expectations about: **(i)** what constitutes "writing" of various kinds in that particular discipline; **(ii)** how course assignments reflect or are representative of the different kinds of writing practices current in the discipline and profession; **(iii)** how the assignments are structured to integrate the practice of these different kinds of writing with course content; and **(iv)** how writing in the discipline becomes a method of learning specific material as taught within courses in this discipline. In evaluating each proposal, department and college curriculum committees should carefully consider the evidence regarding each of these issues.

Results of such departmental discussions and agreements will be reported on the WIC Information Form. This form—along with a revised Basic Data Sheet, Certification of Curriculum Proposal and master syllabus—will be submitted for each course proposed as "writing intensive."

Item 3: There must be a substantial amount of writing

Ideally, a proposed course establishes the following expectations: a student will engage in structured writing experiences that emphasize writing as a process; the course includes a broad array of preparatory and substantive writing activities; and the writing assignments build in intensity with an increasing level of expectations over the duration of the course. *A focus on writing as a central element of the course will be a strong indication that it provides a "substantial" and "intensive" writing experience.*

Because a variety of approaches may be appropriate, the guidelines do not specify a minimum number of pages, types of writing or number of writing experiences required to meet this criterion. Courses may require *numerous* short written assignments or the traditional, longer term paper but with several preliminary or preparatory writing assignments related to a "final" submission. The writing may be descriptive or analytical. When a course requires several shorter pieces, the length as well as the content (whether descriptive or analytical, for example) and the extent to which the various pieces of writing are interrelated and build upon one another may, in combination, demonstrate that the writing should be considered "substantial."

Although neither a minimum number of assignments nor a minimum number of pages is required, the amount of writing should be consistent with the performance and grading expectations discussed in Item 5 below.

The guidelines also do not establish a minimum number of credit hours for courses that fulfill the requirement, but the standard has been the three-credit course. If two-credit courses are approved, it would be under the following circumstances: first, the student is required to take more than one course (for a total of more than the standard three credits); or second, the writing in the course is at least as "substantial" as that in the standard three-credit course and the writing comprises a larger percentage of the course grade. One-credit add-on courses are normally not approved (see Item 6 below). However, if such courses are approved, the entire grade must be based on the writing (see Item 5 below).

Item 4: At least one of the assignments must provide students with an opportunity for guided revision before grading occurs.

Guided revision requires that the instructor provide written feedback on the *draft* submitted for at least one of the writing assignments. In addition, *active communication* between the student and

~~instructor (in particular, out-of-class meetings) is strongly encouraged. Additional instructional methods may also be effective, such as use of classroom sessions for discussions on positive and negative elements of the writing in the draft documents or peer review by other students in the class. At minimum, the student must receive written feedback from the instructor *with the opportunity* for individual meetings if requested by the student. It is also important that the assignment to be revised is initially due and returned with instructor comments *early enough* in the term to allow sufficient time for consultation with the instructor, revision and resubmission prior to the end of the semester.~~

~~Several additional points should be noted. First, to provide an *opportunity* for revision does not require that the student actually revises the paper, although it is anticipated that instruction about the writing process would emphasize the value of revision. Second, the opportunity must be provided to *all* students in the class, regardless of performance on the draft. Third, it should be clear that the draft is *not* simply "returned to students and revised according to the instructor's comments." Rather, instructor comments should provide general guidance and overall suggestions that will assist students as they develop their own revisions. Fourth, the assignment is not to be graded until after the revision. Fifth, if the assignment is submitted in stages—e.g., outline, bibliography, first draft and revised final paper—it is acceptable to assign grades to the outline and bibliography (even if revision is also allowed on these two components) as long as the first draft is not assigned a grade prior to revision.~~

~~In some sense, a "substantial" portion of the total amount of writing should be allowed revision. A minor piece of the total writing (for example, an outline) should not be the only writing assignment allowed revision. Because of the increased instructional demands required by writing-intensive courses, especially the process of guided revision, the class maximum should be 25 or below. If the expected class maximum will be above 25, the department must describe efforts to reduce class size to 25 or below and explain how the writing-intensive nature of the course will be maintained with the larger class size.~~

~~Item 5: The grade in the course must reflect the student's writing performance.~~

~~Students are required to pass the writing-intensive course with a grade of "C" or above. This grade must reflect the student's writing performance and must include a measure of the student's effectiveness as a writer within the discipline.~~

~~Specific elements included in the assessment of writing performance will vary from course to course and may range from basic skills to the organization and clear expression of ideas and the use of critical thinking skills in developing and supporting arguments. Assessment of writing performance must also include those elements specific to the individual discipline (such as methods, techniques, styles or kinds of writing). Although basic skills (spelling, punctuation, grammar, use of footnotes and citations, etc.) may be included, the assessment must go beyond these skills to include more substantive elements of the writing process.~~

~~It is recognized that approaches to integrating writing assignments into course content will vary and that some writing assignments may be "ungraded." However, because the writing-intensive course must be completed with a grade of "C" or above, the percentage of the course grade that is based on the writing assignments needs to be carefully considered. In planning the course, the instructor should ask if the failure to earn a "C" average on writing assignments would result in a course grade below a "C." If not, then the percentage assigned to writing assignments may be inadequate. Essay exams are excluded from the final grade percentage based on writing unless it is clear that essay questions constitute writing in the discipline and/or it is specified in the course syllabus that the writing itself is evaluated as a significant part of the exam grade.~~

~~Given these requirements, it is normally expected that a minimum of 50% of the final course grade will be based on the writing assignments. In many cases, it will be more.~~
~~If the final course grade percentage is below 50%, departments must explain what efforts have been made to meet this standard and provide a rationale for granting an exception.~~

~~One-credit add-on courses are normally not approved (see Item 6 below). However, if such courses are approved, the entire grade must be based on the writing.~~

~~Item 6: A writing-intensive course is a content course, rather than a course in writing as a basic~~

~~**skill.**~~

~~Based on this principle, proposals for "individual investigation" courses will not be approved. It is also this principle that underlies concerns about "add-on" courses. The reluctance to approve add-on credits stems from five concerns: **(i)** a desire to place emphasis on the writing process within a discipline; **(ii)** to have writing in the discipline integrated into course content; **(iii)** to have writing in the discipline become a method of learning specific material within courses in the discipline; and **(iv)** to have writing and the writing process discussed within course and class contexts. The final concern is of a different nature: **(v)** the desire to avoid adding credit hours to major requirements. Departments or schools must provide sufficient rationale and evidence for any exception to this principle.~~

~~**Item 7: The course is not intended as an additional requirement but as a designation of a course already included in the major**~~

~~Monitoring of credit hours for major requirements and degree requirements is left to the determination of the appropriate curricular bodies.~~

~~**Item 8: 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, with approval from the major department or school.**~~

~~This guideline does not absolve *any* unit of its obligation to provide writing experiences within the major. It does recognize that, on an occasional basis, a student may request approval to fulfill the requirement by taking a course in an area outside the major discipline. With regard to interdisciplinary majors, courses in the respective areas have been approved as writing intensive. In cases where a student changes majors or has multiple majors, the writing-intensive requirement will be determined on a case-by-case basis by the department and college.~~

~~August 1, 1993 (amended and approved)~~
~~April 19, 2007 (amended and approved by URCC)~~
~~April 30, 2007 (approved by EPC)~~
~~May 14, 2007 (approved by Faculty Senate)~~

ACTIVE COURSE SUBJECTS

The college administrating the courses is listed after the description in parenthesis.

Legend: AE=Architecture and Environmental Design; AS=Arts and Sciences; AT=Applied Engineering, Sustainability and Technology; BU=Business Administration; CA=Arts; CI=Communication and Information; DS=Digital Sciences; EH=Education, Health and Human Services; HC=Honors; NU=Nursing; PH=Public Health; PM=Podiatric Medicine; RC=Research and Graduate Studies; RE=Regional; VA=Provost and Academic Affairs

~~AS Arts and Sciences~~
ACCT Accounting *(BU)*
ACTT Accounting Technology *(RE)*
ADED Adolescent/Adult Education *(EH)*
AED Architecture and Environmental Design *(AE)*
AERN Aeronautics *(AT)*
AMRT Aviation Maintenance Technology *(RE)*
AMST American Studies *(AS)*
ANTH Anthropology *(AS)*
ARAB Arabic *(AS)*
ARCH Architecture *(AE)*
ARCS Architectural Studies *(AE)*~~and Environmental Design~~
ART Art *(CA)*
ARTC Art Crafts *(CA)*
ARTE Art Education *(CA)*
ARTF Art Fine Arts *(CA)*
ARTH Art History *(CA)*
AS Arts and Sciences *(AS)*
ASL American Sign Language *(AS)*
ASTU Aerospace Studies *(VA)*
ATTR Athletic Training *(EH)*
BAD Business Administration *(BU)*
BMRT Business Management and Related Technologies *(RE)*
BMS Biomedical Sciences *(AS)*
BSC Basic Sciences *(PM)*
BSCI Biological Sciences *(AS)*
BST Biostatistics *(PH)*
BTEC Biotechnology *(AS)*
BUS Business Administration Interdisciplinary *(BU)*
CA College of the Arts *(CA)*
~~CI Curriculum and Instruction~~
CACM ~~Center for~~ Applied Conflict Management *(AS)*
CADT Computer Design and Animation Engineering Technology *(RE)*
CCI Communication and Information *(CI)*
CDAG Computer Design, Animation and Game Design *(RE)*
CHDS Counseling and Human Development Services *(EH)*
CHEM Chemistry *(AS)*
CHIN Chinese *(AS)*
CI Curriculum and Instruction *(EH)*
CLAS Classics *(AS)*
COMM Communication Studies *(CI)*
COMT Computer Technology *(RE)*
CPHY Chemical Physics *(AS)*
CS Computer Science *(AS)*
CTTE Career-Technical Teacher Education *(EH)*
CULT Cultural Foundations *(EH)*
DAN Dance *(CA)*
DSCI Digital Sciences *(DS)*
ECED Early Childhood Education *(EH)*
ECET Early Childhood Education Technology *(RE)*
ECON Economics *(BU)*
EDAD Educational Administration *(EH)*
EDUC Education *(EH)*
EERT Electrical/Electronic and Related Engineering Technologies *(RE)*
EHS Environmental Health Sciences *(PH)*
EIRT Engineering of Information Technology *(RE)*
ELS Exercise, Leisure and Sport *(EH)*
EMBA Executive Master of Business Administration *(BU)*
ENG English *(AS)*
ENTR Entrepreneurship *(BU)*
EPI Epidemiology *(PH)*
EPSY Educational Psychology *(EH)*
EVAL Evaluation and Measurement *(EH)*
EVHS Environmental Health and Safety *(RE)*
EXPH Exercise Physiology *(EH)*
EXSC Exercise Science *(EH)*
FDM Fashion Design and Merchandising *(CA)*
FESA Fire and Emergency Service Administration *(RE)*
FIN Finance *(BU)*
FR French *(AS)*
GAE Green and Alternate Energy *(RE)*
GCOL Graduate College *(RG)*
GEOG Geography *(AS)*
GEOL Geology *(AS)*
GER German *(AS)*
GERO Gerontology *(EH)*
GMD General Medicine *(PM)*
GRE Greek *(AS)*
HDFS Human Development and Family Studies *(EH)*
HEBR Hebrew *(AS)*
HED Health Education *(EH)*
HIED Higher Education *(EH)*
HIST History *(AS)*

CLI Clinical Education *(PM)*
CLS Clinical Laboratory Sciences *(AS)*
CMD Community Medicine *(PM)*
CMGT Construction Management *(AT)*~~COMM Communication Studies~~
~~COMT Computer Technology~~
~~CPHY Chemical Physics~~
~~CS Computer Science~~
~~CTTE Career-Technical Teacher Education~~
~~DAN Dance~~
~~ECED Early Childhood Education~~
~~ECET Early Childhood Education Technology~~
~~ECON Economics~~
~~EDAD Educational Administration~~
~~EDPF Educational Psychology and Foundations~~
~~EDUC Education~~
~~EERT Electrical/Electronic and Related Engineering Technologies~~
~~EIRT Engineering of Information Technology~~
~~ELS Exercise, Leisure and Sport~~
~~ENG English~~
~~ENTR Entrepreneurship~~
~~ENVT Environmental Technology~~
~~EXPR Experimental Programs~~
~~FDM Fashion Design and Merchandising~~
~~FIN Finance~~
~~FPA Fine and Professional Arts~~
~~HM Hospitality Management~~
~~HONR Honors College~~
~~HORT Horticulture Technology~~
~~HRTG Heritage Languages~~
~~HST Human Services Technology~~
~~HTMT High Technology Manufacturing Technology~~
~~IAKM Information Architecture and Knowledge Management~~
~~ID Interior Design~~
~~IERT Industrial Engineering and Related Technologies~~
~~IHS Integrated Health Studies~~
~~ILS Integrated Life Sciences~~
~~ITAL Italian~~
~~ITAP Information Technology for Administrative Professionals~~
~~ITEC Instructional Technology~~
~~JAPN Japanese~~
~~JMC Journalism and Mass Communication~~
~~JUS Justice Studies~~
~~KBA Kent Blossom Art~~
~~KBM Kent Blossom Music~~
~~KBT Kent Blossom Theatre~~
~~LAT Latin~~
~~LEGT Legal Assisting Technology~~
~~LIS Library and Information Science~~
~~LS Labor Studies~~
~~MIS Management and Information Systems~~
~~MATH Mathematical Sciences~~
~~MCED Middle Childhood Education~~
~~MCLS Modern and Classical Language Studies~~
~~MERT Mechanical Engineering and Related Technologies~~
~~MFGT Manufacturing Engineering Technology~~
~~MKTG Marketing~~
~~MMTG Managerial Marketing~~
~~MROT Marine Retail Operations Technology~~
~~MSCI Military Science~~
~~MUS Music~~
~~NRST Nursing Technology~~
~~NURS Nursing~~

ACTIVE COURSE SUBJECTS *continued*

HM Hospitality Management *(EH)*
HONR Honors *(HC)*
HORT Horticulture *(AS)*
HPM Health Policy and Management *(PH)*
HRTG Heritage Languages *(AS)*
HST Human Services Technology *(RE)*
IAKM Information Architecture and Knowledge Management *(CI)*
ID Interior Design *(AE)*
IERT Industrial Engineering and Related Technologies *(RE)*
IHS Integrated Health Studies *(EH)*
ILS Integrated Life Sciences *(AS)*
INS Insurance Studies *(RE)*
ITAL Italian *(AS)*
ITAP Information Technology for Administrative Professionals *(RE)*
ITEC Instructional Technology *(EH)*
JAPN Japanese *(AS)*
JMC Journalism and Mass Communication *(CI)*
JUS Justice Studies *(AS)*
KBA Kent Blossom Art *(CA)*
KBM Kent Blossom Music *(CA)*
KBT Kent Blossom Theatre *(CA)*
LAT Latin *(AS)*
LEGT Legal Assisting Technology *(RE)*
LIB University Libraries *(VA)*
LIS Library and Information Science *(CI)*
MATH Mathematics *(AS)*
MCED Middle Childhood Education *(EH)*
MCLS Modern and Classical Language Studies *(AS)*
MERT Mechanical Engineering and Related Technologies *(RE)*
MFGT Manufacturing Engineering Technology *(RE)*
MIS Management and Information Systems *(BU)*
MKTG Marketing *(BU)*
MMTG Managerial Marketing *(BU)*
MSCI Military Science *(VA)*
MUS Music *(CA)*
NRST Nursing Technology *(RE)*
NSE National Student Exchange
NURS Nursing *(NU)*~~NURS Nursing~~
NUTR Nutrition *(EH)*~~and Dietetic~~
OCAT Occupational Therapy Assistant Technology *(RE)*
OIA Office of International Affairs *(VA)*~~OIA Office of International Affairs~~
~~PADM Public Administration~~
~~PAS Pan-African Studies~~
~~PEB Physical Education—Basic~~
~~PEP Physical Education—Professional~~
~~PHIL Philosophy~~
~~PHY Physics~~
~~POL Political Science~~
~~PORT Portuguese~~
ORT Podiatric Biomedicine/Orthopedics *(PM)*
PADM Public Administration *(AS)*
PAS Pan-African Studies *(AS)*
PEB Physical Education–Basic *(EH)*
PEP Physical Education–Professional *(EH)*
PH Public Health *(PH)*
PHIL Philosophy *(AS)*
PHY Physics *(AS)*
PLCT Plastics Technology *(RE)*
PLST Paralegal Studies *(AS)*
PMD Podiatric Medicine *(PM)*
POL Political Science *(AS)*
PORT Portuguese *(AS)*
PSYC Psychology *(AS)*
PTST Physical Therapist Assistant Technology *(RE)*
RADT Radiologic Technology *(RE)*
RERT Real Estate and Related Technologies *(RE)*
RHAB Rehabilitation Counseling and Training *(EH)*
RIS Radiologic and Imaging Sciences *(RE)*
RPTM Recreation, Park and Tourism Management *(EH)*
RTT Respiratory Therapy Technology *(RE)*
RUSS Russian *(AS)*
SBS Social and Behavioral Sciences *(PH)*
SEED Secondary Education *(EH)*
SOC Sociology *(AS)*
SPA Speech Pathology and Audiology *(EH)*
SPAD Sport Administration *(EH)*
SPAN Spanish *(AS)*
SPED Special Education *(EH)*
SPSY School Psychology *(EH)*
SRM Sport and Recreation Management *(EH)*
SUR Podiatric Surgery *(PM)*
SVCD Summer Visual Communication Design *(CA)*
TAS Technical and Applied Studies *(RE)*
TECH Technology *(AT)*
~~TRST Translation Studies~~
THEA Theatre *(CA)*
TRST Translation Studies *(AS)*
UD Urban Design
~~UL University Libraries~~
US Undergraduate Studies *(US)*
VCD Visual Communication Design *(CI)*
VIN Viticulture and Enology *(RE)*
VTEC Veterinary Technology *(RE)*
~~VCD Visual Communication Design~~
WMST Women's Studies *(AS)*

~~PSYC – Psychology~~
~~PTST – Physical Therapist Assistant Technology~~
~~RADT – Radiologic Technology~~
~~RERT – Real Estate and Related Technologies~~
~~RHAB – Rehabilitation Counseling~~
~~RIS – Radiologic and Imaging Sciences~~
~~RPTM – Recreation, Park and Tourism Management~~
~~RTT – Respiratory Therapy Technology~~

~~V. CURRICULAR FORMS~~

❖ V. CURRICULAR FORMS AND DOCUMENTATION ❖

~~Forms listed here are available online: www.kent.edu/Administration/provost/curriculum_svcs/forms.~~

ARCHIVED FORMS (APPLICATIONXTENDER)

All proposals received by the Office of Curriculum Services and approved by the appropriate bodies are archived in ~~a~~ ApplicationXtender (diprod01.uis.kent.edu/appxtender/login.aspx), a document-imaging software. ~~application (http://diprod02.uis.kent.edu/AppXtender/Login.aspx).~~ Users are encouraged to read the manual when accessing the application for the first time (~~www.kent.edu/Administration/provost/curriculum_svcs/upload/AppXtender_user_manual.pdf~~www.kent.edu/provost/curriculum/archives/upload/AppXtender_user_manual.pdf) ~~when accessing the application for the first time~~. ApplicationXtender is password protected; please contact Jennifer ~~Therese E. Tillett at ttillet1@kent.edu~~Sandoval to receive access.

Field Code Changed

FORM DEFINITIONS

CERTIFICATION OF CURRICULUM PROPOSAL (CCP) is to be used as a sign-off sheet to indicate all levels of approval of a desired curricular action. ~~The three types of actions are to establish, revise or inactivate. A curricular item can consist of a program requirement or policy.~~ A separate CCP form is required for each item. For instance, revisions to three majors within one unit requires three CCP forms. However, if there are revisions to three concentrations within one major, only one CCP form (for the major) should be submitted. If a program change also includes one or more course changes, then submit one CCP form for the entire program and a Course Catalog Update workflow for each course.

COURSE CATALOG UPDATE (CCU) replaces the ~~CCP~~ Basic Data Sheet and is an electronic workflow (found in FlashLine) used to indicate essential information about a course that is to be established, revised or inactivated.
~~This form is archived in the Office of Curriculum Services, and the information on it is used to update the official course inventory (Banner and Undergraduate and Graduate Catalogs).~~

PROGRAM ROADMAP is a semester-by-semester plan of courses and other requirements in an associate or bachelor's degree~~a~~ program to ensure a timely graduation. P~~The p~~rogram roadmaps are ~~is available~~ displayed in the ~~Undergraduate Catalog~~*University Catalog* (www.kent.edu/catalog) and on the GPS website (www.kent.edu/gps). A roadmap should accompany a proposal to establish or revise a program. Concentrations within a major have their own roadmap. ~~Example, the Political Science major with four concentrations has four roadmaps.~~

Field Code Changed

RECOMMENDATION TO CHANGE SPECIAL COURSE FEES FORM is to be used to submit new, ~~or~~ revised or eliminated special course fees~~, which defray supply purchases and other costs associated with course instruction~~. See Section IV for more information. This form must be submitted to Timothy Martin, associate vice president of academic budget and resource management, ~~the Office of Curriculum Services~~ by the first week of February to be effective for the fall semester of that year. The Board of Trustees is the final authority in approving fee changes.

~~LIBERAL EDUCATION REQUIREMENTS (LER)~~KENT CORE COURSE PROPOSAL QUESTIONNAIRE and **KENT CORE LEARNING OUTCOMES ASSESSMENT PLAN** ~~is~~ are to be used to request ~~LER~~ Kent Core status for a specific course. ~~LER courses are considered Kent Core requirements and are broken into the following categories: Composition, Mathematics and Critical Reasoning, Humanities and Fine Arts, Social Sciences and Basic Sciences.~~ Please review the ~~LER~~ Kent Core Policy Statement ~~in Section IV~~ before ~~completing and~~ submitting the questionnaire to the University Requirements Curriculum Committee ~~accompanied by a typical course syllabus~~. A Course

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You cannot request LER status for courses for 2009–2010

Catalog Update workflow must ~~also~~ be ~~completed and~~ submitted separately.

DIVERSITY COURSE PROPOSAL QUESTIONNAIRE is to be used to request diversity status for a specific course. ~~All students must take two diversity courses, one with a domestic (U.S.) focus and one with a global focus.~~ Please review the Diversity ~~Course~~ Requirement Objectives, ~~and~~ Criteria and Guidelines ~~in Section IV~~ before ~~completing and~~ submitting the questionnaire to the University Requirements Curriculum Committee ~~accompanied by a typical course syllabus~~. A Course Catalog Update workflow must ~~also~~ be ~~completed and~~ submitted separately.

WRITING-INTENSIVE COURSE (WIC) INFORMATION FORM is to be used to request writing-intensive status for a specific course. ~~All students must complete one upper-division writing intensive course with a minimum C (2.0) grade.~~ Please review the Guidelines for Writing-Intensive Course (WIC) Proposals ~~in Section IV~~ before ~~completing and~~ submitting the questionnaire to the University Requirements Curriculum Committee ~~accompanied by a master syllabus~~. A Course Catalog Update workflow must ~~also~~ be ~~completed and~~ submitted separately.

EXPERIENTIAL LEARNING COURSE-BASED COVER SHEET AND FORM are to be used to request a course to be designated for the experiential learning requirement. The **EXPERIENTIAL LEARNING SECTION PROPOSAL COVER SHEET AND FORM** are to be used to request the same designation, but for a particular section of a course. Please review the Experiential Learning Requirement Policy Statement and Guidelines before submitting the forms to the University Requirements Curriculum Committee. A Course Catalog Update workflow does not need to be submitted unless the course is new or other revisions are made to the course.

CERTIFICATION OF CURRICULUM PROPOSAL (ACADEMIC ORGANIZATIONAL STRUCTURE)

Available online: www.kent.edu/provost/curriculum/forms

Preparation Date: *date you completed the form*
Curriculum Bulletin: *curriculum services completes after EPC approval*
Effective Date: *date when proposal becomes effective*
Approved by EPC: *curriculum services completes after EPC approval*

Department: *write out full name of academic unit*

College: *select from drop-down box*

Proposal: *select from drop-down box; examples: establish department, revise center, inactivate institute*

Proposal Name: *brief statement of action*

Description of proposal:
be succinct and clear

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

Units consulted (other departments, programs or campuses affected by this proposal):
list all units and include correspondence with the proposal

REQUIRED ENDORSEMENTS

must be signed before being submitted to college dean's office
_____ ____/____/____
Department Chair / School Director

required if proposal affects a regional campus
_____ ____/____/____
Campus Dean (for Regional Campuses proposals)

must be signed before being submitted to Office of Curriculum Services
_____ ____/____/____
College Dean (or designee)

required if proposal affects graduate level
_____ ____/____/____
Dean of Graduate Studies (for graduate proposals)

signed after EPC approved
_____ ____/____/____
Provost and Senior Vice President for Academic Affairs (or designee)

DOCUMENTATION TO ESTABLISH, REVISE OR INACTIVATE AN ACADEMIC COLLEGE, SCHOOL, DEPARTMENT, DIVISION, CENTER OR INSTITUTE

Available online: www.kent.edu/provost/curriculum/forms

1. **Certification of Curriculum Proposal (CCP)**: see Section V
2. **Proposal summary:** All requests for establishing or revising academic administrative structures must be supported with a proposal that addresses:

   The following information is taken directly from 3342-2-03 university policy regarding the establishment or revision of academic administrative structures [www.kent.edu/policyreg/policydetails.cfm?customel_datapageid_1976529=2037659].

   a. The quality of the faculty, students, and programs.
   b. Centrality and coherence to the mission and strategic directions of the university and other academic units.
   c. Comparative advantage versus other structures.
   d. What makes the unit particularly appropriate for Kent State University.
   e. Demand for the unit and for the graduates of the unit.
   f. Duplication and interrelatedness of the unit's program(s) within the university, state, and region.
   g. Efficiency and effectiveness of the unit in leveraging existing resources and expanding new resources.
   h. Administrative reporting structure.
   i. Space and capital budget needs.
   j. A proposed operating budget with any one-time resource needs.
   k. Evaluation procedures including academic assessment procedures.
   l. A timetable for proposal implementation.
3. **Memos concerning impact, duplication or support**, if applicable, that affects academic units and/or campuses' resources (staffing, facilities, library, finances, student services)
4. **Evidence external to unit in support** of establishment, revision or inactivation (if appropriate)

CERTIFICATION OF CURRICULUM PROPOSAL (ACADEMIC POLICY)

Available online: www.kent.edu/provost/curriculum/forms.

Preparation Date: *date you completed the form*
Curriculum Bulletin: *curriculum services completes after EPC approval*
Effective Date: *date when proposal becomes effective*
Approved by EPC: *curriculum services completes after EPC approval*

Department: *write out full name of academic unit*

College: *select from drop-down box*

Proposal: *select from drop-down box; examples: establish policy, revise policy, inactivate policy*

Proposal Name: *brief statement of action*

Description of proposal:
be succinct and clear

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

Units consulted (other departments, programs or campuses affected by this proposal):
list all units and include correspondence with the proposal

REQUIRED ENDORSEMENTS

must be signed before being submitted to college dean's office
_____ ____/____/____
Department Chair / School Director

required if proposal affects a regional campus
_____ ____/____/____
Campus Dean (for Regional Campuses proposals)

must be signed before being submitted to Office of Curriculum Services
_____ ____/____/____
College Dean (or designee)

required if proposal affects graduate level
_____ ____/____/____
Dean of Graduate Studies (for graduate proposals)

signed after EPC approved
_____ ____/____/____
Provost and Senior Vice President for Academic Affairs (or designee)

DOCUMENTATION TO ESTABLISH, REVISE OR INACTIVATE AN ACADEMIC POLICY

Available online: www.kent.edu/provost/curriculum/forms

Policy recommendations may be initiated by the board, the president, an administrative officer, any committee or council, Faculty Senate and its committees or individual members of the university community (students, faculty, staff). The board is the final authority in resolving conflicts or disputes in the interpretation of university policies.

7. **Certification of Curriculum Proposal (CCP)**: see Section V
8. **Proposal summary**
   a. Title: title of proposal should be succinct and clear
   b. Subject Specification: one sentence that states the intent of the proposal
   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:
      i. Description of action, including its intended effect
      ii. Conformity of action with mission of sponsoring unit
      iii. Rationale for action
      iv. Effect on current programs, offerings, students, staff
      v. Scope of action
      vi. Fiscal and staffing impact of action
      vii. Evidence of need and sustainability if establishing
      viii. Provision for phase-out if inactivating
   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 and the rationale that supports that choice
   f. Timetable and Actions Required: a chronology of actions required to approve the proposal with an anticipated implementation date for each action
9. **Memos concerning impact** of new, revised or inactivated policy (duplication, encroachment, support regarding impact on department, college and regional campuses' resources, [staffing, space, library, finances, student progress])
10. **Evidence external to unit in support** of policy establishment, revision or inactivation (if appropriate)

~~KENT STATE UNIVERSITY~~

CERTIFICATION OF CURRICULUM PROPOSAL (ACADEMIC PROGRAMS)

Available online: www.kent.edu/provost/curriculum/forms
~~Available online as fill-able, save-able form:~~
~~www.kent.edu/Administration/provost/curriculum_svcs/forms.~~

Preparation Date: *date you completed the form*
Curriculum Bulletin: *curriculum services completes after EPC approval*
Effective Date: *date when proposal becomes effective*
Approved by EPC: *curriculum services completes after EPC approval*

Department: *write out full name of academic unit*

College: *select from drop-down box*

Degree: *select from drop-down box; examples: Bachelor of Science, Master of Arts*

Program Name*: write out full name* _____ Program Code: ~~*see Section III for list of codes*~~*Banner code*

Concentration(s): *complete if proposal includes concentration~~, option, emphasis~~*

Concentration(s) Code(s): ~~*see Section IV for list of codes*~~*Banner code*

Proposal: *select from drop-down box; examples: establish articulation/consortia agreement, revise program, ~~revise policy,~~offer program fully online ~~inactivate program~~*

Description of proposal: *be succinct and clear*

Does proposed revision change program's total credit hours? ❑ Yes ❑ No
If yes, ___ current total credit hours ___ proposed total credit hours

Describe impact on other programs, policies or procedures (e.g., ~~encroachment and~~ duplication issues; enrollment and staffing considerations; need, audience, prerequisites; teaching education licensure)
be succinct and clear

Units consulted (other departments, programs or campuses affected by this proposal):
list all units and include correspondence with the proposal

REQUIRED ENDORSEMENTS

must be signed before being submitted to ~~Office of Curriculum Services~~college dean's office
_____ ____/____/____
Department Chair / School Director ~~/ Campus Dean~~

required if proposal affects a regional campus
_____ ____/____/____
Campus Dean (for Regional Campuses proposals)

must be signed before being submitted to Office of Curriculum Services
_____ ____/____/____
College Dean (or designee)~~College Dean~~

required if proposal affects ~~only Regional Campuses or is~~ graduate level
_____ ____/____/____
Dean of Graduate Studies (for graduate proposals)~~Dean of Regional Campuses / Dean of Graduate Studies~~

signed after EPC approved
_____ ____/____/____
Provost and Senior Vice President for Academic Affairs (or designee)~~Provost~~

DOCUMENTATION TO ESTABLISH A MINOR OR REVISE OR INACTIVATE A DEGREE, MAJOR, CONCENTRATION, CERTIFICATE OR MINOR

Available online: www.kent.edu/provost/curriculum/forms

1. **Certification of Curriculum Proposal (CCP)**: see page 59
2. **Proposal summary** must include the following:
   a. Description of action, including its intended effect.
   b. Impact on other programs, course offerings, students, faculty staff (e.g., duplication issues).
   c. Fiscal, enrollment, facilities and staffing considerations.
   d. Evidence of need and sustainability if establishing.
   e. Provisions of phase-out if inactivating. Include the following:
      i Plans to notify current students, and assist them in completing the program.
      ii Loss of faculty or staff positions (if any) and when they were informed.
      iii Communication of inactivation with advisor, admissions and financial aid offices.
   f. Units consulted (other departments, programs or campuses affected by this proposal).
3. **Memos concerning duplication, impact, support**, if applicable, that affect department, college, regional campuses' resources, (staffing, facilities, library, finances, student services).
4. **Catalog copy**, including program description and admission, course and graduation requirements.
5. **Semester-by-semester roadmap** (not required for minors, certificates and graduate majors).
6. **Keywords** to identify the program for people using the GPS website (www.kent.edu/gps).
7. **Assessment Plan** for substantial revisions of a major. Substantial revisions alter the faculty, space and/or resource requirements of the academic unit/campus. Include an implementation timeline for the assessment plan. An annual update, including assessment results and intended changes based on the results, is due to the Associate Provost Stephane Booth improvement by July 1.
   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).

DOCUMENTATION TO ESTABLISH A CERTIFICATE

Available online: www.kent.edu/provost/curriculum/forms

1. **Certification of Curriculum Proposal (CCP)**: see page 59
2. **U.S. Department of Education Notice of Intent to Offer:**
   a. Program name(s) and program CIP code(s) *check with Therese Tillett if CIP code is unknown.*
   b. Narrative description of how the institution determined the need for the program.
   c. Narrative description of how the program was designed to meet local market needs, or for an online program, regional or national market needs.
   d. 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.
   e. 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).
   f. Date of the first day of class. Include both
      i. First day the program was or will be offered by the institution; and
      ii. Day you would like to begin disbursing Title IV funds to students enrolled in the program.

3. **New program needs analysis and faculty credentials.** All Kent State academic units are required to provide evidence of the need for a proposed academic program. Generic statements that imply the "need" for the program are not sufficient. Proposals should include data-driven market research that addresses a student demand that will increase enrollment, potential for employment upon graduation, competitive advantage for the university, reasonable non-duplication with other programs and appropriate multi-year financial analyses.
   a. Establish a need for the proposed program. Address the need and rationale for the establishment of the program. The description should include an assessment of workforce demand as well as occupational titles and employment opportunities. Appropriate needs assessment document must include data obtained from the State of Ohio Labor Market Statistics and/or the U.S. Department of Labor Bureau of Labor Statistics and surveys of local/regional employers. Survey documentation should include:
      i. The survey instrument
      ii. Target population
      iii. Description of sample
      iv. Number and name of businesses involved in the sample
      v. Employment opportunities by job titles including number of job openings (due to growth) and salary for these employees

      Other evidence may include, but is not limited to:
      - Letters of support from businesses, schools and other organizations that commit to multi-year partnerships for education and training. The commitment may include financial support, "guaranteed" enrollments and other relevant proof of interest;
      - Local, state and national demographic information demonstrating trends linked to education;
      - Pilot courses or certificate programs with a multi-year history of success, tied to metrics demonstrating the need and opportunity for a full degree;
      - Partnerships with other colleges and universities to leverage the strengths of each and serve multiple locations in the state;
      - Longitudinal data demonstrating the need for a higher level degree (i.e., a proven associate's leading to a bachelor's degree);
      - Establishment of an endowed chair, addition of nationally recognized faculty or other parallel staffing that indicates a competitive "attraction" to the proposed program;
      - Reengineering of an existing program to meet changing market needs based on workforce shifts, licensure or certification changes from external organizations, or alignment with specialized accrediting agencies or organizations; and/or
      - Pilot programs or certificates offered in a limited time period to "test the waters" of the market, with limited or no financial loss to the institution.
   b. Projected student and graduate data. Provide an explanation of potential and identified sources of students for the program. Documentation should demonstrate sufficient student interest to support the program and may include surveys of current students and related program majors, secondary students, as well as employees seeking advanced training. The data should include projected student enrollment and a projection of the number of graduates for the first five years of the program. Present projected enrollments in a table showing how many students will attend full-time and how many part-time. For master's degree proposals, the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one. For bachelor's and master's degree programs, list the professional uses of the proposed degree programs.
   c. Communication with business and industry. Surveys/focus groups (with a valid number of responses/participants) should be conducted with local businesses, advisory/planning committees and other workforce training sources. Provide a list of potential employers, locally, state-wide and regionally, appropriate.
   d. Faculty credentials and capacity.

Faculty Credentials. The following expectations apply to all full-time and part-time instructors, including graduate teaching assistants:

- Faculty members hold a degree from a regionally or nationally accredited institution recognized by the U.S. Department of Education or the Council for Higher Education Accreditation or equivalent as verified by a member of the National Association of Credential Evaluation Services Inc.
- Faculty members hold a terminal degree or a degree at least one level above the degree level in which they are teaching.
  - At least a bachelor's degree if teaching in an associate degree program.
  - At least a master's degree if teaching in a bachelor's degree program.
  - A terminal degree if teaching in a graduate program.
- Faculty members teaching general education courses hold a master's degree or higher in the discipline.
- In addition to meeting degree level requirements, faculty members teaching technically- or practice-oriented courses demonstrate evidence of practical experience in the field and applicable licenses and/or certifications.
- For programs involving clinical faculty (e.g., student teaching supervisors, clinical practicum supervisors), the credentials and involvement of clinical faculty are described and meet applicable professional standards for the delivery of the educational experiences.
- Where professional accreditation standards for faculty members exceed the Chancellor's standards, faculty members are expected to meet the professional accreditation standards.
- Faculty members show evidence of professional development in the discipline.
- Faculty members who received their degrees from the institution do not constitute the majority of the program's faculty.

Faculty Capacity:

- Faculty resources are sufficient to meet the teaching, scholarship, service and advising needs of the program and the expectations of the institution.
- Each degree program is led by a full-time faculty member.
- Full-time faculty members are involved at each location where more than 50 percent of an academic program can be completed (e.g., main campus, regional campus, additional locations)
- Individuals who are full-time employees of the institution teach a minimum of 60 percent of the degree program curriculum. Portions of the degree program that are taught by individuals who are not employees of the institution (e.g., internships, clinical practicum experiences, field experiences and student teaching) are not included in the calculations for this standard.
- At least one full-time faculty member is required for every 30 full-time equivalent students in an undergraduate degree program.
- Faculty members reflect the racial, ethnic and gender diversity of the community and the student body.
- Students interact with several faculty members within the degree program to encourage exposure to a diversity of experiences and perspectives.

4. **Catalog copy and course requirement sheet.**
5. **Keywords** to identify the program for people using the GPS website (www.kent.edu/gps).

DOCUMENTATION TO TEMPORARY SUSPEND ADMISSIONS INTO AN ACADEMIC PROGRAM

Available online: www.kent.edu/provost/curriculum/forms

1. **Certification of Curriculum Proposal (CCP)**: see page 59
2. **Proposal summary** must include the following:
   a. Explanation of why the temporary program suspension is being proposed.
   b. 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.
   c. Effect on current students enrolled in the program, faculty, staff and active courses.
   d. 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.
   e. Term and year when it is anticipated that it will end; no temporary suspension may exceed three years.

DOCUMENTATION TO ESTABLISH, REVISE OR INACTIVATE A CONSORTIA OR ARTICULATION AGREEMENT WITH ANOTHER INSTITUTION(S)

1. **Certification of Curriculum Proposal (CCP)**: see page 59
2. **Legal agreement and course articulation**: contact Kent State's articulation officer to discuss the process and paperwork involved.

DOCUMENTATION TO OFFER FULLY ONLINE* AN EXISTING DEGREE PROGRAM

Available online: www.kent.edu/provost/curriculum/forms
* 80 percent or more offered online or through another distance learning delivery

1. **Certification of Curriculum Proposal (CCP)**: see page 59
2. **Ohio Board of Regents' Change Request Form**:
   a. Proposed start date.
   b. Date that the request received final approval from the appropriate institutional committee.
   c. Does the program lead to educator license or endorsement? *If yes, contact Therese Tillett (undergraduate) or Mary Ann Stephens (graduate) as other questions may be added.*
   d. Institutional support:
      i Describe the learning management system (LMS) that the institution will be using for its online or blended/hybrid course offerings.
      ii Describe the institution's options and processes for students and faculty in need of ADA accommodations for online teaching and learning.
      iii Describe the technical and help desk support services available to students and faculty (hardware and software systems).
      iv Explain the institution's policies and procedures related to ensuring the integrity of student work in online programs (e.g., for establishing student identity, for controlling the conditions of examinations, etc.).
      v Indicate whether the institution has entered into a collaborative agreement with a third party provider to provide content/curriculum or resources/services to support the delivery of the program. If so, indicate the parties involved, purpose and timeline of the agreement. Submit a copy of the agreement as an appendix item.
      vi Have the appropriate accreditation agencies been informed of the proposed change?

e. Administrative and student support services:
   - i Describe how students in the online program will have access to the following services. Indicate how the services available to the online students are comparable to those available to students in the on-ground program:
     - Administrative services (admissions, financial aid, registration, student records);
     - Advising regarding program planning and progress;
     - Library resources;
     - Psycho-social counseling;
     - Career advising; and
     - Placement services
   - ii Describe the admission requirements for the online or blended/hybrid program. If these are different from those for the on-ground program, discuss the rationale for the differing requirements.

f. Curriculum:
   - i Will the online or blended/hybrid program be offered instead of or in addition to the onsite program?
   - ii Indicate whether the online or blended/hybrid program is equivalent to the on-ground program (e.g., expected outcomes, number of credits, course availability, etc.). If there are differences, please explain.
   - iii Describe how interaction (synchronous or asynchronous) between the instructor and the students and among the students is reflected in the design of the program and its courses.
   - iv Explain how students are supported and counseled to ensure that they have the skills and competencies to successfully complete the curriculum in an online learning environment.
   - v Describe the evaluation systems used to measure the quality and effectiveness of the program delivered in an online or blended/hybrid format.
   - vi Using the chart (see online form), please list the courses that make up the major/program and indicate whether they are delivered using an online, blended/hybrid or on-ground format (see definitions on first page). Identify all new courses (i.e., courses that are not a part of the approved, on-ground curriculum.)

g. Faculty and administration:
   - i Describe the duties of the individual who has major responsibility for the administration and coordination of the online or blended/hybrid program. Describe the qualifications of this individual for the oversight of a distance education program and provide this individual's CV as an appendix item.
   - ii Describe faculty members' responsibilities to the online or blended/hybrid program. In your response, indicate how faculty members' responsibilities to the online or blended/hybrid program affect their responsibilities to the on-ground program, including teaching load, advising, research/scholarship, and participation in faculty committees/governance. Are additional faculty members going to be hired to implement the online or blended/hybrid program? Will these faculty members participate in only the online or blended/hybrid program or will they participate in the on-ground program as well.
   - iii Describe the mechanisms used to ensure that faculty members have the appropriate qualifications and support to teach successfully in an online environment. Include in your response the pedagogical and technical support provided for the design, production and management of online courses, as well as institutional support for all essential technology.
   - iv Using the table (see online form), provide the information requested for each member of the instructional staff. A faculty member must be identified for each course to be taught during the first two years of program delivery. If a faculty member has not yet been identified for a course, indicate that as an "open position" and describe the necessary qualifications in the matrix (as shown in the example below). A copy of each faculty member's CV must be included as an appendix item.

DOCUMENTATION TO OFFER MORE THAN 50 PERCENT OF AN EXISTING DEGREE PROGRAM'S TOTAL CREDITS AT AN APPROVED OFF-SITE* LOCATION

Available online: www.kent.edu/provost/curriculum/forms
* "Approved off-site" is defined as an Ohio Board of Regents-approved location other than the Kent Campus (e.g., a community college). If the site is not approved (e.g., an office building), contact Therese Tillett or Mary Ann Stephens for the appropriate form.
Please contact Therese Tillett if you are planning to offer a Kent Campus degree program at a regional campus or Kent State-approved site (e.g., Independence) as the paperwork is streamlined.

1. **Certification of Curriculum Proposal (CCP)**: see page 59
2. **Ohio Board of Regents' Change Request Form**:
   a. Course delivery site (site must be previously approved).
   b. Proposed start date.
   c. Date that the request received final approval from the appropriate institutional committee.
   d. Does the program lead to an educator license or endorsement? *If yes, contact Therese Tillett (undergraduate) or Mary Ann Stephens (graduate) as other questions may be added.*
   e. Briefly describe the rationale for offering the program at this site. In your response, indicate whether the program to be offered at the site will be time limited or ongoing.
   f. Changes needed to accommodate the new program(s)
      i Describe the changes in academic and administrative leadership (if any) that will be needed to accommodate the new program.
      ii Describe the changes (if any) that will be needed in the site's existing administrative services (e.g., admissions, financial aid, registrar, etc.) to accommodate the new program. If such services are not available at the site, describe how students in the new program(s) will access such services.
      iii Describe changes (if any) that will be needed in the site's existing academic student services (e.g., advising, tutoring, counseling, placement services, etc.) to accommodate the new program. If such services are not available at the site, describe how students in the new program will access such services.
      iv Describe the changes in resources and facilities (e.g., classrooms, computer labs, laboratories, study areas, social areas, technology, and other learning environments) that will be needed to accommodate the new program and provide a timeline for implementing the changes.
      v Describe any additional library resources (e.g., personnel, space, technology, etc.) that will be needed to accommodate the new program at the site and provide a timeline for implementing the changes.
      vi If a full-service library is not available onsite, please indicate how students, faculty and staff in the new program(s) will access the resources and services of the main campus library.
   g. Program information:
      i Using the chart (see online form), please list the degree/program area that is being added for delivery at the site. If general education courses are being added as part of this request, include that as a separate program area. Include a list of the courses that will be available onsite as an appendix item.
      ii Indicate whether alternative delivery options are available for the program at the proposed site and indicate whether this is different from the delivery option used for the approved program at other locations.
   h. Faculty:
      i Complete a faculty matrix for the program being added at the site. Include a separate matrix if general education courses are being added. A faculty member must be identified for each course to be taught at the site during the first two years of program delivery. If a faculty member has not yet been identified for a course, indicate that as an "open position"

and describe the necessary qualifications in the matrix. A copy of each faculty member's CV must be included as an appendix item.

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

i. Market/workforce need

i Indicate whether the institution performed a needs assessment/market analysis to determine the need for the program(s) at the proposed site. If so, briefly describe the results of those findings.

ii Indicate the projected enrollments for the program(s) over the next three years.

iii Indicate whether the institution consulted with advisory groups, business and industry, or other experts when considering moving the program(s) to the proposed site. If so, briefly describe the involvement of these groups in the development of this request.

iv Indicate whether any other institution within a 30-mile radius of your institution currently offers the program(s). If so, list the institutions that offer the program(s) within this radius.

3. **Formal letter, memorandum of understanding or other type of correspondence**, if applicable, that outlines the agreement to deliver the program at a site.

4. **Faculty CV** for each faculty member identified as teaching for the off-site program.

DOCUMENTATION TO ESTABLISH A NEW ASSOCIATE OR BACHELOR'S DEGREE OR MAJOR

Available online: www.kent.edu/provost/curriculum/forms
Before undertaking the paperwork, contact Therese Tillett in Curriculum Services to discuss the process, updates and timeline of the initiative.

LETTER OF INTENT (no more than three pages)

1. Provide a brief description of the request.
2. Explain the institution's rationale for making the request.
3. Indicate whether additional faculty and staff will be needed to support the proposed request.
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.
5. Indicate whether additional library services and resources will be needed to support the proposed request.
6. Indicate whether additional resources (e.g., facilities, technology, etc.) will be needed to support the proposed request.
7. Alternative Delivery Options (check all that apply):
   a. More than 50% of the program will be offered online
   b. More than 50% of the program will be offered using a flexible or accelerated delivery model
   c. More than 50% of program will be offered at a site different from the institution's central/main campus location
   d. The program will be offered at multiple campus locations
8. Date that the request was approved or will be approved by the institution's Governing Board (e.g. Board of Trustees, Board of Directors).
9. Projected date full proposal will be submitted.
10. Projected start date of the proposed program.

NEW PROGRAM NEEDS ANALYSIS AND FACULTY CREDENTIALS

All Kent State academic units are required to provide evidence of the need for a proposed academic program. Generic statements that imply the "need" for the program are not sufficient. Proposals should include data-driven market research that addresses a student demand that will increase enrollment, potential for employment upon graduation, competitive advantage for the university, reasonable non-duplication with other programs and appropriate multi-year financial analyses.

e. **Establish a need for the proposed program.** Address the need and rationale for the establishment of the program. The description should include an assessment of workforce demand as well as occupational titles and employment opportunities. Appropriate needs assessment document must include data obtained from the State of Ohio Labor Market Statistics and/or the U.S. Department of Labor Bureau of Labor Statistics and surveys of local/regional employers. Survey documentation should include:

   vi. The survey instrument

   vii. Target population

   viii. Description of sample

   ix. Number and name of businesses involved in the sample

   x. Employment opportunities by job titles including:

      i. Number of job openings (due to growth)

      ii. Salary for these employees

   Other evidence may include, but is not limited to:

   - Letters of support from businesses, schools and other organizations that commit to multi-year partnerships for education and training. The commitment may include financial support, "guaranteed" enrollments and other relevant proof of interest;
   - Local, state and national demographic information demonstrating trends linked to education;
   - Pilot courses or certificate programs with a multi-year history of success, tied to metrics demonstrating the need and opportunity for a full degree;
   - Partnerships with other colleges and universities to leverage the strengths of each and serve multiple locations in the state;
   - Longitudinal data demonstrating the need for a higher level degree (i.e., a proven associate's leading to a bachelor's degree);
   - Establishment of an endowed chair, addition of nationally recognized faculty or other parallel staffing that indicates a competitive "attraction" to the proposed program;
   - Reengineering of an existing program to meet changing market needs based on workforce shifts, licensure or certification changes from external organizations, or alignment with specialized accrediting agencies or organizations; and/or
   - Pilot programs or certificates offered in a limited time period to "test the waters" of the market, with limited or no financial loss to the institution.

f. **Projected student and graduate data.** Provide an explanation of potential and identified sources of students for the program. Documentation should demonstrate sufficient student interest to support the program and may include surveys of current students and related program majors, secondary students, as well as employees seeking advanced training. The data should include projected student enrollment and a projection of the number of graduates for the first five years of the program. Present projected enrollments in a table showing how many students will attend full-time and how many part-time. For master's degree proposals, the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one. For bachelor's and master's degree programs, list the professional uses of the proposed degree programs.

g. **Communication with business and industry.** Surveys/focus groups (with a valid number of responses/participants) should be conducted with local businesses, advisory/planning committees and other workforce training sources. Provide a list of potential employers, locally, state-wide and regionally, appropriate.

h. **Faculty credentials and capacity.**

Faculty Credentials. The following expectations apply to all full-time and part-time instructors, including graduate teaching assistants:

- Faculty members hold a degree from a regionally or nationally accredited institution recognized by the U.S. Department of Education or the Council for Higher Education Accreditation or equivalent as verified by a member of the National Association of Credential Evaluation Services Inc.
- Faculty members hold a terminal degree or a degree at least one level above the degree level in which they are teaching.
  - At least a bachelor's degree if teaching in an associate degree program.
  - At least a master's degree if teaching in a bachelor's degree program.
  - A terminal degree if teaching in a graduate program.
- Faculty members teaching general education courses hold a master's degree or higher in the discipline.
- In addition to meeting degree level requirements, faculty members teaching technically- or practice-oriented courses demonstrate evidence of practical experience in the field and applicable licenses and/or certifications.
- For programs involving clinical faculty (e.g., student teaching supervisors, clinical practicum supervisors), the credentials and involvement of clinical faculty are described and meet applicable professional standards for the delivery of the educational experiences.
- Where professional accreditation standards for faculty members exceed the Chancellor's standards, faculty members are expected to meet the professional accreditation standards.
- Faculty members show evidence of professional development in the discipline.
- Faculty members who received their degrees from the institution do not constitute the majority of the program's faculty.

Faculty Capacity:

- Faculty resources are sufficient to meet the teaching, scholarship, service and advising needs of the program and the expectations of the institution.
- Each degree program is led by a full-time faculty member.
- Full-time faculty members are involved at each location where more than 50 percent of an academic program can be completed (e.g., main campus, regional campus, additional locations)
- Individuals who are full-time employees of the institution teach a minimum of 60 percent of the degree program curriculum. Portions of the degree program that are taught by individuals who are not employees of the institution (e.g., internships, clinical practicum experiences, field experiences and student teaching) are not included in the calculations for this standard.
- At least one full-time faculty member is required for every 30 full-time equivalent students in an undergraduate degree program.
- Faculty members reflect the racial, ethnic and gender diversity of the community and the student body.
- Students interact with several faculty members within the degree program to encourage exposure to a diversity of experiences and perspectives.

FULL PROPOSAL

0. **Cover: Request**
   a. Date of submission
   b. Name of institution
   c. Degree/degree program title
   d. Primary institutional contact for the request
   e. Delivery sites
   f. Date that the request was approved by the institution's governing board
   g. Proposed start date
   h. Date Institution established
   i. Institution's programs
   j. Does the program lead to an educator license or endorsement? *If yes, contact Therese Tillett (undergraduate) as other questions may be needed to be addressed.*
1. **Introduction.** Brief summary of the request
2. **Accreditation.**
   a. Regional accreditation
   b. Results of the last accreditation review
   c. Notification of appropriate agencies. Provide a statement indicating that the appropriate agencies (e.g., regional accreditors, specialized accreditors, state agencies, etc.) have been notified of the institution's request for authorization of the new program. Provide documentation of the notification as an appendix item.
3. **Leadership – Institution.**
   a. Mission statement
   b. Organizational structure
4. **Academic Leadership – Program.**
   a. Organizational structure
      i. 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.
      ii. 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.
      iii. 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.
   b. Program development
      i. Describe how the proposed program aligns with the institution's mission.
      ii. 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.
      iii. 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.
      iv. Indicate whether the proposed program was developed to align with the standards of a specialized or programmatic accreditation agency. If so, indicate whether the institution plans to pursue programmatic/specialized accreditation for the proposed program and provide a timeline for achieving such accreditation. If the program is already accredited,

indicate the date that accreditation was achieved and provide information on the next required review.

c. Collaboration with other Ohio institutions

i. Indicate whether any USO institutions within a 30-mile radius of your institution offers the proposed program. If so, list the institutions that offer the proposed program and provide a rationale for offering an additional program at this site.

ii. Indicate whether the proposed program was developed in collaboration with another institution in Ohio. If so, briefly describe the involvement of each institution in the development of this request and the delivery of the program.

5. **Student Services.**

a. Admissions policies and procedures

i. 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.

ii. 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 according to the Board of Regents' Transfer Assurance Guide (TAG) and Career Technical Credit Transfer (CT^2) initiatives; and other types of transfer credit awarded toward major program requirements (e.g., AP, life experience, CLEP, portfolio, etc.).

b. 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.

c. 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.

6. **Curriculum.**

a. Introduction. Provide a brief description of the proposed program as it would appear in the institution's catalog.

b. Program goals and objectives. Describe the goals and objectives of the proposed program. In your response, indicate how these are operationalized in the curriculum.

c. Course offerings. Complete the following table (see online form) 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.

d. Course descriptions. Provide a brief description of each course in the proposed program as it would appear in the course catalog. In your response, include the name and number of the course. Submit course syllabi as appendix items.

e. Program sequence (roadmap).

f. Alternative delivery options (please check all that apply):

i. More than 50% of the program will be offered using a fully online delivery model

ii. More than 50% of the program will be offered using a hybrid/blended delivery model

iii. More than 50% of the program will be offered using a flexible or accelerated delivery model

g. Off-site program components (please check all that apply):Co-op/Internship/Externship, Field Placement, Student Teaching, Clinical Practicum, Other. If one or more of the items is checked, please provide a brief description of the off-site component(s).

7. **Assessment and evaluation.**

a. Program assessment. Describe the policies and procedures in place to assess and evaluate the proposed program. In your response, include the following:

i. Name of the unit/position responsible for directing assessment efforts;

ii. Description of any committees or groups that assist the unit;

iii. Description of the measurements used;
iv. Frequency of data collection;
v. Frequency of data sharing; and
vi. How the results are used to inform the institution and the program.

b. Measuring student success. Describe the policies and procedures in place to measure individual student success in the proposed program. In your response, include the following:
i. Name of the unit/position responsible for directing these efforts;
ii. Description of any committees or groups that assist the unit;
iii. Description of the measurements used;
iv. Frequency of data collection;
v. Frequency of data sharing;
vi. How the results are used to inform the student as they progress through the program;
vii. Initiatives used to track student success after program completion.

8. **Faculty.**

a. Faculty appointment policies
i. 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.
ii. Describe the credentialing requirements for faculty who will be teaching in the program (e.g., degree requirements, special certifications or licenses, experience, etc.).
iii. Describe the institution's load/overload policy for faculty teaching in the proposed program.
iv. 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.

b. Program faculty
i. Provide the number of existing faculty members available to teach in the proposed program (full time and less than full time).
ii. Provide an estimate of the number of faculty members to be added during the first two years of program operation (full time and less than full time).

c. 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.

d. Faculty matrix. Complete a faculty matrix for the proposed program (see online form). 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. A copy of each faculty member's CV must be included as an appendix item.

9. **Library Resources and Information Literacy**

a. Library resources
i. 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).
ii. Describe the library resources in place to support the proposed program (e.g., print, digital, collections, consortia, memberships, etc.).
iii. 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.

b. 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.

10. **Budget, Resources and Facilities.**

a. 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.

b. Budget/financial planning. Complete the table (see online template) to describe the financial plan/budget for the first three years of program operation.

SUPPLEMENTAL INFORMATION TO ACCOMPANY FULL PROPOSAL

1. **Certification of Curriculum Proposal (CCP)**: see Section V; major code will be assigned in the Office of Curriculum Services in consultation with academic unit.
2. **Internal memos concerning duplication, encroachment, impact, support** that affect department, college and regional campuses' resources (staffing, space, library/media, finances, student progress).
3. **External letters of support, survey results.**
4. **Catalog copy**, including admission requirements, job opportunities and course requirements.
5. **Keywords** to identify the program for people using the GPS website (www.kent.edu/gps).

ASSOCIATE'S DEGREE PROGRAM ROADMAP

Available online: www.kent.edu/provost/curriculum/forms

Roadmap: Major Name – Concentration Name (if one) – Degree Name
[Banner code (e.g. RE-AAB-COMT-APTD)]
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	Major GPA	Important Notes
Semester One: [16 Credit Hours] SAMPLE SEMESTER			**SAMPLE SEMESTER**	**SAMPLE SEMESTER**
COMT 11002 Visual Basic Programming	**3**		■	
COMT 11000 Introduction to Computer Systems ***or*** **COMT 11004 Survey of Information Technology** ***or*** **COMT 21007 Internet Ethics and Policies**	**3**		■	
COMM 15000 Introduction to Human Communication	3			Fulfills Kent Core Additional for bachelor's degrees
MATH 11009 Modeling Algebra (4) ***or*** MATH 11010 Algebra for Calculus (3)	3-4			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 below
Semester Three: [# Credit Hours]				
Semester Three: [# Credit Hours]				
Semester Four: [# Credit Hours]				

Graduation Requirements Summary

Minimum Total Hours	Minimum	
	Major GPA	Overall GPA
	2.000	2.000

Kent Core Summary (visit www.kent.edu/catalog/kent-core for course list)

Kent Core Categories	Important Notes	Remaining Credit Hours
Composition (3 credit hours) *ENG 11002, 11011, 21011; HONR 10197, 10297*	Enrollment based on placement test	3
Mathematics and Critical Reasoning (3-5 credit hours)	Enrollment based on placement test	3-5
Humanities and Fine Arts (3 credit hours)		3
Social Sciences (3 credit hours)		3
Basic Sciences (3 credit hours)		3

BACHELOR'S DEGREE PROGRAM ROADMAP

Available online: www.kent.edu/provost/curriculum/forms

Roadmap: Major Name – Concentration Name (if one) – Degree Name
[Banner code (e.g. CT-BS-AERN-ATC)]
College Name
Department or school name (if one)
Catalog Year: 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: [15 Credit Hours] SAMPLE SEMESTER SAMPLE SEMESTER SAMPLE SEMESTER					
Requirement: successful completion of Praxis I Exam in Reading (174 score), Writing (172 score) and Mathematics (174 score)					
PSYC 11762 General Psychology	**3**		**C**	■	
HIST 11051 History of Civilization II	3		C		Fulfills Kent Core Humanities and global diversity course requirement
POL 10100 American Politics	3		C	■	Fulfills Kent Core Social Sciences and domestic diversity requirement
Kent Core Requirement	3		C		See Kent Core Summary on page 3
Kent Core Requirement	3		C		
Semester Two: [#Credit Hours]					
Semester Three: [#Credit Hours]					
Semester Four: [#Credit Hours]					
Semester Five: [# Credit Hours]					
Semester Six: [# Credit Hours]					

Critical requirements are boldface in shaded areas.

Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	Important Notes
Semester Seven: [# Credit Hours]					
Semester Eight: [# Credit Hours]					

Graduation Requirements Summary

Minimum Total Hours	Minimum Upper-Division Hours	Minimum Kent Core Hours	Global / Domestic Diversity Course	Writing-Intensive	Experiential Learning	Minimum Major GPA	Minimum Overall GPA
121	39	36			Visit kent.edu/catalog/elr		

Kent Core Summary

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

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

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

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

Experiential Learning Requirement
To provide students with direct engagement in learning experiences that promote academic relevance, meaning and an understanding of real-world issues, students must complete this requirement at Kent State, either as a for-credit course or as a non-credit, non-course experience approved by the appropriate faculty member. Visit www.kent.edu/catalog/elr 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.

DOCUMENTATION TO ESTABLISH A NEW MASTER'S OR DOCTORAL DEGREE OR MAJOR

Available online: www.kent.edu/provost/curriculum/forms
Before undertaking the paperwork, contact Mary Ann Stephens in Graduate Studies to discuss the process, updates and timeline of the initiative. Please see Appendix A for detailed information on the process for the review and approval of graduate programs at the state level.

PROGRAM DEVELOPMENT PLAN (no more than five pages)

1. Designation of the new degree program, rationale for that designation, definition of the focus of the program and a brief description of its disciplinary purpose and significance.
2. Description of the proposed curriculum.
3. Administrative arrangements for the proposed program: department and school or college involved.
4. Evidence of need for the new degree program, including the opportunities for employment of graduates. This section should also address other similar programs in the state addressing this need and potential duplication of programs in the state and region. How will the program meet market need, while distinguishing the program from similar programs across the state?
5. Prospective enrollment.
6. Special efforts to enroll and retain underrepresented groups in the given discipline.
7. Availability and adequacy of the faculty and facilities available for the new degree program.
8. Need for additional facilities and staff and the plans to meet this need.
9. Projected additional costs associated with the program and evidence of institutional commitment and capacity to meet these costs.

NEW PROGRAM NEEDS ANALYSIS AND FACULTY CREDENTIALS

All Kent State academic units are required to provide evidence of the need for a proposed academic program. Generic statements that imply the "need" for the program are not sufficient. Proposals should include data-driven market research that addresses a student demand that will increase enrollment, potential for employment upon graduation, competitive advantage for the university, reasonable non-duplication with other programs and appropriate multi-year financial analyses.

1. **Establish a need for the proposed program.** Address the need and rationale for the establishment of the program. The description should include an assessment of workforce demand as well as occupational titles and employment opportunities. Appropriate needs assessment document must include data obtained from the State of Ohio Labor Market Statistics and/or the U.S. Department of Labor Bureau of Labor Statistics and surveys of local/regional employers. Survey documentation should include:
   a. The survey instrument
   b. Target population
   c. Description of sample
   d. Number and name of businesses involved in the sample
   e. Employment opportunities by job titles including:
      i. Number of job openings (due to growth)
      ii. Salary for these employees

   Other evidence may include, but is not limited to:
   - Letters of support from businesses, schools and other organizations that commit to multi-year partnerships for education and training. The commitment may include financial support, "guaranteed" enrollments and other relevant proof of interest;
   - Local, state and national demographic information demonstrating trends linked to education;
   - Pilot courses or certificate programs with a multi-year history of success, tied to metrics demonstrating the need and opportunity for a full degree;
   - Partnerships with other colleges and universities to leverage the strengths of each and serve multiple locations in the state;

- Longitudinal data demonstrating the need for a higher level degree (i.e., a proven associate's leading to a bachelor's degree);
- Establishment of an endowed chair, addition of nationally recognized faculty or other parallel staffing that indicates a competitive "attraction" to the proposed program;
- Reengineering of an existing program to meet changing market needs based on workforce shifts, licensure or certification changes from external organizations, or alignment with specialized accrediting agencies or organizations; and/or
- Pilot programs or certificates offered in a limited time period to "test the waters" of the market, with limited or no financial loss to the institution.

2. **Projected student and graduate data.** Provide an explanation of potential and identified sources of students for the program. Documentation should demonstrate sufficient student interest to support the program and may include surveys of current students and related program majors, secondary students, as well as employees seeking advanced training. The data should include projected student enrollment and a projection of the number of graduates for the first five years of the program. Present projected enrollments in a table showing how many students will attend full-time and how many part-time. For master's degree proposals, the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one. For bachelor's and master's degree programs, list the professional uses of the proposed degree programs.
3. **Communication with business and industry.** Surveys/focus groups (with a valid number of responses/participants) should be conducted with local businesses, advisory/planning committees and other workforce training sources. Provide a list of potential employers, locally, state-wide and regionally, appropriate.
4. **Faculty credentials and capacity.**

   Faculty Credentials. The following expectations apply to all full-time and part-time instructors, including graduate teaching assistants:

   - Faculty members hold a degree from a regionally or nationally accredited institution recognized by the U.S. Department of Education or the Council for Higher Education Accreditation or equivalent as verified by a member of the National Association of Credential Evaluation Services Inc.
   - Faculty members hold a terminal degree or a degree at least one level above the degree level in which they are teaching.
     - At least a bachelor's degree if teaching in an associate degree program.
     - At least a master's degree if teaching in a bachelor's degree program.
     - A terminal degree if teaching in a graduate program.
   - Faculty members teaching general education courses hold a master's degree or higher in the discipline.
   - In addition to meeting degree level requirements, faculty members teaching technically- or practice-oriented courses demonstrate evidence of practical experience in the field and applicable licenses and/or certifications.
   - For programs involving clinical faculty (e.g., student teaching supervisors, clinical practicum supervisors), the credentials and involvement of clinical faculty are described and meet applicable professional standards for the delivery of the educational experiences.
   - Where professional accreditation standards for faculty members exceed the Chancellor's standards, faculty members are expected to meet the professional accreditation standards.
   - Faculty members show evidence of professional development in the discipline.
   - Faculty members who received their degrees from the institution do not constitute the majority of the program's faculty.

Faculty Capacity:

- Faculty resources are sufficient to meet the teaching, scholarship, service and advising needs of the program and the expectations of the institution.
- Each degree program is led by a full-time faculty member.
- Full-time faculty members are involved at each location where more than 50 percent of an academic program can be completed (e.g., main campus, regional campus, additional locations)
- Individuals who are full-time employees of the institution teach a minimum of 60 percent of the degree program curriculum. Portions of the degree program that are taught by individuals who are not employees of the institution (e.g., internships, clinical practicum experiences, field experiences and student teaching) are not included in the calculations for this standard.
- At least one full-time faculty member is required for every 30 full-time equivalent students in an undergraduate degree program.
- Faculty members reflect the racial, ethnic and gender diversity of the community and the student body.
- Students interact with several faculty members within the degree program to encourage exposure to a diversity of experiences and perspectives.

FULL PROPOSAL

1. **Academic Quality:** Competency, experience and number of faculty and adequacy of students, curriculum, computational resources, library, laboratories, equipment and other physical facilities, needed to mount the program.
   - a In addition to this analysis, for **entry level graduate degree programs,** academic quality assessment will focus on the adequacy of the answers provided in response to the following questions:
     - i Is the program distinctly different, both conceptually and qualitatively, from the undergraduate degree programs in the same or related disciplines? If so, is there a detailed listing of the specific differences?
     - ii Does the program emphasize the theoretical basis of the discipline as expressed in the methods of inquiry and ways of knowing in the discipline?
     - iii Does the program place emphasis on professional decision making and teach the use of critical analysis in problem solving?
     - iv Is the program designed to educate students broadly so that they have an understanding of the major issues and concerns in the discipline or professional area?
     - v Does the design of the program include a capstone experience, such as an exit project (which would not necessarily be a research experience)?
     - vi Does the proposed program identify faculty resources appropriate for the research component of the program?
     - vii Does the program curriculum offer what students need to know for competence at the expected level of professional expertise?
     - viii What plans have been made to address standards and guidelines for professional accreditation, if applicable? What are the core courses required for the program?
   - b In addition to the analysis given in the statement after "Academic Quality" for **professional graduate degree programs,** academic quality assessment will also focus on the adequacy of the answers provided in response to the following questions:
     - i What admission criteria, in addition to the traditionally required transcripts, standardized test scores, letter of recommendation, and personal statements of purpose, are relevant to assess the potential for academic and professional success of prospective students? Will there be special consideration of student experience and extant practical skills within the admission process? If so, please elaborate.

ii Is field/clinical experience subsumed within the academic experience? If so, how does that experience relate to the academic goals of the professional graduate degree program? Provide a description of the involvement of supervisory personnel. Describe the nature of the oversight of the field/clinical experience by the academic department. Provide an outline of the anticipated student activities as well as student requirements.

iii Are the faculty qualifications associated with the professional graduate degree program appropriate for such faculty? Provide the specific qualifications for such faculty.

iv How does accreditation by the appropriate professional organization relate to the academic curriculum and experience outlined in the program plan? Describe the specific aspects of the program plan, if any, that are necessary to achieve professional accreditation. Is completion of the degree program required for professional accreditation in the field?

v How are theory and practice integrated within the curriculum?

vi What is the national credit hour norm for this degree program in your field? How was this norm derived? Is the number of credit hours required for graduation influenced by mandated professional experiences? If so, how?

vii Describe the culminating academic experience (capstone experience), and how it will contribute to the enhancement of the student's professional preparation. Please provide a list of possible capstone experiences.

c The special case of professional science master's (PSM) degree programs

i There is a special category of professional graduate degree programs recognized by the Council of Graduate Schools and the National Professional Science Master's Association. Such programs can be granted the designation "Professional Science Master's" or "PSM."

ii Criteria for obtaining such a designation can be found at www.sciencemasters.com.

iii For informational purposes only, Do you contemplate seeking such recognition as a PSM from the National Professional Science Master's Association? Is the program going to be seeking such recognition?

2. **Need**

Examples of potential metrics of program need include:

a Student interest and demand; potential enrollment; ability to maintain the critical mass of students;

b Institutional need; plan for overall development of graduate programs at the proposing institutions;

c Societal demand; intellectual development; advancement of the discipline; employment opportunities; and

d Scope; local, regional and national needs; international need.

3. **Access and Retention of Underrepresented Groups**

a Plan to ensure recruitment, retention and graduation of underrepresented groups within the discipline.

b Provide as background a general assessment of:

i Institution and departmental profiles of total enrollment and graduate student enrollment of underrepresented groups within the discipline; and

ii Compare underrepresented groups degree recipients from the department and university at all levels compared to national norms. Supply data by group where available.

4. **Statewide Alternatives**
   a Programs available in other institutions;
   b Appropriateness of specific locale for the program; and
   c Opportunities for inter-institutional collaboration.
   d Institutional Priority and Costs
      i Support and commitment of the proposing institution's central administration.
      ii Adequacy of available resources committed for the initiation of the program.
5. **External Support**
   a Community, foundation, governmental and other resources.

SUPPLEMENTAL INFORMATION TO ACCOMPANY FULL PROPOSAL

1. **Certification of Curriculum Proposal (CCP)**: see Section V; major code will be assigned in the Office of Curriculum Services in consultation with academic unit.
2. **Internal memos concerning duplication, encroachment, impact, support** that affect department, college and regional campuses' resources (staffing, space, library, finances).
3. **External letters of support, survey results.**
4. **Catalog copy**, including admission requirements, job opportunities and course requirements.
5. **Keywords** to identify the program for people using the GPS website (www.kent.edu/gps).

~~COURSE ESTABLISH~~

DOCUMENTATION TO ESTABLISH A NEW COURSE

1. **Course Catalog Update (CCU) workflow*** (see pages 80-84)
   a. Enter course information: course subject, number, college, department, title, title abbreviation, slash/cross-listed (if appropriate), credit hours, contact hours, grade rule, course level, repeatable for credit, schedule (e.g., lecture, lab, internship), credit-by-exam eligible, description, prerequisite
   b. Will this course be designated as LER/Kent Core, diversity or writing-intensive (WIC), check all that applies and submit, separately, additional documentation (see pages 92-103)
   c. Content outline with contact hours for each topic
   d. Textbooks; writing expectations; instructors expected to teach and contribute to content
   e. Explain the purpose of the proposal
   f. Explain how the proposal affects program requirements and students in your unit
   g. Explain how the proposal affects courses, program requirements and students in other units
   h. Explain how this proposal affects enrollment and staffing
   i. Units consulted (other departments, programs or campuses affected by the proposal)
   j. Faculty member submitting the proposal
2. **Student learning outcomes, in-class activities that support outcomes, outside class activities that support outcomes** – this information can be added in the CCU workflow in the comments box or sent separately.

DOCUMENTATION TO REVISE AN EXISTING COURSE

1. **Course Catalog Update (CCU) workflow*** (see pages 85-90)
   a. All course information stored in Banner will display
   b. Revise any course information (if applicable): course subject, number, title, title abbreviation, slash/cross-listed (if appropriate), credit hours, contact hours, grade rule, course level, repeatable for credit, schedule (e.g., lecture, lab, internship), credit-by-exam eligible, description, prerequisite, LER (Kent Core)/diversity/WIC status
   c. Revise (if applicable) content outline with contact hours for each topic
   d. Revise (if applicable) textbooks; writing expectations; instructors expected to teach and contribute to content
   e. Explain the purpose of the proposal
   f. Explain how the proposal affects program requirements and students in your unit
   g. Explain how the proposal affects courses, program requirements and students in other units
   h. Explain how this proposal affects enrollment and staffing
   i. Units consulted (other departments, programs or campuses affected by the proposal)
   j. Faculty member submitting the proposal

DOCUMENTATION TO INACTIVATE AN EXISTING COURSE

1. **Course Catalog Update (CCU) workflow** (see page 91)
   a. Basic course information will display (course subject, number, college, department, title, slash/cross-listed course, level, attributes)
   b. Will the activation affect program requirements in or outside your unit? If yes, please explain.
   c. Reason for inactivation

* The CCU workflow is not able to accommodate the new Experiential Learning Requirement designation. If you are creating a course and also have it approved as an ELR, please complete the workflow and note the request in

the comment box. Also send ELR paperwork separately to the URCC. If the revision to a course is only to have it ELR-designated, you do not need to complete a workflow. Just send ELR paperwork separately to the URCC.

COURSE ESTABLISHMENT (COURSE CATALOG UPDATE WORKFLOW)

Create Page 1 of 1

KENT STATE UNIVERSITY

Name: Therese E Tillett Submission Date: 7/31/2009

Organization: Curriculum Services

Course Catalog Update

*Required Field

- Basic Course Data
- Attributes
- Prerequisites
- Content Information
- Proposal Summary
- Complete

Establish a New Course

Change Type: Establish

*Preparation Date: 07/31/2009

*Requested Effective Term: Select Effective Term. . .

*Course Subject: Select Subject. . .
NOTE: If subject doesn't exist, then you need to contact Curriculum Services before submitting this form.

*Course Number:
NOTE: Please verify with Curriculum Services that the chosen course number is available.
If slash courses, you must complete a separate form for each course.

*College: Select College. . .

*Dept: Select Department. . .

*Course Title:
NOTE: Please do not use the following restricted characters: (~ * / \ --)

*Title Abbreviation:
NOTE: Maximum 30 spaces, with no punctuation or special characters (e.g., &); exception: forward slash "/" is allowed with no spaces before or after the slash.

Slash Course and Cross-List Information:
Example: ENG 12345 + SPED 12345

Credit Hours
(e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)

*Minimum Credit: * to or *Maximum Credit:

Contact Hours
NOTE: You must select at least one category.
(Should be per week; can divide among lecture/lab/clinic, if applicable)

Lecture

Minimum Hours: to or Maximum Hours:
Clear Lecture Hours

Lab

Minimum Hours: to or Maximum Hours:
Clear Lab Hours

Other
(e.g., Clinic, Practicum, Internship, Research, Studio, Individual Investigation, etc.)

Minimum Hours: to or Maximum Hours:
Clear Other Hours

*Required Field

Previous Next

Comments:

History:

https://appdev04.uis.kent.edu/wfeQA/ccu/create.aspx 7/31/2009

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~~COURSE ESTABLISH~~

COURSE ESTABLISHMENT (COURSE CATALOG UPDATE WORKFLOW) *continued*

Create Page 1 of 1

Name: Therese E Tillett Submission Date: 7/31/2009

Organization: Curriculum Services

Course Catalog Update

Document Saved As Draft. The reference number for this catalog update request is CCU000102

*Required Field

- Basic Course Data
- **Attributes**
- Prerequisites
- Content Information
- Proposal Summary
- Complete

Attributes

*Is this course part of the Liberal Education Requirements (LER), Writing-Intensive (WIC) or Diversity requirements? Yes No

*Can this course be repeated for credit? Yes No

*Course Level: Select Course Level. . .

*Grade Rule: Select Grade Rule. . .

*Schedule Type(s): *You can choose more than one.*

Select Schedule Type. . .

Select Schedule Type. . .

Select Schedule Type. . .

*Credit by Exam: Select Credit by Examination. . .

*Required Field

Previous Next

Comments:

History:

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~~COURSE ESTABLISH~~

COURSE ESTABLISHMENT (COURSE CATALOG UPDATE WORKFLOW) *continued*

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Create Page 1 of 1

KENT STATE UNIVERSITY

Name: Therese E Tillett Submission Date: 7/31/2009

Organization: Curriculum Services

Course Catalog Update

Document Saved As Draft. The reference number for this catalog update request is CCU000102

***Required Field**

- Basic Course Data
- Attributes
- **Prerequisites**
- Content Information
- Proposal Summary
- Complete

Description and/or Prerequisite

***Catalog Description:**
NOTE: Please do not use the following restricted characters: (~ * / \ --)

NOTE: Limit five lines; use third person plural; do not include special course fee, grade rule, prerequisite(s) or cross-listed courses.

***Prerequisites:**
NOTE: Please do not use the following restricted characters: (~ * / \ --)

NOTE: List minimum-grade requirement for course prerequisites if other than "D."
If no prerequisites, enter "none."

Corequisite:

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

***Required Field**

Previous Next

Comments:

History:

https://appdev04.uis.kent.edu/wfeQA/ccu/create.aspx 7/31/2009

~~COURSE ESTABLISH~~

COURSE ESTABLISHMENT (COURSE CATALOG UPDATE WORKFLOW) *continued*

Create Page 1 of 1

KENT STATE UNIVERSITY

Name: Therese E Tillett Submission Date: 7/31/2009

Organization: Curriculum Services

Course Catalog Update

Document Saved As Draft. The reference number for this catalog update request is CCU000102

***Required Field**

- Basic Course Data
- Attributes
- Prerequisites
- **Content Information**

Proposal Summary

Complete

Content Information

***Content Outline (include contact hours for each content topic):**

NOTE: Please do not use the following restricted characters: (~ * /\ --)

Contact Hours per Course **Topic Description:**

Topic:

Add

Build your content outline using the content outline wizard. Enter contact hours and a contact description. Click Add.

Content Outline:

Display/Hide Delimited Course Outline

***Total Contact Hours:**

***Textbook(s) Used in this Course:**

NOTE: Please do not use the following restricted characters: (~ * /\ --)

***Writing Expectations:**

NOTE: Please do not use the following restricted characters: (~ * /\ --)

***Instructor(s) Expected to Teach:**

NOTE: Please do not use the following restricted characters: (~ * /\ --)

***Instructor(s) Contributing to Content:**

NOTE: Please do not use the following restricted characters: (~ * /\ --)

***Required Field**

Previous Next

Comments:

History:

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~~COURSE ESTABLISH~~

COURSE ESTABLISHMENT (COURSE CATALOG UPDATE WORKFLOW) *continued*

Create Page 1 of 1

Name: Therese E Tillett Submission Date: 7/31/2009

Organization: Curriculum Services

Course Catalog Update

Document Saved As Draft. The reference number for this catalog update request is CCU000102

***Required Field**

- Basic Course Data
- Attributes
- Prerequisites
- Content Information
- **Proposal Summary**

Complete

Proposal Summary

***1. Explain the purpose for this proposal:**
NOTE: Please do not use the following restricted characters: (~ * / \ --)

***2. Explain how this proposal affects program requirements and students in your unit:**
NOTE: Please do not use the following restricted characters: (~ * / \ --)

***3. Explain how this proposal affects courses, program requirements and students in other units:**
NOTE: Please do not use the following restricted characters: (~ * / \ --)

***4. Explain how this proposal affects enrollment and staffing:**
NOTE: Please do not use the following restricted characters: (~ * / \ --)

***5. Units consulted (other departments, programs or campuses affected by the proposal):**
NOTE: Please do not use the following restricted characters: (~ * / \ --)

***Required Field**

Previous Next

Comments:

History:

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~~COURSE ESTABLISH~~

COURSE REVISION (COURSE CATALOG UPDATE WORKFLOW)

~~COURSE REVISE~~

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Revise Page 1 of 1

KENT STATE UNIVERSITY

Name: Therese E Tillett Submission Date: 7/31/2009

Organization: Curriculum Services

Course Catalog Update

Document Saved As Draft. The reference number for this catalog update request is CCU000103

*Required Field

- Basic Course Data
- Attributes
- Prerequisites
- Content Information

Proposal Summary

Complete

Basic Course Data

Change Type: Revise

***Preparation Date:** 07/31/2009

***Requested Effective Term:** Fall 2010

***Original Course Subject:**
LEGT-Legal Assisting Technology

Select a New Course Subject (if applicable):
Select New Subject. . .
NOTE: If subject doesn't exist, then you need to contact Curriculum Services before submitting this form.

***Choose your campus:**
East Liverpool

***Original Course Number:** 18001

Enter a New Course Number (if applicable):

NOTE: Please verify with Curriculum Services that the chosen course number is available. If slash courses, you must complete a separate form for each course.

College: RC-Regional Campuses

Department: JUS-Justice Studies

Course Title: LEGAL RESEARCH AND WRITING
NOTE: Please do not use the following restricted characters: (~ * / \ --)

Title Abbreviation: LEGAL RESEARCH AND WRITING 4 more characters
NOTE: Maximum 30 spaces, with no punctuation or special characters (e.g., &); exception: forward slash "/" is allowed with no spaces before or after the slash.

Slash Course and Cross-List Information:
JUS 28001+LEGT18001

Credit Hours
(e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)

Minimum Credit: 3 to or **Maximum Credit:** 3

Contact Hours
(Should be per week; can divide among lecture/lab/clinic, if applicable)

Lecture

Minimum Hours: 3 to or **Maximum Hours:** 3
Clear Lecture Hours

Lab

Minimum Hours: to or **Maximum Hours:**
Clear Lab Hours

Other
(e.g., Clinic, Practicum, Internship, Research, Studio, Individual Investigation, etc.)

Minimum Hours: to or **Maximum Hours:**
Clear Other Hours

*Required Field

Previous Next

Comments:

History:

https://appdev04.uis.kent.edu/wfeQA/ccu/revise.aspx 7/31/2009

COURSE REVISION (COURSE CATALOG UPDATE WORKFLOW) *continued*

Revise Page 1 of 1

Name: Therese E Tillett Submission Date: 7/31/2009

Organization: Curriculum Services

Course Catalog Update

Document Saved As Draft. The reference number for this catalog update request is CCU000103

***Required Field**

- Basic Course Data
- **Attributes**
- Prerequisites
- Content Information
- Proposal Summary
- Complete

Revise Attributes

Current Course Attributes (if applicable):
1. 2. 3.

***Is course part of the LER, Writing-Intensive or Diversity requirement?** Yes No
1. Select Course Attribute. . .
2. Select Course Attribute. . .
3. Select Course Attribute. . .

Can this course be repeated for credit? Yes No
Course Limit: **OR Maximum Hours:**

Course Level: Undergraduate

Grade Rule: B-Standard letter

Schedule Type(s):
1. LEC-Lecture
2. Select Schedule Type. . .
3. Select Schedule Type. . .

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

***Required Field**

Previous Next

Comments:

History:

https://appdev04.uis.kent.edu/wfeQA/ccu/revise.aspx 7/31/2009

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~~COURSE REVISE~~

COURSE REVISION (COURSE CATALOG UPDATE WORKFLOW) *continued*

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Revise Page 1 of 1

KENT STATE UNIVERSITY

Name: Therese E Tillett Submission Date: 7/31/2009

Organization: Curriculum Services

Course Catalog Update

Document Saved As Draft. The reference number for this catalog update request is CCU000103

***Required Field**

- Basic Course Data
- Attributes
- **Prerequisites**
- Content Information

Proposal Summary

Complete

Revise Description and/or Prerequisite

Description and Prerequisite Data Currently in Banner:
In-depth analysis of the legal research process and development of legal writing skills; opportunities to utilize research and writing skills are integrated into the course. Course offered at the East Liverpool campus only. Prerequisite: LEGT 18000.

***Would you like to revise the description and/or prerequisite?**
(•) Yes ( ) No
NOTE: Please complete necessary fields below so that they reflect the future status of the course. You may copy the existing information provided above.

Catalog Description:
NOTE: Please do not use the following restricted characters: (~ * / \ --)

NOTE: Limit five lines; use third person plural; do not include special course fee, grade rule, prerequisite(s) or cross-listed courses.

Prerequisites:
NOTE: Please do not use the following restricted characters: (~ * / \ --)

NOTE: List minimum-grade requirement for course prerequisites if other than "D." If no prerequisites, enter "none."

Corequisite:
NOTE: Please do not use the following restricted characters: (~ * / \ --)

***Registration is by special approval only:** ( ) Yes (•) No
NOTE: Checking "yes" means all students must seek approval from department to register.

***Required Field**

Previous Next

Comments:

History:

https://appdev04.uis.kent.edu/wfeQA/ccu/revise.aspx 7/31/2009

~~COURSE REVISE~~

COURSE REVISION (COURSE CATALOG UPDATE WORKFLOW) *continued*

Revise Page 1 of 1

Name: Therese E Tillett Submission Date: 7/31/2009

Organization: Curriculum Services

Course Catalog Update

Document Saved As Draft. The reference number for this catalog update request is CCU000103

***Required Field**

- Basic Course Data
- Attributes
- Prerequisites
- **Content Information**

Proposal Summary
Complete

Content Information

***Content Outline (include contact hours for content topic):**
NOTE: Please do not use the following restricted characters: (~ * / \ --)

Contact Hours per Course **Topic Description:**
Topic:

Add

Build your content outline using the content outline wizard. Enter contact hours and a contact description. Click Add.

Content Outline:

Hours	Description		
7	Definition of key terms and concepts used in legal research and writing	Delete	Edit
5	Procedures in legal research	Delete	Edit
6	Mechanics of legal writing	Delete	Edit
5	Use of research and writing aids	Delete	Edit
4	Court and national reporter system	Delete	Edit
5	Practice in case analysis and argumentation	Delete	Edit
5	Federal and state court case law resources	Delete	Edit
4	Annotated law reports	Delete	Edit
4	State and federal constitutions and codes	Delete	Edit

Display/Hide Delimited Course Outline

***Total Contact Hours:** 45

***Textbook(s) used in this Course:** 23 more characters

NOTE: Please do not use the following restricted characters: (~ * / \)

Effective Legal Writing, 3rd ed. G. Block.
Foundation Presss Publisher, 1986
Fundamentals of Legal Research and Legal Resarch Illustration Assignments, 4th ed. Jacobstein, Myron and Mensky. Foundation Press, 1990

***Writing Expectations:** 248 more characters
NOTE: Please do not use the following restricted characters: (~ * / \ --)

***Instructor(s) Expected to Teach:**
NOTE: Please do not use the following restricted characters: (~ * / \ --)

***Instructor(s) Contributing to Content:**
NOTE: Please do not use the following restricted characters: (~ * / \ --)

- You must enter textbooks used in this course.
- You must enter writing expectations.
- You must enter instructors expected to teach.
- You must enter instructors contributing to content.

Previous Next

Comments:

History:

https://appdev04.uis.kent.edu/wfeQA/ccu/revise.aspx 7/31/2009

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~~COURSE REVISE~~

COURSE REVISION (COURSE CATALOG UPDATE WORKFLOW) *continued*

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Revise Page 1 of 1

KENT STATE UNIVERSITY

Name: Therese E Tillett Submission Date: 7/31/2009

Organization: Curriculum Services

Course Catalog Update

Document Saved As Draft. The reference number for this catalog update request is CCU000103

***Required Field**

- Basic Course Data
- Attributes
- Prerequisites
- Content Information
- **Proposal Summary**

Complete

Revise Proposal Summary

1. Explain the purpose for this proposal:
NOTE: Please do not use the following restricted characters: (~ * / \ --)

2. Explain how this proposal affects courses, program requirements and students in your unit:
NOTE: Please do not use the following restricted characters: (~ * / \ --)

3. Explain how this proposal affects courses, program requirements and students in other units:
NOTE: Please do not use the following restricted characters: (~ * / \ --)

4. Explain how this proposal affects enrollment and staffing:
NOTE: Please do not use the following restricted characters: (~ * / \ --)

5. Units consulted (other departments, programs or campuses affected by the proposal):
NOTE: Please do not use the following restricted characters: (~ * / \ --)

***Required Field**

Previous Next

Comments:

History:

https://appdev04.uis.kent.edu/wfeQA/ccu/revise.aspx 7/31/2009

~~COURSE REVISE~~

COURSE REVISION (COURSE CATALOG UPDATE WORKFLOW) *continued*

Revise Page 1 of 1

KENT STATE UNIVERSITY

Name: Therese E Tillett Submission Date: 7/31/2009

Organization: Curriculum Services

Course Catalog Update

Document Saved As Draft. The reference number for this catalog update request is CCU000103

***Required Field**

- Basic Course Data
- Attributes
- Prerequisites
- Content Information
- Proposal Summary
- **Complete**

Faculty member revising this proposal:

Please select what revisions were made to the form:

☐ Course Content	☐ Number
☐ Credit by Exam	☐ Prerequisites
☐ Credit Hours	☐ Schedule Type
☐ Cross-Listed / Slash	☐ Subject
☐ Description	☐ Title
☐ Diversity	☐ Title Abbreviation
☐ Grade Rule	☐ Writing-Intensive (WIC)
☐ Liberal Education Requirement (LER)	☐ Other (Please specify in comments box on the next page)

Previous Finish

Comments:

History:

https://appdev04.uis.kent.edu/wfeQA/ccu/revise.aspx 7/31/2009

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~~COURSE REVISE~~

COURSE INACTIVATION (COURSE CATALOG UPDATE WORKFLOW)

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Inactivate Page 1 of 1

KENT STATE UNIVERSITY

Name: Therese E Tillett Submission Date: 7/31/2009

Organization: Curriculum Services

Course Catalog Update

*Required Field

Inactivate a Course

Change Type: Inactivate

Preparation Date: 7/31/2009

***Requested Effective Term:** Fall 2010

***Course Subject:** HIST-History

***Course Number:** 11050

College: AS-Arts and Sciences

Department: HIST-History

Course Title: HISTORY OF CIVILIZATION I

Title Abbreviation: HISTORY OF CIVILIZATION I

Slash Course and Cross-listed Information: None

Course Level: UG

Course Attributes:
1. DIVG - Diversity Course-Global
2. LHUM - LER-Humanities
3. -

***Is course part of the LER, Writing-Intensive or Diversity requirements?** Yes No

Will this inactivation affect program requirements within or outside of your unit?
Yes No
***If yes, please explain:**

***Reason for Inactivation**
NOTE: Please do not use the following restricted characters: (~ * / \ --)

Faculty member requesting inactivation:

*Required Field

Save As Draft Proceed

https://appdev04.uis.kent.edu/wfeQA/ccu/inactivate.aspx 7/31/2009

~~COURSE INACTIVATE~~

KENT CORE COURSE PROPOSAL QUESTIONNAIRE

Available online: www.kent.edu/provost/curriculum/forms
See Kent Core Policy Statement on next page.

Please review the Kent Core Policy Statement before completing and submitting the questionnaire to the University Requirements Curriculum Committee accompanied by a Course Catalog Update workflow and typical course syllabus.

Date:
Department/School:
Course ID: Credit Hours:
Course Title:
Kent Core Category:
Prerequisite(s):

1. Explain how the course addresses (a) concepts central to the subject area and (b) the specific Kent Core learning goals listed in the *University Catalog*:
   a. Acquire critical thinking and problem-solving skills
   b. Apply principles of effective written and oral communications
   c. Broaden their imagination and develop their creativity
   d. Cultivate their natural curiosity and begin a lifelong pursuit of knowledge
   e. Develop competencies and values vital to responsible uses of information and technology
   f. Engage in independent thinking, develop their own voice and vision and become informed, responsible citizens.
   g. Improve their understanding of issues and behaviors concerning inclusion, community and tolerance
   h. Increase their awareness of ethical implications of their own and others' actions
   i. Integrate their major studies into the broader context of a liberal education
   j. Strengthen quantitative reasoning skills
   k. Understand basic concepts of the academic disciplines
2. If this course is being proposed for Category I (composition) or Category II (mathematics and critical reasoning), indicate the essential skills that the course is intended to teach, sharpen or strengthen. (Skip this question if the proposed course is intended for other categories.)
3. State how the course is representative of a field that has attained maturity and substance with critical mass of its own scholarly literature, methodology, community of specialists and conceptual framework.
4. Are adequate resources available for this course (e.g., faculty, classroom space, equipment, library holdings)? If yes, explain.
5. Has this course been offered previously?
6. Given the available Kent Core course options, why is it important that this course be added as an option for students in fulfilling their Kent Core?
7. Please complete and attach the Kent Core Learning Outcomes Assessment Plan, and attach a sample syllabus.

KENT CORE LEARNING OUTCOMES ASSESSMENT PLAN

Available online: www.kent.edu/provost/curriculum/forms
See Instructions on page 96.

Course number, title (credit hours):

Department/School: Proposed Kent Core Category:

A sample syllabus must accompany the plan.

I. Kent Core learning objectives	**II. Ohio Transfer Module learning objectives**	**III. What corresponding learning outcomes are included in this course?**	**IV. What method(s) will be used to assess student learning?**	**V. What evidence of this assessment will be presented annually for the five-year Kent Core review of this course?**
Acquire critical thinking and problem solving skills	Evaluate arguments in a logical fashion; competence in analysis and logical argument			
Apply principles of effective written and oral communication	Communicate effectively			
Broaden their imagination and develop their creativity				
Cultivate their natural curiosity and begin a lifelong pursuit of knowledge				
Develop competencies and values vital to responsible uses of information and technology				
Engage in independent thinking, develop their own voice and vision, and become informed, responsible citizens	Engage in our democratic society; be active and informed citizens; develop a disposition to participate in and contribute to our democracy			

I. Kent Core learning objectives	II. Ohio Transfer Module learning objectives	III. What corresponding learning outcomes are included in this course?	IV. What method(s) will be used to assess student learning?	V. What evidence of this assessment will be presented annually for the five-year Kent Core review of this course?
Improve their understanding of issues and behaviors concerning inclusion, community and tolerance	Acquire an understanding of our global and diverse culture and society			
Increase their awareness of ethical implications of their own and others' actions				
Integrate their major studies into the broader context of a liberal education				
Strengthen quantitative reasoning skills				
Understand basic concepts of the academic discipline	Employ the methods of inquiry characteristic of natural sciences, social sciences and the arts and humanities			

ASSURANCES:

By submitting this proposal, we assure that:

1. The faculty members who teach this course have agreed to the learning outcomes and assessment methods.
2. Assessment results will be reviewed annually by the faculty and submitted to the University Requirements Curriculum Committee.
3. Modifications to the course and/or assessment plan will be based on the annual review.

Department Chair/School Director (or designee)

Signature _____ Date _____

KENT CORE POLICY STATEMENT

PART I: PHILOSOPHICAL BASIS FOR THE KENT CORE

The Kent Core is at the foundation of the university's mission to prepare students to live in today's complex, global society. It broadens intellectual perspectives, fosters ethical and humanitarian values and prepares students for responsible citizenship and productive careers. Through this learning experience, students develop the intellectual flexibility they need to adapt to an ever-changing world.

Kent Core course enable students to:

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

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

PART II: CRITERIA GOVERNING INCLUSION OF COURSES IN THE KENT CORE

To be included in the list of courses that satisfy the 36-37-hour Kent Core, a course must:

1. Be at the 10000 or 20000 level
2. Provide essential skills in English composition, mathematics or logic; lie within the broad, general categories of the Humanities and Fine Arts, the Social Sciences and the Basic Sciences; or provide an innovative interdisciplinary treatment addressing one or more of these general categories
3. Be grounded in and representative of a field that has attained maturity and substance with a "critical mass" of its own scholarly literature, methodology and community of specialists
4. Have the faculty and other resources necessary to meet the enrollment demands of Kent Core courses
5. Address concepts central to the subject area as well as relevant Kent Core learning goals (see Part I)
6. Have substantial course content that is not duplicated in other Kent Core course offerings
7. Be offered at least once before it is considered for Kent Core inclusion

PART III: REVIEW OF KENT CORE COURSES

In order to maintain the intent and integrity of the Kent Core, all courses listed under the Kent Core must be periodically and systematically reviewed for:

- Quality and uniformity of course content and instruction
- Conformance to Part I (philosophical basis) and II (criteria) of the Kent Core policy statement

Each department is responsible for maintaining a high level of quality and uniformity in course content and instruction. These shall be monitored by the department offering the course, through the use of appropriately constructed questionnaires and/or any other means of evaluations (peer review, classroom observation, etc.) it deems appropriate. The results of this evaluation will be used in the five-year review of the Kent Core courses.

Conformance to Parts I and II of the Kent Core Policy Statement will be reviewed at five-year intervals by the University Requirements Curriculum Committee, which will recommend any changes in the requirements to the Educational Policies Council through the dean of the Honors College. Part II of the Policy Statement will provide the criteria for the review, which will involve an evaluation of the appropriateness of the course, as defined by its syllabus and as evidenced by the conduct of its instruction.

It should be noted that any department offering a Kent Core course is responsible for ensuring that the course content be consistent with the approved Kent Core course syllabus throughout all sections offered. Changes of content and emphasis must be approved by the University Requirements Curriculum Committee, in addition to regular curricular bodies, if the course is to be retained in the Kent Core.

Effective: January 27, 2010 (Kent State University Board of Trustees)

INSTRUCTIONS FOR KENT CORE LEARNING OUTCOMES ASSESSMENT PLAN

1. The first column on the form lists the Kent Core learning objectives; the second column lists the corresponding Ohio Transfer Module learning objectives. (More information may be found at http://regents.ohio.gov/transfer/policy/OTMGuidelines_AllDisciplinesOct08.pdf
2. In the third column ("What corresponding learning outcomes are included…"), provide specific learning outcomes for the course.
   a. Corresponding learning outcomes specific for this course (column III of the form), must be included for each Kent Core learning objective (column I) that is being assessed for this course.
   b. Specific course learning outcomes should use language that demonstrates that they are, in fact, learning outcomes. Examples include words such as define, name, describe, identify, recognize, evaluate, present, propose, develop, contrast, summarize or perform. Previously proposed learning outcomes/objectives may be revised if they do not currently qualify as learning outcomes. See the Faculty Professional Development Center's website at www.kent.edu/fpdc (Learning & Teaching > Learning Outcomes link) for an overview of the process associated with learning outcomes.
   c. The assessment plan must include at least one course learning outcome that corresponds to one Kent Core learning objective, keeping in mind that for each learning outcome, an assessment method must be included.
3. In the fourth column of the form ("What method(s) will be used to assess…"), provide a description of the assessment methods for each specific learning outcome listed.
   a. The assessment method should be described in sufficient detail that faculty member(s) who teach the course and URCC members reviewing the assessment plan will be able to come to a common understanding of what is expected. If a common assessment is being proposed, it would be constructive to include the exact questions, problems, case studies, etc. to be used.
   b. When choosing methods of assessment, remember that for every assessment method proposed, there must be corresponding evidence.
4. In the fifth column ("What evidence of this assessment…"), provide a description of the evidence from the assessment that will be presented annually to the URCC. See the Academic Quality Improvement Program's website at www.kent.edu/aqip (Learning Assessment link) for information of the types of evidence appropriate for various methods of assessment. The summary is to be submitted to the URCC by the end of each academic year, and should include a summary of the results of the assessment, a statement of the faculty's review of the results and a description of any modifications to the plan and/or course that are going to be made as a result of the review.
5. Units will have the opportunity to revise and resubmit their Learning Outcome Assessment Plan with their annual summary.
6. For the Kent Core Learning Outcomes Assessment Plan to be approved for the proposed course, the assurances listed on the template must be confirmed by signature of the department chair/school director or other authorized individual.

DIVERSITY COURSE PROPOSAL QUESTIONNAIRE

Available online: www.kent.edu/provost/curriculum/forms
See Diversity Requirements Objectives, Criteria and Guidelines on next page.

Please review the Diversity Course Requirement Objectives and Criteria in Section IV 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:

Course Number:

Credit Hours:

Course Title:

Diversity Category:

Prerequisite(s):

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.

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?

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

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.

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?

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

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

Name of person preparing form: _____ Submission date: _____

_____

Signature of chair/director verifying curriculum committee approval _____ Date

DIVERSITY REQUIREMENTS OBJECTIVES, CRITERIA AND GUIDELINES

OBJECTIVES

The purpose of Kent State University's diversity requirement is to help educate students to live in a world of diverse communities, many of which are becoming increasingly permeated with cultural and ideological differences. The study of diversity is intended to promote awareness of local and global differences, to identify shared values, to improve understanding of one's own culture and to encourage people to explore and respect differences.

The diversity requirement is part of the university's broader efforts to encourage, both at the university and beyond, the development of communities in which all members and their contributions are recognized and valued. Diversity courses provide opportunities for students to learn about such matters as the history, culture, values and notable achievements of people other than those of their own national origin, ethnicity, religion, sexual orientation, age, gender, physical and mental ability and social class. Diversity courses also provide opportunities to examine problems and issues that may arise from differences and opportunities to learn how to deal constructively with them.

CRITERIA

Courses that satisfy the diversity requirement aim to give students significant opportunities to do the following. (It is understood that not every course will address all of these criteria.)

- Address diversity issues, particularly those involving unequal and/or discriminatory treatment
- Compare positive and negative implications of various parochial or "…centric" perspectives
- Encourage global awareness and sensitivity
- Examine patterns and trends of diversity in the United States
- Engage issues of racial or ethnic perceptions, attitudes and stereotypes
- Examine patterns and trends of diversity in the United States
- Explore ways to communicate and participate constructively in a diverse community
- Foster appreciation of aesthetic dimensions of other traditions and cultures
- Learn systematic approaches to understanding cultural differences and commonalities
- Learn systematic techniques for dealing constructively with problems arising out of cultural differences
- Participate in special programs that promote understanding other peoples
- Study Western and non-Western cultures in a world context or from a comparative perspective
- Understand how one's own culture shapes one's perceptions, ideology and values

GUIDELINES

- Emphasis: The study of diversity (as described in the objectives and criteria sections) must be a primary purpose of a course or program.
- Level: Both lower-division and upper-division courses may be proposed.
- Previous Offering: A course must have been offered at least once before consideration.
- Disciplinary/Interdisciplinary: Courses within a single discipline as well as interdisciplinary courses may be proposed.
- Foreign Language Instruction: Elementary language acquisition courses are not eligible. More advanced language courses may be submitted for consideration.
- Formal Approval Process: Diversity auricular proposals must be approved by the department/school curriculum committee, college curriculum committee, University Requirements Curriculum Committee and the Educational Policies Council.
- Degree Program Approval: In some degree programs, diversity has been made an integral and pervasive part of the curriculum. If breadth and intensity of diversity across the curriculum can be demonstrated by the academic unit, program completion will serve as the equivalent of the second course in the diversity requirement.
- Review Cycle: The diversity requirement and designated courses/programs are to be periodically and systematically reviewed for conformity to the Objectives and Criteria. Review by the University Requirements Curriculum Committee will occur every five years.

WRITING-INTENSIVE COURSE (WIC) INFORMATION FORM

Available online: www.kent.edu/provost/curriculum/forms

See Guidelines for Writing-Intensive Course (WIC) Proposals on next page.

Please consult the WIC Guidelines in Section IV as you respond to each item on this form. Attach a 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.

Course Subject and Number: _____ Credit Hours: _____ Effective Term: _____

Course Title: _____

☐ New Proposal ☐ Revised Proposal (If revised, attach copy of previous WIC Information Form.)

1. 1.Describe the *writing assignments* for this course, including the *nature* and *extent* of each assignment. (WIC Guidelines: Items 2, 3, 5)
2. Explain how the writing assignments are *representative of writing in this discipline* and how writing assignments are *integrated into the course content.* (WIC Guidelines: Item 2)
3. In what ways does the course *provide instruction* on the elements of writing in the discipline (identified above in item two)? (WIC Guidelines: Item 2)
4. Which writing assignment(s) provide an opportunity for *revision prior to grading?* (WIC Guidelines: Item 4)
5. Describe the instructional methods that will be used to provide *guided revision* on the draft document(s) *prior to assigning a grade.* (WIC Guidelines: Item 4)
6. What *elements of writing* are included in the *assessment* of the student's writing performance? (Guidelines: Item 5)
7. What *percentage of the final course grade* is based on *each individual writing assignment* and what is the *total percentage of the final course grade* that is based on writing? If the final grade percentage is below 50%, what efforts have been made to meet this standard? Why should an exception be approved for this course? (WIC Guidelines: Item 5)
8. What is the expected class size? If expected class size will be above 25, what efforts have been made to meet this standard? In what ways will the writing-intensive nature of the course be maintained with the larger class size? (WIC Guidelines: Item 4)
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?

URCC Use Only

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

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

GUIDELINES FOR WRITING-INTENSIVE COURSE (WIC) PROPOSALS

A. The Writing-Intensive Course Graduation Requirement

Kent State University established a writing-intensive graduation requirement for all baccalaureate students who enrolled fall 1992 or later as new freshmen. Beginning with the 1994-1995 *Undergraduate Catalog*, all students were required to complete at least one upper division course designated as "writing intensive" with a grade of "C" (2.00) or above. The University Requirements Curriculum Committee (URCC) is responsible for approving writing-intensive course proposals before submission to the Educational Policies Council (EPC).

B. Requirement Criteria and Principles

The university-wide writing-intensive course graduation requirement, as approved by the Educational Policies Council, established the following basic criteria for designating a course as "writing intensive" for the purposes of satisfying the requirement.

To be approved as a writing-intensive course (WIC), the course:

1. Must be upper division;
2. Must be designed, at least in part, to help students become effective writers in a specific discipline;
3. Must involve a substantial amount of writing; and
4. Must provide students with at least one writing assignment where there is an opportunity for guided revision before grading occurs.

In addition, the final grade in the WIC must reflect the student's writing performance in that course.

The following basic principles were also set forth in the EPC resolution establishing the requirement:

5. Normally, a writing-intensive course is a content course rather than a course in writing as a basic skill.
6. The course is not intended as an additional requirement but as a designation of a course already included in a major.
7. 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, with approval from the student's major department/school.

The First Periodic WIC Review Report (April 2007) recommended a course section size maximum of 25 and recommended that a minimum of 50 percent of the final course grade should be based on writing assignments.

C. Guidelines

The following guidelines should be used by departments and schools in the development of writing-intensive courses and in the preparation of the Writing-Intensive Course (WIC) Information Form.

Item 1: The course must be upper division.

All writing-intensive courses must be at the 30000 and 40000 level.

Item 2: The course must be designed, at least in part, to help students become effective writers in a specific discipline.

Each department should submit proposals based on discussions among its relevant faculty who develop agreed upon expectations about:

1. What constitutes "writing" of various kinds in that particular discipline;
2. How course assignments reflect or are representative of the different kinds of writing practices current in the discipline and profession;

3. How the assignments are structured to integrate the practice of these different kinds of writing with course content; and
4. How writing in the discipline becomes a method of learning specific material as taught within courses in this discipline. In evaluating each proposal, department and college curriculum committees should carefully consider the evidence regarding each of these issues.

Results of such departmental discussions and agreements will be reported on the WIC Information Form. This form—along with a revised Basic Data Sheet, Certification of Curriculum Proposal and master syllabus—will be submitted for each course proposed as "writing intensive."

Item 3: There must be a substantial amount of writing.

Ideally, a proposed course establishes the following expectations: a student will engage in structured writing experiences that emphasize writing as a process; the course includes a broad array of preparatory and substantive writing activities; and the writing assignments build in intensity with an increasing level of expectations over the duration of the course. *A focus on writing as a central element of the course will be a strong indication that it provides a "substantial" and "intensive" writing experience.*

Because a variety of approaches may be appropriate, the guidelines do not specify a minimum number of pages, types of writing or number of writing experiences required to meet this criterion. Courses may require *numerous* short written assignments or the traditional, longer term paper but with several preliminary or preparatory writing assignments related to a "final" submission. The writing may be descriptive or analytical. When a course requires several shorter pieces, the length as well as the content (whether descriptive or analytical, for example) and the extent to which the various pieces of writing are interrelated and build upon one another may, in combination, demonstrate that the writing should be considered "substantial."

Although neither a minimum number of assignments nor a minimum number of pages is required, the amount of writing should be consistent with the performance and grading expectations discussed in Item 5 below.

The guidelines also do not establish a minimum number of credit hours for courses that fulfill the requirement, but the standard has been the three-credit course. If two-credit courses are approved, it would be under the following circumstances: first, the student is required to take more than one course (for a total of more than the standard three credits); or second, the writing in the course is at least as "substantial" as that in the standard three-credit course and the writing comprises a larger percentage of the course grade. One-credit add-on courses are normally not approved (see Item 6 below). However, if such courses are approved, the entire grade must be based on the writing (see Item 5 below).

Item 4: At least one of the assignments must provide students with an opportunity for guided revision before grading occurs.

Guided revision requires that the instructor provide written feedback on the *draft* submitted for at least one of the writing assignments. In addition, *active communication* between the student and instructor (in particular, out-of-class meetings) is strongly encouraged. Additional instructional methods may also be effective, such as use of classroom sessions for discussions on positive and negative elements of the writing in the draft documents or peer review by other students in the class. At minimum, the student must receive written feedback from the instructor *with the opportunity* for individual meetings if requested by the student. It is also important that the assignment to be revised is initially due and returned with instructor comments *early enough* in the term to allow sufficient time for consultation with the instructor, revision and resubmission prior to the end of the semester.

Several additional points should be noted. First, to provide an *opportunity* for revision does not require that the student actually revises the paper, although it is anticipated that instruction about the writing process would emphasize the value of revision. Second, the opportunity must be provided to *all* students in the class, regardless of performance on the draft. Third, it should be clear that the draft is *not* simply "returned to students and revised according to the instructor's comments." Rather, instructor comments should provide general guidance and overall suggestions that will assist students

as they develop their own revisions. Fourth, the assignment is not to be graded until after the revision. Fifth, if the assignment is submitted in stages—e.g., outline, bibliography, first draft and revised final paper—it is acceptable to assign grades to the outline and bibliography (even if revision is also allowed on these two components) as long as the first draft is not assigned a grade prior to revision.

In some sense, a "substantial" portion of the total amount of writing should be allowed revision. A minor piece of the total writing (for example, an outline) should not be the only writing assignment allowed revision. Because of the increased instructional demands required by writing-intensive courses, especially the process of guided revision, the class maximum should be 25 or below. If the expected class maximum will be above 25, the department must describe efforts to reduce class size to 25 or below and explain how the writing-intensive nature of the course will be maintained with the larger class size.

Item 5: The grade in the course must reflect the student's writing performance.

Students are required to pass the writing-intensive course with a grade of "C" or above. This grade must reflect the student's writing performance and must include a measure of the student's effectiveness as a writer within the discipline.

Specific elements included in the assessment of writing performance will vary from course to course and may range from basic skills to the organization and clear expression of ideas and the use of critical thinking skills in developing and supporting arguments. Assessment of writing performance must also include those elements specific to the individual discipline (such as methods, techniques, styles or kinds of writing). Although basic skills (spelling, punctuation, grammar, use of footnotes and citations, etc.) may be included, the assessment must go beyond these skills to include more substantive elements of the writing process.

It is recognized that approaches to integrating writing assignments into course content will vary and that some writing assignments may be "ungraded." However, because the writing-intensive course must be completed with a grade of "C" or above, the percentage of the course grade that is based on the writing assignments needs to be carefully considered. In planning the course, the instructor should ask if the failure to earn a "C" average on writing assignments would result in a course grade below a "C." If not, then the percentage assigned to writing assignments may be inadequate. Essay exams are excluded from the final grade percentage based on writing unless it is clear that essay questions constitute writing in the discipline and/or it is specified in the course syllabus that the writing itself is evaluated as a significant part of the exam grade.

Given these requirements, it is normally expected that a minimum of 50% of the final course grade will be based on the writing assignments. In many cases, it will be more.
If the final course grade percentage is below 50%, departments must explain what efforts have been made to meet this standard and provide a rationale for granting an exception.

One-credit add-on courses are normally not approved (see Item 6 below). However, if such courses are approved, the entire grade must be based on the writing.

Item 6: A writing-intensive course is a content course, rather than a course in writing as a basic skill.

Based on this principle, proposals for "individual investigation" courses will not be approved. It is also this principle that underlies concerns about "add-on" courses. The reluctance to approve add-on credits stems from five concerns:

1. Desire to place emphasis on the writing process within a discipline;
2. To have writing in the discipline integrated into course content;
3. To have writing in the discipline become a method of learning specific material within courses in the discipline; and
4. To have writing and the writing process discussed within course and class contexts.
5. The final concern is of a different nature: The desire to avoid adding credit hours to major requirements. Departments or schools must provide sufficient rationale and evidence for any exception to this principle.

Item 7: The course is not intended as an additional requirement but as a designation of a course already included in the major.

Monitoring of credit hours for major requirements and degree requirements is left to the determination of the appropriate curricular bodies.

Item 8: 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, with approval from the major department or school.

This guideline does not absolve *any* unit of its obligation to provide writing experiences within the major. It does recognize that, on an occasional basis, a student may request approval to fulfill the requirement by taking a course in an area outside the major discipline. With regard to interdisciplinary majors, courses in the respective areas have been approved as writing intensive. In cases where a student changes majors or has multiple majors, the writing-intensive requirement will be determined on a case-by-case basis by the department and college.

Effective May 14, 2007 (Faculty Senate)
Prior Effective Date: August 1, 1993

KENT STATE UNIVERSITY

Roadmap: Major Name – Concentration Name (if one) – Degree Name
[Banner code (e.g. CT-BS-AERN-ATC)]
College Name
Department or school name (if one)
Catalog Year: 2009-2010

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Critical requirements are boldface in shaded areas

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester Five [16 Credit Hours] SAMPLE SAMPLE SAMPLE SAMPLE SAMPLE SAMPLE SAMPLE				
Requirement: successful completion of Praxis I in Reading (175 score), Writing (173 score) and Mathematics (174 score)				
TECH 31000 Cultural Dynamics of Technology	**3**	■	**C**	**Fulfills writing-intensive course requirement; offered in fall only**
ENG 11011 College Writing I	3			Fulfills LER Composition
MATH 11010 Algebra for Calculus	3			Fulfills LER Mathematics and Critical Reasoning
US 10097 Destination Kent State: FYE	1			Not required of transfer students with 25 credits
LER Additional	3			Should fulfill diversity requirement; visit www.kent.edu/catalog and search "LER" and "diversity" for course lists
Computer Literacy Elective (upper division)	3	■		See note 1 on page 2
Semester One: [# Credit Hours]				
Semester Two: [#Credit Hours]				
Semester Three: [#Credit Hours]				
Semester Four: [#Credit Hours]				

~~Semester Five: [#Credit Hours]~~				

KENT STATE UNIVERSITY

~~Roadmap: Major Name – Concentration Name (if one) – Degree Name~~
~~[Banner code (e.g. CT-BS-AERN-ATC)]~~
~~College Name~~
~~Department or school name (if one)~~
~~Catalog Year: 2009-2010~~

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~~Course Subject and Title~~	~~Credit Hours~~	~~Upper Division~~	~~Min. Grade~~	~~Important Notes~~
~~Semester Six: [# Credit Hours]~~				
~~Semester Seven: [# Credit Hours]~~				
~~Semester Eight: [# Credit Hours]~~				

~~Graduation Requirements Summary~~

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

EXPERIENTIAL LEARNING COURSE PROPOSAL COVER SHEET

Use this form if you are seeking approval for a whole course to count as an ELR.
Available online: www.kent.edu/provost/curriculum/forms
See Experiential Learning Requirement Policy Statement and Guidelines on pages 109-111.

Program/Department/School Submitting Proposal _____ Date Submitted _____

Contact Person _____ E-mail _____ Phone_____

Course Number/Title _____ Number of Credits _____

Check one:

☐ New Proposal ☐ Resubmission with Revision (date of original submission _____)

Select Appropriate Experiential Learning Category/Categories:
(*Choose one or more categories as appropriate*):

☐ Civic Engagement ☐ Creative/Artistic Activities ☐ Practical Experiences
☐ Research ☐ Study Abroad/Away.

Chair/Director Signature _____ Date _____

Date Approved by College Curriculum Committee _____

Dean Signature: _____ Date _____

For URCC use only

Date Received by URCC _____

Decision: Approved _____ (Date)
Withdrawn by Submitter _____ (Date)
Minor Revision – Resubmit _____ (Date)
Major Revision – Resubmit _____ (Date)
Denied _____ (Date)

COURSE-BASED EXPERIENTIAL LEARNING REQUIREMENT FORM

Use this form if you are seeking approval for a whole course to count as an ELR.
Available online: www.kent.edu/provost/curriculum/forms
See Experiential Learning Requirement Policy Statement and Guidelines on pages 109-111.

Please consult the Experiential Learning Guidelines as you respond to each item on this form.

Course Subject/Number/Title:

Credit Hours:

Prerequisite(s):

Please attach a master syllabus for this course.

The *course objectives* section of the syllabus must include the *goals of the experiential learning component.*

1. Describe how the course provides opportunities for students to:
   - Connect ideas, concepts, and skills developed at the university with their applications to new and different contexts;
   - Demonstrate how this experience has broadened their understanding of the discipline, the world, or themselves as learners; and
   - Reflect on the meaning of the experience for their current and future learning.
2. Explain how the three learning outcomes will be assessed:
   - Connect ideas, concepts, and skills developed at the university with their applications to new and different contexts;
   - Demonstrate how this experience has broadened their understanding of the discipline, the world, or themselves as learners; and
   - Reflect on the meaning of the experience for their current and future learning.
3. 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?

URCC Use Only

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

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

EXPERIENTIAL LEARNING SECTION PROPOSAL COVER SHEET

Use this form if you are seeking ELR approval for a course section that contains experiential learning.
If the course has been approved as an ELR, a section proposal is not required.
Available online: www.kent.edu/provost/curriculum/forms
See Experiential Learning Requirement Policy Statement and Guidelines on pages 109-111.

Program/Department/School Submitting Proposal: _____ Date Submitted: _____

Faculty Member of Record: _____ Contact Person (if different): _____

Kent State E-mail: _____@kent.edu Phone: _____

Course Department/Number/Title: _____

CRN: _____ Section Number: _____ Semester/Year: _____ Credit Hours: _____

Check one: ☐ New Proposal ☐ Resubmission with Revision

Select Appropriate Experiential Learning Category/Categories:
(*Choose one or more categories as appropriate*):
☐ Civic Engagement ☐ Creative/Artistic Activities ☐ Practical Experiences
☐ Research ☐ Study Abroad/Away.

Approval Routing:
If Kent Campus course, overseen by Kent Campus department/school:

_____ ☐ Approve ☐ Denied Date: _____
Chair/Director Signature
(In Kent Campus unit overseeing the course)

_____ ☐ Approve ☐ Denied Date: _____
College URCC Representative Signature

If regional campus course, overseen by Kent Campus department/school:

_____ ☐ Approve ☐ Denied Date: _____
RC Assistant or Associate Dean Signature

_____ ☐ Approve ☐ Denied Date: _____
Chair/Director Signature (Kent Campus)

_____ ☐ Approve ☐ Denied Date: _____
College URCC Representative Signature (Kent Campus)

If Regional College course:

_____ ☐ Approve ☐ Denied Date: _____
Assistant or Associate Campus Dean Signature

_____ ☐ Approve ☐ Denied Date: _____
Regional College Dean Signature

_____ ☐ Approve ☐ Denied Date: _____
URCC Regional Campus Representative Signature

Final Decision *(for college/campus use only):*
☐ Approved Date: _____ ☐ Withdrawn by Submitter Date: _____
☐ Denied Date: _____
☐ Minor Revision–Resubmit Date: _____ ☐ Major Revision–Resubmit Date: _____

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EXPERIENTIAL LEARNING SECTION PROPOSAL FORM

Use this form if you are seeking ELR approval for a course section that contains experiential learning. If the course has been approved as an ELR, a section proposal is not required.
Available online: www.kent.edu/provost/curriculum/forms
See Experiential Learning Requirement Policy Statement and Guidelines on pages 109-111.

Note: For course sections that are approved for ELR credit, the course scheduler from the unit must notify the Office of the Registrar that the ELR attribute should be added to the section to display in the *Schedule of Classes*. Any course requiring activities outside the classroom location must note specific requirements in the *Schedule of Classes*.

Course Department/Number/Title: _____

CRN: _____ Section Number: _____ Semester/Year: _____ Credit Hours: _____

Prerequisite(s): _____

_____

_____

Please attach a syllabus for this course section.

The *course objectives* section of the syllabus must include the *goals of the experiential learning component.*

Please provide the following information:

1. Describe how this section of the course provides opportunities for students to:

- Connect ideas, concepts, and skills developed at the university with their applications to new and different contexts;
- Demonstrate how this experience has broadened their understanding of the discipline, the world, or themselves as learners; and
- Reflect on the meaning of the experience for their current and future learning.

2. Explain how the three learning outcomes will be assessed:

- Connect ideas, concepts, and skills developed at the university with their applications to new and different contexts;
- Demonstrate how this experience has broadened their understanding of the discipline, the world, or themselves as learners; and
- Reflect on the meaning of the experience for their current and future learning.

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EXPERIENTIAL LEARNING REQUIREMENT DESIGNATION RUBRIC

This rubric is to be used as an aid in determining if a course section meets the criteria for ELR designation.

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Learning Outcomes	Not clearly described	Somewhat described	Clearly described
1a. The course provides opportunities for students to connect ideas, concepts, and skills developed at the university with their applications to new and different contexts.	The proposal provides a general overview of the course; however, it does not clearly describe how the ELR activity(s) will: ▪ Facilitate an understanding of course ideas, concepts, and skills. ▪ Allow for the application of knowledge in a new and different context.	The proposal provides a good overview of the course and the ELR activity(s); however, ideas of how the activity will: ▪ facilitate an understanding of course ideas, concepts, and skills. ▪ Allow for the application of knowledge in a new and different context appear sparingly throughout the proposal and/or syllabus.	The proposal provides a solid overview of the course, the ELR activity(s), and clearly describes how course ideas, concepts, and skills will be applied in a new and different context.
1b. The course provides opportunities for students to demonstrate how this experience broadens their understanding of the discipline, the world, or themselves as learners.	The proposal provides a general overview of course assignments; however, it does not clearly describe: ▪ The connection between assignments and the ELR activity(s). ▪ How students will demonstrate an understanding of the connection between the ELR activity(s), their discipline, the world, or themselves as learners.	The proposal provides a good overview of course assignments; however, descriptions of: ▪ The connection between assignments and the ELR activity(s). ▪ How students will demonstrate an understanding of the connection between the ELR activity(s), their discipline, the world, or themselves as learners appear sparingly throughout the proposal and/or syllabus.	The proposal provides a solid overview of course assignments, their connection to the ELR activity(s), and how students will demonstrate an understanding of the connection between the ELR activity(s), their discipline, the world, or themselves as learners.
1c. The course provides opportunities for students to reflect on the meaning of the experience for their current and future learning.	The proposal suggests reflection will occur; however, does not include a clear description of: ▪ The reflective assignments how reflective assignments will facilitate student meaning of the ELR activity and their current and future learning.	The proposal provides a good overview of reflective assignments; however, descriptions of: how reflective assignments will facilitate student meaning of the ELR activity and their current and future learning appear sparingly throughout the proposal and/or syllabus.	The proposal provides a solid overview of reflective assignments and clearly describes how reflection will facilitate student meaning of the ELR activity(s) and their current and future learning.
2a. The three learning outcomes will be assessed.	The proposal suggests assessment will occur; however, does not include a clear description of: ▪ Assessment assignments specific to the learning outcomes identified in items 1a.-1c. above.	The proposal provides a good overview of assessment assignments; however, descriptions: ▪ Are underdeveloped for one or more of the learning outcomes identified in items 1a.-1c. above. ▪ Appear sparingly throughout proposal and/or syllabus.	The proposal provides a solid overview of assessment assignments and clearly describes standards to assess student learning for each outcome identified in items 1a.-1c. above.
Self-assessment totals (write the number of check marks in each column)			

EXPERIENTIAL LEARNING REQUIREMENT POLICY STATEMENT

PURPOSE

The purpose of Kent State's experiential learning requirement (ELR) is to provide students with direct engagement in learning experiences that promote academic relevance, meaning, and an understanding of real-world issues. Experiential learning opportunities exist in a variety of course- and non-course-based forms and may include community service, service-learning, undergraduate research, study abroad/away, and culminating experiences such as internships, student teaching, and capstone projects, to name a few.

CRITERIA

Each ELR course or activity must provide opportunities for students to meet the learning outcomes listed below. Students will be able to:

- Connect ideas, concepts, and skills developed at the University with their applications to new and different contexts;
- Demonstrate how this experience has broadened their understanding of the discipline, the world, or themselves as learners; and
- Reflect on the meaning of the experience.

Students will also be required to meet any additional learning outcomes as defined by the course, program or faculty member.

Each ELR course or activity must have a plan of assessment for the experiential learning that has taken place.

CURRICULAR GUIDELINES

- All students must satisfy the experiential learning requirement as part of the requirements for any baccalaureate .
- Experiential learning opportunities must be completed while a student at Kent State University; however, the experiences may occur on or off campus. The expectation is that students will complete the ELR after the first year of study.
- Experiential learning opportunities must meet existing University regulations and guidelines (e.g., institutional review board approval for research with animals or human subjects, memoranda of affiliation/understanding with community partners).
- In the case of a program-approved ELR course, satisfactory completion will be determined by the instructor of the course. In the case of a program-approved ELR Activity, satisfactory completion will be determined by the faculty member.
- If an ELR course also is designated as a diversity course, a Kent Core course, and/or a writing intensive course, the student shall receive credit for fulfilling requirements in all applicable categories.
- 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.

EXPERIENTIAL LEARNING REQUIREMENT GUIDELINES

The Experiential Learning Requirement was approved by Faculty Senate on February 14, 2011, to be in effect fall semester 2012. The following information from the document approved by Faculty Senate is provided for additional guidance about the nature of the requirement.

Definition:
Experiential learning at Kent State University is defined as "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 academic and non-academic forms at this University and may include community service, service-learning, undergraduate research, and culminating experiences such as internships and capstone projects, to name a few. Since diversity in student needs exists, Experiential learning may utilize deliberate and purposeful engagement outside the typical classroom environment to influence student knowledge, skills, and values, and to promote the public good.

Kent State recognizes five general categories of ELR: civic engagement, creative/artistic activities, practical experiences, undergraduate research, and study abroad/away. Approved activities might fit one or more of these categories. These categories are provided as a guide to consider what types of activities meet the requirement.

1. **Civic Engagement**
   Civic engagement enables Kent State students to interact with people from diverse backgrounds; to challenge their understanding of community needs and the systems addressing those needs; and to explore ways of improving community life. The primary purpose for activities that fall into this category encompasses community involvement, awareness, learning, or reflection.

2. **Creative/Artistic Activities**
   Creative/artistic activities enable Kent State students to engage in various forms of creative expression to produce works that reflect a synthesis of knowledge and skills. These works may be original or interpretative and may be expressed through performances, portfolios, exhibits, pieces of work, or other significant projects.

3. **Practical Experiences**
   Practical experiences enable Kent State students to actively use the skills and concepts related to their career path while engaging in work-like settings that are common to their field of study, such as internships.

4. **Undergraduate Research**
   Undergraduate research activities enable Kent State students to engage in substantial systematic inquiry that contributes to the discovery or interpretation of knowledge significant to their field of study. This research can be applied, creative/artistic, descriptive, experimental, historical, inferential, observational, or theoretical. Research must be at the upper-division level and must be done as an individual investigation, senior honors thesis/project, or grant-related research. Research must be engaged with the external community, either through the research itself or in the dissemination of the research through publications or presentations.

5. **Study Abroad/Away**
   Study abroad/away activities enable Kent State students to be immersed in an off-campus environment. These experiences contribute to a student's understanding of culture, customs, diversity, history, language, politics, religion, society, and/or traditions.

Examples of Experiential Learning Activities

These examples are meant to give a general idea about possibilities within the five categories of ELR.

Civic Engagement Examples
- Community development
- Community-based action research
- Community-based research
- Service-learning

Research Examples
- Community-based research
- Creative activities
- Field research
- Oral history research
- Substantial lab-based research (e.g., off-campus work, working as part of grant in the chemistry lab)

Creative Activities Examples

Architecture
- Exhibits
- Original designs

Art
- Creative projects
- Exhibits

Dance
- Internship
- Major dance performance
- Original choreography
- Student direction

English/writing
- Creative projects
- Oral interpretation
- Original poetry
- Original writing project

Fashion
- Original design portfolio
- Original designs
- Runway show
- Show

Journalism and mass communication
- Editorial writing
- General editing
- Publisher

Music
- Compositions
- Concertos
- Major roles
- Recitals

Theatre
- Directing
- Major role
- Playwright
- Principal costume designer
- Principal lighting designer
- Principal set designer

Visual communication design
- Original design portfolio

Generalized discipline creative projects:
- Discipline-specific exhibits
- Discipline-specific portfolios

Practical Experiences Examples
- Applied workshops
- Apprenticeships
- Career/professional internship
- Clerkship
- Clinical fieldwork/practicum
- Clinical research
- Coaching
- Cooperative education/ experience
- Counseling practicum
- Curricular practical training (CPT) (per U.S. citizenship and immigration services)
- Experiential/lab experience
- Exploratory courses
- Entrepreneurships
- Fellowships
- Field experience
- Freshman interest groups (FIGs)
- Geology field camp
- Independent study
- Internships
- Leadership/management experience
- Learning communities
- Optional practical training (OPT) (per U.S. citizenship and immigration services)
- Politics/public policy experience
- Practicum
- Practicum-oriented thesis project
- Practicum-oriented research
- Residency experience
- Service-learning
- Student teaching
- Substantial research
- Laboratory experience (collaboration with faculty and/or graduate student research: e.g., psychology, animal, or human subjects research; sociology survey study; oceanographic or limnologic field work; ecological field work; chemical synthesis in the lab; or particlephysics work)
- Teaching practicum
- Training program
- Tutoring
- Volunteer work in discipline/area of study
- Work experience
- Work in clinical settings
- Work study (related to study)

Study Abroad/Away Examples
- Columbus program each fall
- Faculty-led short-term programs
- Fashion Design Studio in NYC
- Internships abroad or beyond Northeast Ohio: CAPA program in Sydney; VCD internships at places such as Discovery Channel, MTV, Smithsonian, etc.
- National Student Exchange
- Overseas student teaching through COST
- Semester, year-long, and summer programs: Florence, Geneva, Dresden Summer Language Program, Leicester, Ulster, Uganda, China, Quebec, Mexico, etc.
- Semester at Sea
- Summer Intensive Study in Dance
- WPNI program each spring

~~Special Notes for Degree/Major:~~

~~Liberal Education Requirements (LER)~~
~~Students must complete a minimum 36 credit hours of Liberal Education Requirements. Colleges or degree programs may specify certain courses to fulfill the requirements. Courses in the students' major field will not count toward the completion of any LER. Honors equivalents shall satisfy the LER. None of the courses on the LER list may be taken with a pass/fail grade.~~

~~Diversity Course Requirement~~
~~Students must complete a two-course diversity requirement, consisting of one with a domestic focus and one with a global focus. One course must be come from the LER and cannot be in the student's major. The second course may be taken as a second LER; or within a major or minor; or as a general elective; or, with dean's approval, by completing one semester of study in another country.~~

~~Writing Intensive Course Requirement~~
~~Students must complete a one-course writing intensive requirement in their major and earn minimum C (2.00) grade.~~

~~Upper Division Requirement~~
~~In general, baccalaureate programs require the successful completion of at least 39 upper-division (numbered 30000 to 49999) credit hours of coursework. Programs in the College of Arts and Sciences require a minimum of 42 hours of upper-division coursework.~~

RECOMMENDATION TO CHANGE SPECIAL COURSE FEES

Available online: www.kent.edu/provost/curriculum/forms
After the form is signed by the college dean (or designee), please forward to Tim Martin, associate vice president for academic budget and resources (Executive Suite, Library). The Board of Trustees is final approver of all fees. Typically, the Board approves fees in the spring for the next full academic year (e.g., board approves at spring 2013 meeting for fall 2013 implementation).

Department/School:

Course Subject and Number: Effective Term:

Course Title: Credit Hours:

Current Fee: $ /semester **OR** Proposed Fee: $ /semester **OR**

$ /credit hour (if variable) $ /credit hour (if variable)

Percentage Change: % ☐ increase ☐ decrease

Please check the following rationales that apply to the above fee change:

☐ The fee will cover the cost of materials that become the personal property of students or that are consumed by students.

☐ The fee will cover the cost of special activities that extend beyond the classroom setting; e.g., field trips or rental of off-campus facilities.

☐ The fee will cover the cost of special instructional materials that must be purchased directly by the academic program because they are not available to the general public; e.g., special examination or testing materials of a confidential nature.

☐ The fee will cover the cost of materials that, if purchased directly by the program in bulk, can be made available to students at significantly lower costs; e.g., art supplies.

☐ The fee will cover the cost of materials for which quality control is important, and where, if purchased directly by the program, availability and consistent quality can be assured; e.g., photographic supplies.

☐ The fee will cover or partially cover the cost of instruction of an especially costly nature; e.g., some types of music instruction or flight training.

Briefly state any additional rational: (attach memo if necessary)

Projected Annual Income: (use annual enrollment for past three years or estimate enrollment for new)

REQUIRED ENDORSEMENTS

_____ ____/____/____
Department Chair / School Director

_____ ____/____/____
Campus Dean (for Regional Campuses courses)

_____ ____/____/____
College Dean (or designee)

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

RECOMMENDATION TO CHANGE SPECIAL COURSE FEES

Available online as fill-able, save-able form: www.kent.edu/Administration/provost/curriculum_svcs/forms.

Department/School:

Course Subject and Number: Effective Date:

Course Title: Credit Hours:

Current Fee: $ /credit hour or Proposed Fee: $ /credit hour or

$ /semester $ /semester

Percentage Change: % ☐ increase ☐ decrease

Please check the following rationales that apply to the above fee change:

☐ The fee will cover the cost of materials that become the personal property of students or that are

~~consumed by students.~~

- ☐ ~~The fee will cover the cost of special activities that extend beyond the classroom setting; e.g., field trips or rental of off-campus facilities.~~
- ☐ ~~The fee will cover the cost of special instructional materials that must be purchased directly by the academic program because they are not available to the general public; e.g., special examination or testing materials of a confidential nature.~~
- ☐ ~~The fee will cover the cost of materials that, if purchased directly by the program in bulk, can be made available to students at significantly lower costs; e.g., art supplies.~~
- ☐ ~~The fee will cover the cost of materials for which quality control is important and where, if purchased directly by the program, availability and consistent quality can be assured; e.g., photographic supplies.~~
- ☐ ~~The fee will cover or partially cover the cost of instruction of an especially costly nature; e.g., some types of music instruction or flight training.~~

~~Briefly state any additional rational: (attach memo, if necessary)~~

~~Projected Annual Income: (use annual enrollment for past three years or estimate enrollment for new course)~~

~~Approval Signatures:~~

~~Chair/Director~~ _____ ~~Date~~ _____

~~Dean~~ _____ ~~Date~~ _____

~~Provost~~ _____ ~~Date~~ _____

~~Action by Board of Trustees:~~

_____ ~~Approved~~ _____ ~~Not Approved~~ _____ ~~Date~~ _____

LIBERAL EDUCATION REQUIREMENTS (LER) COURSE PROPOSAL QUESTIONNAIRE

Available online as fill-able, save-able form: www.kent.edu/Administration/provost/curriculum_svcs/forms.

Please review the LER Policy Statement in Section IV before completing and submitting the questionnaire to the University Requirements Curriculum Committee accompanied by a Certification of Curriculum Proposal (CCP), Basic Data Sheet (BDS) and typical course syllabus.

Date:

Department/School:

Course Number:

Credit Hours:

Course Title:

LER Category:

Prerequisite(s):

1. Explain how the course addresses (a) concepts central to the subject area and (b) the specific LER learning goals listed in the *Undergraduate Catalog*:
   a. Acquire critical thinking and problem-solving skills
   b. Apply principles of effective written and oral communications
   c. Broaden their imagination and develop their creativity
   d. Cultivate their natural curiosity and begin a lifelong pursuit of knowledge
   e. Develop competencies and values vital to responsible uses of information and technology
   f. Engage in independent thinking, develop their own voice and vision, and become informed, responsible citizens.
   g. Improve their understanding of issues and behaviors concerning inclusion, community and tolerance
   h. Increase their awareness of ethical implications of their own and others' actions
   i. Integrate their major studies into the broader context of a liberal education
2. If this course is being proposed for Category I (composition) or Category II (mathematics and critical reasoning), indicate the essential skills that the course is intended to teach, sharpen or strengthen. (Skip this question if the proposed course is intended for other categories.)
3. State how the course is representative of a field that has attained maturity and substance with critical mass of its own scholarly literature, methodology, community of specialists and conceptual framework.
4. Are adequate resources available for this course (e.g., faculty, classroom space, equipment, library holdings)? If yes, explain.
5. How will teaching and learning be evaluated? How will the effectiveness of the course be assessed? Please attach a sample syllabus.
6. Has this course been offered previously?
7. Given the available LER course options, why is it important that this course be added as an option for students in fulfilling their LER?

DIVERSITY COURSE PROPOSAL QUESTIONNAIRE

Available online as fill-able, save-able form: www.kent.edu/Administration/provost/curriculum_svcs/forms.

Please review the Diversity Course Requirement Objectives and Criteria in Section IV before completing and submitting the questionnaire to the University Requirements Curriculum Committee accompanied

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You cannot request LER status for courses for 2009–2010

~~by a Certification of Curriculum Proposal (CCP), Basic Data Sheet (BDS) and a typical course syllabus.~~

~~Department/School:~~

~~Course Number:~~

~~Credit Hours:~~

~~Course Title:~~

~~Diversity Category:~~

~~Prerequisite(s):~~

~~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.~~

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?~~

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

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.~~

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?~~

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

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

~~Name of person preparing form:~~ _____ ~~Submission date:~~ _____

_____ _____

~~Signature of chair/director verifying curriculum committee approval~~ ~~Date~~

~~WRITING INTENSIVE COURSE (WIC) INFORMATION FORM~~

~~Available online as fill-able, save-able form:~~
~~www.kent.edu/Administration/provost/curriculum_svcs/forms.~~

~~Please consult the WIC Guidelines in Section IV as you respond to each item on this form. Attach a 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.~~

~~Course Subject and Number: Credit Hours: Effective Term:~~

~~Course Title:~~

~~☐ New Proposal ☐ Revised Proposal (If revised, attach copy of previous WIC Information Form.)~~

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

2. ~~Explain how the writing assignments are *representative of writing in this discipline* and how writing assignments are *integrated into the course content*. (WIC Guidelines: Item 2)~~

3. ~~In what ways does the course *provide instruction* on the elements of writing in the discipline (identified above in item two)? (WIC Guidelines: Item 2)~~

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

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

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

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

8. ~~What is the expected class size? If expected class size will be above 25, what efforts have been made to meet this standard? In what ways will the writing-intensive nature of the course be maintained with the larger class size? (WIC Guidelines: Item 4)~~

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?~~

~~**URCC Use Only**~~

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

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

~~APPENDIX A~~

~~OHIO BOARD OF REGENTS POLICIES AND PROCEDURES FOR REVIEW AND APPROVAL OF NEW DEGREES AND NEW DEGREE PROGRAMS OTHER THAN GRADUATE DEGREES AND ASSOCIATE DEGREES~~

~~PART I: GUIDELINES~~

~~Under the terms of Section 3333.04 of the Ohio Revised Code, the Ohio Board of Regents is authorized to approve or disapprove all new degree programs at all state colleges, universities and other state-assisted institutions of higher education. These policies and procedures, which are based on Rule 3333-1-05 of the Ohio Administrative Code, provide procedures to assist institutional administrators in preparing proposals for new degrees and new degree programs to be approved by the Board of Regents~~

~~DEFINITIONS~~

~~New degrees and new degree programs in state assisted institutions of higher education are defined as follows:~~

~~A "new degree" means any new recognition or award for completion of a prescribed course of study in an institution of higher education evidenced by a diploma or certificate and designed customarily as bachelor's degrees or professional degrees such as Doctor of Medicine, Doctor of Dental Surgery and Doctor of Jurisprudence.~~

~~A "new degree program" means any prescribed course of study in an institution of higher education designated as a major and/or area of specialization or concentration leading to a recognized degree that was not in effect as of September 20, 1963, and that has not previously been approved by the Ohio Board of Regents.~~

~~A "state-assisted institution of higher education" means any college or university receiving an appropriation subsidy for current operation of its instructional activity from an appropriation bill duly enacted into law by the State of Ohio.~~

~~POLICIES~~

~~Recognizing that many institutions are now conducting a continuing review and evaluation of programs, the policies set out below define the circumstances under which the Board of Regents will favorably consider new program proposals as progress is made toward the review of all programs now in place throughout the state system. (Ref. Ohio Board of Regents, *Policy Statement on Review of New Degree Program Proposals*, January 15, 1982).~~

~~Substantial weight in review of all program proposals will be given to evidence of an institution's commitment and progress in carrying forward internal program review and evaluation and over the longer period ahead to evidence that programs of lesser value and productivity are giving way to programs of greatest value. Attention is urged within such internal review and evaluation to trade-offs which reduce expenditures and which reallocate resources to enhance the overall quality of programming retained.~~

~~Increased focus will be given in review of new program proposals to the state-level perspective regarding the need for new programs, the reasonableness of costs of similar programs offered throughout the state system of colleges and universities, the need for geographical access to programs throughout the state, the relative quality of similar programs existing throughout the state and the reasonableness of new program proposals to the missions of individual institutions.~~
~~At the same time, added attention will be given to clarifying and understanding the larger context of institutional purpose and objectives within which individual programs are proposed.~~

~~New proposals of an experimental or novel character will be discouraged where similar programs have~~

~~been approved elsewhere but not fully tested yet to effectiveness, quality and student response. Particular attention and care will be given to the review of off-campus program proposals, not as fundamentally different from on-campus proposals, but as involving a setting in which all questions of need for service, duplication of public and privately-sponsored programs, quality maintenance, dissipation of resources and under-enrollment, are more likely to be encountered than in on-campus programming.~~

~~Due consideration will be given to program proposals associated with capital improvements appropriation enacted by the General Assembly, in the interest of avoiding unnecessary delay in construction planning, but subject to the imperatives of proper state purpose set out above.~~

~~A reluctance to approve new programs will be evident where programs of similar purpose already exist within the system which exhibit unused enrollment capacity or where expansion of an existing program can meet the state's need for service. Similarly, proposals which assert no additional institutional cost, due to use of existing courses and faculty resources, will be tested against the reality o f new costs to the state through additional subsidy claims and through increased per-student support requirements in state subsidy formulas resulting from the addition of new but duplicative low-productivity programs of similar purpose.~~

~~PROCEDURES FOR NEW DEGREES AND NEW DEGREE PROGRAMS~~

~~The process for Ohio Board of Regents consideration of new degrees and new degree programs includes the following steps:~~

~~Advance Notice. The administrative staff of the Ohio Board of Regents should be notified in advance of the institution's intent to initiate new degrees or new degree programs. A Preliminary Prospectus, detailed in Part II, should be submitted to the Chancellor.~~

~~Following an administrative staff review of the Preliminary Prospectus against both institutional and statewide objectives, the Chancellor will notify the institution of additional actions needed.~~

~~Formal Application for New Degree or New Degree Program. Three (3) copies of the formal application for a new degree or new degree program shall be submitted to the Chancellor of the Ohio Board of Regents at least six months before the anticipated starting date of the new program. Each application shall contain a cover page (Part III), a proposal that is responsive to the guidelines in Part IV and a Report of Fiscal Impact (Part V).~~

~~Note: The formal application for new degrees or new degree programs shall be proposed to the Ohio Board of Regents for approval or disapproval only after all required college or university internal clearances or approvals have been secured, including approval by the Board of Trustees or Board of Directors of the institution.~~

~~Review and Approval of Proposed Program. The proposal for a new degree or new degree program will be reviewed and analyzed by the administrative staff of the Ohio Board of Regents. If it is deemed desirable to do so, the Chancellor may refer the request to an advisory committee of the Board for evaluation in terms of need and in terms of standards of desired performance. Or, the proposal may be referred by the Chancellor to a consultant or consultants for evaluation in terms of need and in terms of standards of desired performance.~~

~~The Chancellor shall present a recommendation to the Board for approval or disapproval of each proposed new degree or each proposed new degree program received by the Board. The interested institution shall be given the opportunity to present a statement of position on the matter at the same time.~~

~~The Ohio Board of Regents will vote approval or disapproval of each new degree request or each new degree program request at an official and regularly scheduled meeting of the Board.~~

~~MODIFICATION OF EXISTING PROGRAMS~~

~~On occasion when new degrees or new degree programs are the result of modification of existing programs not requiring substantive changes in curriculum, faculty or finical resources, the following process will apply:~~

~~Submit a Preliminary Prospectus (Part II) for each program modification (e.g., change of degree title, re-designation of major, etc.) to the Chancellor of the Ohio Board of Regents.~~
~~Following an administrative staff analysis of the Preliminary Prospectus, the Chancellor will notify the institution of additional actions needed or of approval of the modification.~~

~~If it is deemed necessary, the Chancellor will advise the institutional representative of the need for a formal application; in which case, the procedures outlined above for new degrees and new degree programs should be followed.~~

~~OTHER PROGRAMS~~

~~Associate Degree Programs—Refer to the policies and procedures outlined in the *Operating Manuel for Two-Year Campuses* (Ref. Rule 3333-1-04 of the Ohio Administrative Code) in Appendix C.~~

~~Off-Campus Programs—Refer to *Procedures for Institutions Regarding Board of Regents approval for New Off-Campus Degree Programs* (Ref. Rule 3333-1-08 of the Ohio Administrative Code).~~

~~Graduate Degree Programs—Refer to *Guidelines and Procedures for Review and Approval of Graduate Degree Programs* (Ref. Rule 3333-1-07 of the Ohio Administrative Code) in Appendix B.~~

~~PART II: PRELIMINARY PROSPECTUS~~

~~Indicate the title of the proposed program and indicate whether it is a new degree, a new degree program or the modification of an existing program.~~

~~State the rationale for initiating this action.~~

~~Provide information regarding the relationship of the proposed program action to the overall mission of the institution. Indicate whether the program is part of an ongoing traditional mission or related to current strategies for modifying or redirecting institutional objectives.~~

~~Indicate the proposed implementation date for this action.~~

~~Indicate the department(s) or other organizational unit(s) responsible for the specific changes.~~

~~Describe the program in catalog style, including each concentration or option. (If this program is a modification of an existing program, indicate the specific changes).~~

~~Provide details regarding the source of students. Provide estimates of the numbers of students (FTE) expected to enroll in the proposed program over the next four year period. Indicate whether these will be current students or new students and how many are estimated to be full-time and/or part-time.~~

~~Indicate the availability of other such programs within a 50-mile radius.~~

~~Describe the impact this proposed program will have on facilities, faculty and support services.~~

~~Estimate total costs, over and above current levels of operation, associate with this proposed program during the next four years.~~

~~PART III: PROPOSAL FOR NEW DEGREE OR NEW DEGREE PROGRAM~~

~~COVER PAGE~~

_____

~~Institution submitting proposal~~

_____

~~Title of proposed program~~

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~~☐ New Degree~~ ~~☐ New Degree program~~

_____	_____
~~Department in which program will be located~~	~~Name of department head~~
_____	_____
~~Degree to be offered~~	~~Proposed initiation date~~
_____	~~Date endorsed / approved President / Chief Executive~~
_____	~~Date endorsed / approved by Institution Board~~
_____	~~Date received by Board of Regents~~

~~Please use this outline as a guide in the development of the formal application for new degrees and new degree programs.~~

~~Nature of Request~~

~~Indicate the type of program being requested (e.g., new degree, new degree program).~~
~~Indicate the location of the proposed program (e.g., main campus, off-campus site).~~

~~Objectives for the Proposed Program~~

~~State the general and specific educational objectives of the program.~~
~~Describe how this program will help achieve the goals and objectives of your institution in terms of its role and mission.~~
~~Describe any unique characteristics or resources that make it particularly appropriate for you institution to offer the proposed program.~~

~~Rationale and Need for the Program~~

~~Explain the rationale of this program.~~
~~Note the benefits for students, the institution and the region or state of initiating this program.~~
~~If applicable, state the specific local, state or national needs for individuals trained by the proposed program. If applicable, describe job opportunities that are available to persons who complete the program. Provide supporting data.~~
~~Indicate any licensure or certification requirements for which this program will prepare students.~~
~~Describe and document any needs, other than employment opportunity, that will be met by the proposed program.~~
~~Provide evidence of student interest in the program, as well as projections of enrollment (full-time and part-time) for each of the first five years of the program.~~
~~List academic programs similar to the one proposed that are offered in both public and independent institutions within a 50-mile radius of the proposed instructional site. Explain how these programs differ from the one proposed.~~

~~Academic Planning~~

~~Provide a brief description of the institutional planning process that resulted in the initiation of the proposed program. Indicate the relative priority level of this program. Indicate the relative resulted in the initiation of the proposed program. Indicate the relative priority level of this program among institutional purposes and explain how this has been established.~~
~~Describe how and when institutional clearances or approvals for the new program were achieved.~~
~~Provide information on the use of consultants or advisory committees in development of the proposed program (append copies of reports from such consultants or advisory committees).~~

~~Academic Control~~

~~Describe administrative arrangements for the program (department, college and/or school involved).~~
~~Indicate any cooperative arrangements with other institutions and organizations that will be used to offer this program. Specify the exact nature of such agreements and attach any formal statements of agreement that have been developed.~~
~~Specify the articulation arrangements with other institutions that will be in effect for the program. Attach appropriate documentation for such arrangements, if any.~~

~~Curriculum~~

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

~~List the courses (title, number, semester/quarter credit hours and catalog description) that would constitute the requirements and other components of the proposed program. Indicate courses that are currently offered and will be new (indicate new courses with an X).~~

~~Describe the specific methods that will be used for revaluation of the proposed program following implementation.~~

~~Indicate whether your institution intends to seek specialized accreditation from a professional association for this program and whether additional resources are required to gain accreditation.~~

~~Staffing Qualifications~~

~~Describe the number and qualifications of full-time faculty to be involved in the program. Provide a list of current faculty (and areas of expertise) who will teach in the program, and brief descriptions of the type of additional faculty needed.~~

~~Provide specific information on the number and qualifications of part-time faculty to be used in the proposed program~~

~~Facilities and Support Services~~

~~Describe facilities and equipment currently in existence at your institution that will be used for the proposed program.~~

~~Explain how existing facilities and equipment for the proposed program will affect existing programs.~~

~~Describe additional facilities, facility modifications and equipment that will be required for use in the proposed program.~~

~~Indicate institutional plans for meeting any needs for additional facilities and/or support resources.~~

~~Describe the adequacy of the existing library to support the proposed program in terms of print and non-print materials, equipment and personnel. If there are library standards used by professional societies and/or accrediting agencies that will evaluate the program, compare these to existing library resources.~~

~~Financial Resources~~

~~Provide a projected budget for the next four (4) academic years, indicating the total needs to support the proposed program.~~

~~Indicate the adequacy of expected subsidy and other income to meet these needs.~~

~~Discuss briefly the internal reallocations of resources that will occur, of other sources of funding to be used to support the remaining resource requirements of this program. Be specific in terms of faculty reallocations.~~

~~Complete and attach the Financial Statement for New Degree Proposal (Part V), which provides an indication of the impact of the projected FTE's in this program on the institution's enrollments. (This form must be transmitted by the Ohio Board of Regents to the Speaker of the House of Representatives, the President of the Senate, the Legislative Budget Office of the Legislative Service Commission and the Director of~~

Budget and Management, at least ten days prior to formal action taken by the regents. Ref. Section 3333.021 of the Ohio Revised Code.)

PART IV: FINANCIAL STATEMENT FOR NEW DEGREE PROPOSAL

Institution:

Proposed Program: Date:

Contact Person for Financial Analysis:

Phone:

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IMPACT ON STATE EXPENDITURES

The impact of new academic program approvals on state expenditures occurs in two ways, one of which reasonably can be quantified at the moment of approval and the other of which can develop only over a longer period of time. Since state subsidies to colleges and universities are based on enrollment-driven formulas and institutions must operate all programs within the resulting dollars, no impact of a new program approval occurs in the current fiscal year unless enrollments will thereby stand at a higher level than otherwise anticipated. In the ensuing biennium, such newly generated enrollment presumably will continue to cause higher state subsidy payments, although the rate of such state support is unknown at the time of approval. For this program, the impact of newly generated enrollment is reported below:

Number of New FTE Enrollments Anticipated

Academic Year 1: _____
Year 2: _____
Year 3: _____
Year 4: _____

Increased State Subsidy Payments Anticipated

Academic Year 1: $_____
Year 2: $_____
Year 3: $_____
Year 4: $_____

The second way in which new programs impact future state expenditure is through the influence that actual institutional expenditures have on support formulas established for ensuing fiscal periods. Inasmuch as the costs of a particular program can affect state formulas through influencing system-wide cost averages only, it is virtually impossible to calculate the impact and report such impact at the time of individual program approval.

IMPACT ON INSTITUTIONAL INCOME AND EXPENDITURES

The impact of new programs on institutional income and expenditures ranges from very substantial in the case of a wholly new curricular, administrative and support structure designed to serve a newly recruited body of students, to virtually none in the case of the simple rearrangement of existing courses to give a new study option to students already enrolled. The income generated by the second type of program may be zero and the expenditures very minimal or virtually nil. The estimates reported below are those of the proposing institution and are intended to be net increases only over currently existing income and expenditure bases.

Increases in Net Income

	Year 1	Year 2	Year 3	Year 4
State Subsidy	$_____	$_____	$_____	$_____
Student Fees	$_____	$_____	$_____	$_____
Other	$_____	$_____	$_____	$_____
Total	**$_____**	**$_____**	**$_____**	**$_____**

Increases in Net Expenditures:

	Year 1	Year 2	Year 3	Year 4
Net Faculty	$_____	$_____	$_____	$_____
Costs	$_____	$_____	$_____	$_____
Administrative	$_____	$_____	$_____	$_____
Costs	$_____	$_____	$_____	$_____
Support Costs	$_____	$_____	$_____	$_____
Total	**$_____**	**$_____**	**$_____**	**$_____**

Brief Description of Income and Expenditure Increases:

_____
_____
_____
_____
_____
_____
_____
_____

~~Academic Year of Program Initiation: _____~~

~~Filed: _____~~

~~Filed with: _____~~

~~Date: _____~~

APPENDIX B

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

Revised and Approved by RACGS

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

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

INTRODUCTION

The Ohio Board of Regents (OBR) has been charged by the General Assembly with the responsibility to approve, approve with stipulations or disapprove all new degrees and new degree programs to be offered by institutions of higher education in the State of Ohio. As a part of the process needed to fulfill this general charge, the Chancellor of the OBR has delegated the responsibility for the assessment of new graduate degree programs to the Regents' Advisory Committee on Graduate Study (RACGS), which is composed of the Graduate Deans of the Ohio public universities. Case Western Reserve university (CWRU) and the university of Dayton (UD), which have extensive doctoral programs, were invited to join and are included in RACGS. Graduate program evaluation by RACGS leads to a formal recommendation and report from RACGS to the Chancellor of the OBR. Responsibility for the final program decision, however, rests with the Chancellor and the OBR. Program assessment and evaluation are based on the criteria given in this document. Private institutions of higher learning that are not included in RACGS are encouraged to avail themselves of the very same processes outlined below.

Any institution of higher education utilizing this process for introducing a new degree program shall submit an institutional proposal for program development to RACGS with a copy to the Regent's staff following the procedures outlined in the Program Development Plan section. If the institution decides that a formal proposal for a new graduate program is appropriate, then the Approval Process for Graduate Proposals shall be followed.

All new degree proposals shall provide information in reference to the criteria given in Part A. A single approval procedure shall be required of all institutions for all new graduate degree programs.

The purposes of this document are: (1) to establish procedures for the review and approval of new graduate degree program proposals **(Part A)**; (2) to set forth guidelines for universities to gain approval to offer different types of graduate degree programs **(Part B)**; (3) to establish regulations for suspending graduate programs **(Part C)** and (4) to provide guidelines for the review of doctoral programs **(Part D)**.

DEFINITIONS

Graduate degree program refers to any course of study that constitutes a specialization or concentration and leads to recognition or an award for completion of a prescribed course of study beyond the baccalaureate degree in an institution of higher education evidenced by the receipt of a diploma as differentiated from a certificate. The degrees of Doctor of Medicine, Doctor of Dental Surgery, Doctor of Veterinary Medicine, Doctor of Optometry and Doctor of Jurisprudence are not covered by these guidelines.

Entry-level graduate program is defined as a program of advanced study which admits: a) post-baccalaureate students into a master's or doctoral degree program who do not possess undergraduate academic preparation in the specific area of advanced study or a closely related area or b)

~~postsecondary students directly into an extended master's or doctoral program where they first receive the customary baccalaureate experience in the given discipline or professional area.~~

~~Standard graduate education in a discipline or professional area requires entry through a baccalaureate program. Therefore, if an initial knowledge base equivalent to the respective undergraduate degree is required for entry into a given graduate program, it cannot be considered entry level. Entry level graduate programs are expected to fully reflect the level of intellectual process and knowledge characteristic of standard high quality graduate programs. For this purpose specific additional program quality questions are posed under Part A, Section A.II.B.1.~~

~~**Minority student** refers to traditionally underrepresented American citizens including the following designations: African-American, a person not of Hispanic origin coming from any of the Black racial groups of Africa; Hispanic, a person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race; American Indian or Alaskan Native, a person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition; and Asian or Pacific Islander, a person having origins in any of the original people of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands, an area including, for example, China, Japan, Korea, the Philippine Islands and Samoa. There are disciplines in which women should also be considered as an underrepresented group.~~

~~**Discipline** refers to a recognized body of knowledge such as chemistry, psychology, history or sociology.~~

~~**Department** refers to the organizational unit for administering one or more disciplines.~~

~~**Field** refers to a major subdivision of a discipline and is characterized by a particular feature such as organic or analytical chemistry.~~

~~**Research graduate degree program** involves preparation to carry out significant research and to discover new knowledge, whether the particular field of learning is pure or applied. The recognized graduate degree titles which correspond with successful completion of a research graduate degree program include Master of Arts (M.A.), Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) (see Example Table 1).~~

~~**Professional graduate degree program** implies preparation for professional practice. The resulting professional activity usually involves the giving of service to the public in the chosen field. The completion of preparation for professional practice is recognized by the award of the master's or doctoral degree. The following master's degree titles are representative: Master of Business Administration (M.B.A.), Master of Public Administration (M.P.A.), Master of Occupational Therapy (M.O.T.), Master of Physical Therapy (M.P.T.), Master of Public Health (M.P.H.) and Master of Social Work (M.S.W.). Representative professional Doctor's degree titles include: Doctor of Audiology (Au.D), Doctor of Business Administration (D.B.A.), Doctor of Education (Ed.D.), Doctor of Engineering (D.Eng.), Doctor of Physical Therapy (D.P.T.) and Doctor of Psychology (Psy.D.). Professional graduate degree programs are expected to fully reflect the level of intellectual process and knowledge characteristic of standard high quality graduate programs. For this purpose specific additional program quality questions relating to the admission criteria, field experience, faculty experience, faculty qualifications, accreditation, curriculum, time to degree and research are posed under Part A, Section A.II.B.1 (see Example Table 1).~~

~~**Subdisciplinary program** refers to a focused program based upon one or more fields within a discipline. (See Example Table 1)~~

~~**Interdisciplinary program** refers to two or more interrelated disciplines or fields combined to constitute a program; for example, American Studies, Geopolitics, Biomedical Engineering. (See example, Table 1)~~

~~**TABLE 1: Examples Program Types and Program Names**~~

	~~**Disciplinary**~~	~~**Subdisciplinary**~~	~~**Interdisciplinary**~~
~~**Research**~~	~~Ph.D. in Psychology~~	~~Ph.D. in Counseling Psychology~~	~~Ph.D. in Psycholinguistics~~
~~**Professional**~~	~~Doctor of Psychology~~	~~Doctor of Counseling Psychology~~	~~Doctor of Psychology Psycholinguistics~~

~~**Short Courses and Workshops:** Generally, courses that meet for less than a full term (i.e., short courses and workshops) limit the opportunity for student thinking and understanding to develop and mature over time. Courses that require too little work outside the classroom limit the opportunity for self-directed learning to occur. At the same time, however, for some types of subject matter, advantages can accrue from the intensity resulting from offering the instruction in a time-shortened format. In these circumstances, it is appropriate for graduate credit to be awarded for courses of less than a full term's duration.~~

~~However, graduate credit should only be awarded for courses in a time-shortened format when the amount of learning is at least equivalent to that which would occur if the courses were offered for the same number of credit hours over the course of a full term. It is the responsibility of each institution offering short courses and workshops for graduate credit to ensure that the limitations imposed on the opportunities for (i) student thinking and understanding to develop and mature over time and (ii) self-directed learning to occur are addressed in a way which ensures that the learning taking place is at least equivalent quantitatively and qualitatively to that which would occur if the course were offered for the same number of credit hours over the course of a full term.~~

~~GRADUATE CREDIT~~

~~Graduate education involves a greater depth of learning, increased specialization and a more advanced level of instruction than undergraduate education. Selected faculty instruct carefully selected students in courses or clinical experiences that emphasize both student self-direction and dynamic interaction with the subject matter, the instructor and other students. Interaction involves more than simply the transmission of what is known. It focuses on the generation of new knowledge through research and/or the application of knowledge to new areas of study.~~

~~All courses offered for graduate credit, regardless of whether they are offered on- or off-campus, should meet the following criteria:~~

~~**Course Level:** Graduate courses build upon an undergraduate knowledge base. The approval process for all graduate courses should require a clear indication of the knowledge base the course presupposes and how the course goes beyond that base. In the event that a graduate course is co-listed with an advanced undergraduate course (as is appropriate in some cases), the approval process should require clearly defined expectations of graduate students that go well beyond the expectations of the undergraduates in the course.~~

~~**Learning:** Graduate courses involve dynamic interaction with the subject matter, the instructor and other students. Although this can be accomplished through a variety of instructional approaches, all graduate courses should involve learning both during and outside of classroom sessions, as well as dynamic interchanges with the instructor and other students. Offering a formula for graduate education is not appropriate; however the work expected at the graduate level should exceed that expected at the undergraduate level both qualitatively and quantitatively.~~

~~**Faculty:** Faculty teaching graduate courses should possess the terminal degree and contribute to the knowledge base of the discipline they teach through scholarship, as exemplified by creative activity and/or publication. It is the responsibility of each institution offering graduate courses to ensure that only fully qualified faculty teach graduate courses.~~

~~**Students:** Institutions offering graduate courses should have a formal admission process that selects only those post-baccalaureate students who have been highly successful as undergraduates for the pursuit of graduate work. It may be appropriate to allow qualified students who possess other attributes which suggest that they will be successful at graduate work to attempt a limited number of graduate courses on a trial basis.~~

~~GRADUATE PROGRAM CURRICULAR REVISIONS~~

~~Thoughtful revision of graduate program curricula can be an important part of the necessary evolutionary process of quality assurance, as well as an effective mechanism for maintaining program quality. Graduate program directors are encouraged to review their curricular offerings periodically to assess curricular relevance with respect to recent developments in the field or discipline. The revision~~

~~of graduate program curricula, however, is of more general concern when its extent goes beyond that dictated by the development of new knowledge in a field or discipline; i.e., when a new degree program is created under the guise of curricular revision.~~

~~The Graduate Dean (or equivalent administrative officer) at each institution is responsible for determining whether or not a new degree program is created when any graduate program undergoes a revision of its curriculum~~

~~PART A: PROCEDURES FOR THE REVIEW AND APPROVAL OF NEW GRADUATE DEGREE PROGRAM PROPOSALS~~

~~Any institution of higher education desiring to introduce a new degree or new degree program shall have the degree or program evaluated through the following peer-review process. The process is to be driven by the institution proposing the new degree and involves the submission to and evaluation by RACGS member institutions, of a Program Development Plan (PDP) followed by a Full Proposal (FP) and culminating in the submission of a Response Document and formal presentation of the Full Proposal to RACGS members.~~

~~PROGRAM DEVELOPMENT PLAN~~

~~Preparation and Submission of the Program Development Plan~~

~~Any institution of higher education desiring to introduce a new degree or new degree program shall submit a Program Development Plan (PDP) to RACGS with a copy to the Regent's staff prior to formal application for degree authority. The Program Development Plan should be submitted at the earliest time consistent with the availability of the information requested below and as early as possible within the institutional approval processes.~~

~~The PDP should address, in a summary narrative of no more than five pages (exclusive of appendices, which should be kept as brief as possible), the following concerns:~~

~~Designation of the new degree program, rationale for that designation, definition of the focus of the program and a brief description of its disciplinary purpose and significance.~~

~~Description of the proposed curriculum.~~

~~Administrative arrangements for the proposed program: department and school or college involved.~~

~~Evidence of need for the new degree program, including the opportunities for employment of graduates. This section should also address other similar programs in the state addressing this need and potential duplication of programs in the state and region.~~

~~Prospective enrollment.~~

~~Special efforts to enroll and retain underrepresented groups in the given discipline.~~

~~Availability and adequacy of the faculty and facilities available for the new degree program.~~

~~Need for additional facilities and staff and the plans to meet this need.~~

~~Projected additional costs associated with the program and evidence of institutional commitment and capacity to meet these costs.~~

~~Review of the PDP by RACGS Member Institutions~~

~~Members of RACGS will review the PDP and seek the advice of campus experts in the program area.~~

~~The RACGS member institutions shall review the PDP and provide a response on the following issues:~~

~~Potential conflicts with any existing program at the reviewing RACGS member's own institution and/or unnecessary duplication of programs in the state or region;~~

~~Opportunities for collaboration with the RACGS member's own institution;~~

~~Concerns with substantive elements of the proposed degree program; and~~

~~Suggestions that might help the submitting institution strengthen the proposal or refine its focus.~~

~~The purpose of the review of the PDP is to provide the proposing institution with an assessment of the probability that the new degree or program would be approved by RACGS upon submission of a Full Proposal and to highlight initial areas of concern that should be addressed in the Full Proposal should the proposing institution decide to move forward.~~

~~Each RACGS member will provide, via e-mail, written comments, both from the campus expert(s) as well as the RACGS member's own summary evaluation, to all RACGS members with a copy to the Regents' staff, within six weeks of receipt of the PDP.~~

~~Based on the RACGS reviews and their own assessment, the proposing institution will decide whether the PDP should be expanded to a Full Proposal and be submitted for RACGS review. Universities will employ institutionally approved processes for Full Proposal development and will submit such Full~~

~~Proposals to RACGS, with a copy to Regents' staff for further consideration as outlined in Part A, Section II of this document. The transmittal of the Full Proposal to OBR is the formal application for degree authority.~~

~~**FULL PROPOSALS**~~

~~**Preparation and Submission of the Full Proposal**~~

~~A Full Proposal (FP) for new degree programs is an expanded version of the PDP. The expansion should include: (1) clarification and revisions based upon the reviews of the program development plan (PDP); (2) any additional information needed to address the review criteria for new programs (see Part A, Section II.B); and (3) appendices containing such items as faculty vitae, course descriptions, needs surveys and consultants' reports.~~

~~A FP must be submitted to RACGS member institutions within two years of the submission of the PDP. If the FP is not prepared and submitted within this two-year limit, the proposing institution must re-initiate the process by submitting a new PDP.~~

~~**Review of the FP by RACGS Member Institutions**~~

~~FPs for new graduate programs will be sent by the initiating institution to all RACGS members with a copy provided to the Regents' staff. Evaluation of a FP for a new graduate program by RACGS involves the following elements: 1) consideration of written comments provided by each RACGS member, 2) preparation and assessment of the response to these comments by the institution submitting the proposal, 3) a formal presentation of the proposal by the initiating institution to RACGS followed by a full discussion of the proposal in the larger context of graduate education and 4) a formal vote by RACGS, by written ballot, advising the Ohio Board of Regents whether the program should be approved.~~

~~Reviewing RACGS members will refer FPs to experts within their institutions, provided that the Graduate Dean (or equivalent administrative officer) of that institution is convinced, beyond reasonable doubt, that the person(s) to whom the proposal is referred is (are) genuinely expert in the program area which is addressed. The peer expert(s) will provide the Graduate Dean (or equivalent administrative officer) of their institution with written comments within six weeks of receipt of the FP reviewing the following points, which are expected to be addressed in the proposal:~~

~~Academic Quality~~

~~Competency, experience and number of faculty and adequacy of students, curriculum, computational resources, library, laboratories, equipment and other physical facilities, needed to mount the program. In addition to this analysis, for **entry level graduate degree programs,** academic quality assessment will focus on the adequacy of the answers provided in response to the following questions:~~

~~Is the program distinctly different, both conceptually and qualitatively, from the undergraduate degree programs in the same or related disciplines? If so, is there a detailed listing of the specific differences?~~

~~Does the program emphasize the theoretical basis of the discipline as expressed in the methods of inquiry and ways of knowing in the discipline?~~

~~Does the program place emphasis on professional decision making and teach the use of critical analysis in problem solving?~~

~~Is the program designed to educate students broadly so that they have an understanding of the major issues and concerns in the discipline or professional area?~~

~~Does the design of the program include a capstone experience, such as an exit project (which would not necessarily be a research experience)?~~

~~Does the proposed program identify faculty resources appropriate for the research component of the program?~~

~~Does the program curriculum offer what students need to know for competence at the expected level of professional expertise?~~

~~What plans have been made to address standards and guidelines for professional accreditation, if applicable?~~

~~In addition to the analysis given in the first paragraph above under Part A, Section II.B.1 for **professional graduate degree programs,** academic quality assessment will focus on the adequacy of the answers provided in response to the following questions:~~

~~What admission criteria, in addition to the traditionally required transcripts, standardized test scores, letter of recommendation and personal statements of purpose, will be used to assess the potential for academic and professional success of prospective students? The special consideration of student experience and extant practical skills within the admission process should be specifically noted.~~

~~If field/clinical experience is subsumed within the academic experience, how does that experience relate to the academic goals of the professional graduate degree program? Provide a description of the~~

~~involvement of supervisory personnel. Describe the level of communication between the field/clinical experience site and the academic department. Provide an outline of the anticipated student activities as well as student requirements.~~

~~If the faculty qualifications associated with the professional graduate degree program differ from national norms and the traditional standards of faculty excellence, how do such qualifications differ and why do they differ? Provide the specific qualifications of adjunct, part-time and special faculty who do not hold traditional academic credentials. Also, give a rationale for such faculty without academic credentials to participate in the professional degree program as regular program faculty.~~

~~How does accreditation by the appropriate professional organization relate to the academic experience outlined in the program plan? Describe the specific aspects of the program plan, if any, that are necessary to achieve professional accreditation.~~

~~What is the relationship between theory and practice as expressed within the proposed curriculum? Identify a set of core courses and show how the curriculum enhances the student's professional preparation.~~

~~Does the number of credit hours required for graduation differ significantly from traditional graduate degree programs? How is the number of credit hours required for graduation influenced by mandated professional experiences?~~

~~Can it be demonstrated that the culminating academic experience, such as an exit project, thesis or dissertation, will contribute to the enhancement of the student's professional preparation? In support of the response here, provide a list of possible research projects, theses or dissertation topics.~~

~~Need~~

~~Examples of potential metrics of program need include:~~

~~Student interest and demand Potential enrollment; Ability to maintain the critical mass of students.~~

~~Institutional need Plan for overall development of graduate programs at the proposing institutions.~~

~~Societal demand Intellectual development; Advancement of the discipline; Employment opportunities.~~

~~Scope Local, regional and national needs; International need.~~

~~Access and Retention of Underrepresented Groups~~

~~Plan to ensure recruitment, retention and graduation of underrepresented groups within the discipline.~~

~~Provide as background a general assessment of:~~

~~Institution and departmental profiles of total enrollment and graduate student enrollment of underrepresented groups within the discipline; and~~

~~Compare underrepresented groups degree recipients from the department and university at all levels compared to national norms. Supply data by group where available.~~

~~Statewide Alternatives~~

~~Programs available in other institutions;~~

~~Appropriateness of specific locale for the program; and~~

~~Opportunities for inter-institutional collaboration.~~

~~Institutional Priority and Costs~~

~~Support and commitment of the proposing institution's central administration.~~

~~Adequacy of available resources committed for the initiation of the program.~~

~~External Support~~

~~Community, foundation, governmental and other resources.~~

~~Written comments from each RACGS institution, consisting of the campus reviewers' comments along with the RACGS member's summary evaluation will be forwarded electronically to the Graduate Dean (or equivalent administrative officer) at the proposal-submitting institution with copies being forwarded to Regents' staff and other RACGS members within six weeks of the receipt of the FP.~~

Preparation of Response Document and Formal Presentation~~Written comments from each RACGS institution, consisting of the campus reviewers' comments along with the RACGS member's summary evaluation will be forwarded electronically to the Graduate Dean (or equivalent administrative officer) at the proposal-submitting institution with copies being forwarded to Regents' staff and other RACGS members within six weeks of the receipt of the FP.~~

~~After receipt of the review comments on the FP, the proposing institution will develop a written response to the reviewers' individual comments called a Response Document. Copies of the Response Document are to be sent to all RACGS members as well as to Regents Staff.~~

~~The Response Document must include an OBR Fiscal Impact Statement and should be used to demonstrate institutional plans for the judicious use of resources in terms of physical plant, personnel and student support and appropriate institutional commitment of resources to the new program.~~

~~The chair of RACGS, in concert with OBR and the proposal-submitting institution, will schedule a formal presentation of the proposal at a forthcoming RACGS meeting. The response document from the proposing institution must be received by the RACGS members at least ten (10) days advance of this meeting.~~

~~In the rare situation in which no review raises any questions about or objections to the proposed program, the chair of RACGS may, with the concurrence of the Regents' staff, request a mail ballot to waive the formal hearing and to approve the program. Any objection to the approval by mail shall necessitate the holding of the formal review at a future RACGS meeting. Members of RACGS may also request a formal presentation by the institution if they felt the discipline or the method of delivery or other aspects of the degree proposal were likely to set a precedent or were of particular interest.~~

~~After presentation and discussion of the proposal with representatives of the proposal-submitting institution, RACGS will by written ballot vote on a motion as to the disposition of the program as a recommendation to the Ohio Board of Regents. Ballots shall include the name of the Institution and the vote of that institution ("yes" or "no") on the motion. Recommendations for approval will require an affirmative vote from two-thirds of all members of RACGS in attendance, with the stipulation that no program will be recommended for approval with less than 8 "yes" votes. No member in attendance may abstain from voting. Absentee or proxy votes cannot be utilized to constitute the two-thirds majority or the required one-half of all RACGS members voting in the affirmative. A summary of the vote and the RACGS discussion of the proposal will be presented to the Board by Regents' staff. Responsibility for the final decision rests with the Chancellor and the OBR.~~

~~Occasionally, RACGS may find that, even after the review and discussion with representatives of the proposal-submitting institution, substantive issues remain unresolved. In such unusual cases and given a two-thirds affirmative vote, RACGS may recommend that, prior to the formal RACGS vote, the Chancellor convene a panel of nationally recognized experts to review the program proposal and to conduct a site visit. The charge to the panel of outside experts shall focus on the specific unresolved issues identified by RACGS but need not be restricted to those specific issues. After the written report of the consultants has been received and distributed to RACGS members, RACGS will review the new information and forward a formal recommendation to the Chancellor.~~

~~The final decision of the Board will be accomplished as expeditiously as possible. If an unforeseen delay is encountered, the Chancellor's office will inform RACGS of the reason(s) for the delay as well as the probable duration of the delay.~~

~~TYPES OF PROGRAM APPROVAL~~

~~Full Approval~~

~~RACGS may recommend program approval without any associated conditions or provisions if adequate academic strength and quality are apparent.~~

~~Contingent Approval~~

~~Program approval may be recommended with the stipulation that certain institutional resources be secured prior to program initiation. The institution will notify RACGS and Regents' staff through its representative on RACGS that the required resources have been put in place. RACGS will determine if all contingencies have been satisfied prior to the formal recommendation for program initiation.~~

~~Provisional Approval~~

~~In the case of proposed programs that are academically unique because of novelty in structure, content or instructional delivery format or because of other factors, RACGS may recommend provisional approval:~~

~~The recommendation for provisional approval will be for a specified period of time.~~

~~At the completion of the provisional period, Regents' staff will ask the institution to prepare a report for submission to RACGS and the Board of Regents. The report will address the following areas, as well as any others specified in the provisional approval resolution:~~

~~General effectiveness of the program in meeting its stated goals.~~

~~Effectiveness of academic control mechanisms.~~

~~Professional activities of the faculty associated with the program.~~

~~Continuing availability of various support services.~~

~~Overall academic productivity of the program.~~

~~All members of RACGS will receive and read this report. The reports may be referred to experts within their institutions for written comments in accordance with the criteria cited above.~~

~~Written reviewer's comments will be forwarded to the Graduate Dean (or equivalent administrative officer) at the report-submitting institution with copies to Regents' staff and other RACGS members. In most instances, the report-submitting institution may wish to provide a written response to the reviewers' comments. Copies of these responses are to be sent to all RACGS members.~~

~~The Chair of RACGS, in concert with Regents' staff and the report-submitting institution, will schedule a formal review of the proposal at a regular monthly meeting. Written responses to reviewers' comments must be presented well in advance of this meeting.~~

~~After review and discussion of the report with representatives of the report-submitting institution, RACGS will forward to the Board a recommendation for one of the following actions:~~

~~Full approval of the program, with or without modifications.~~

~~Continuation of the provisional status of the program for a finite period, not to exceed five (5) years.~~

~~Withdrawal of program approval, provided that motions for full approval or continuation of the provisional status for the program, under Section III.C.6 a. and b. above, do not receive the necessary recommendation for approval.~~

~~GUIDELINES AND PROCEDURES FOR CHANGING DEGREE NAMES, TITLES AND DESIGNATIONS~~

~~Definitions~~

~~**Degree name** refers to the name of the degree awarded (i.e., Ph.D., Doctor of, Master of Arts, Master of Science and Master of....).~~

~~**Degree title** indicates the field in which the degree is awarded (e.g., Physics, Education, Public Administration, etc.).~~

~~**Degree designation** is given by the combined name and title of the degree (e.g., Ph.D. in History, Master of Public Health, Master of Science in Computer Science, etc.).~~

~~Degree Name Change~~

~~When an institution wishes to replace a single degree name with another at the same level (e.g., Master of Arts with Master of Science or a professional degree), the RACGS Guidelines and Procedures for Review and Approval of Graduate Degree Programs must be followed. Generally speaking, replacing a professional degree with a research degree requires more extensive documentation and justification than does replacing a research degree with a professional degree. When an institution seeks to change a research degree to a professional degree name and the desired change requires neither curricular modifications nor additional staff and will not affect enrollments significantly, a full proposal may be submitted to RACGS without undergoing the preliminary Program Development Plan review process as given in the Guidelines and Procedures for Review and Approval of Graduate Degree Programs.~~

~~Degree Title Change~~

~~When an institution desires to replace a single obsolescent degree title with a more appropriate one, a letter format may be used. The letter, addressed to the Vice Chancellor for Academic and Access Programs at the Ohio Board of Regents, should state why the title change is being proposed and contain sufficient information to justify the change. Generally, the letter should be no more than three pages in length, exclusive of appropriate attachments. The request is reviewed by the Chancellor's Office and submitted for approval to the Ohio Board of Regents. The Chancellor may seek the advice of RACGS in this process.~~

~~Although replacing a disciplinary degree (e.g., Ph.D. in Psychology) with a subdisciplinary degree (e.g., Ph.D. in Counseling Psychology) may constitute a title change, replacing a subdisciplinary degree with a disciplinary degree does not. The latter situation requires appropriate review as a new program proposal under the RACGS Guidelines and Procedures for Review and Approval of Graduate Degree Programs. In unclear cases, the Chancellor's Office makes the final determination of what constitutes a title change.~~

~~Degree Designation Change~~

~~When an institution seeks to create a separate degree designation for a specialization currently offered within an existing degree without eliminating the original degree designation and the desired change requires no additional staff and will not affect enrollments significantly but may involve minor curricular modifications from the original specialization, a full proposal may be submitted to RACGS without undergoing the preliminary Program Development Plan review process as given in the *Guidelines and Procedures for Review and Approval of Graduate Degree Programs*.~~

~~GUIDELINES FOR RACGS OVERSIGHT OF OFF-CAMPUS GRADUATE PROGRAMS: 'OFF-SITE' (FACE-TO-FACE), DISTANCE/ELECTRONIC MEDIA and 'BLENDED' (ON-SITE/VIA DISTANCE/ELECTRONIC MEDIA) DELIVERY MODELS~~

~~The following guidelines will be used by the RACGS in overseeing currently approved graduate degree programs that are provided at specific off-campus sites or via various delivery models including the~~

~~use of microwave, teleconferencing, web-based or other electronic means, as well as a mixture of on-site/off-site delivery. The intent of these conditions is to permit flexibility in adapting degree requirements to alternative audiences, while not permitting institutions to design and deliver essentially new degrees within the format of a previously approved degree.~~

~~Programs Requiring Notification Only~~

~~RACGS will be notified in writing on those occasions when **a previously approved degree program** will be offered at an off-campus site or extended to a different audience via electronic or blended means. Under these guidelines, a degree program will be considered "previously approved" when less than 50% of the content or course requirements in a degree previously given approval has been changed. A program will be considered to have been "extended to a different audience via electronic or blended means" when 50% or more of the course delivery is off-site or via alternative delivery models.~~

~~Universities desiring to provide a **previously approved degree program** under the conditions above must inform the Chancellor's staff and RACGS members via email at least six weeks prior to the initiation of the degree program. A brief, concise description of the program that addresses the conditions noted above and describes the general nature of the program and its delivery mechanism or site location will suffice in informing Chancellor's staff and RACGS members.~~

~~If changes in the program curriculum (in contrast to the method of delivery) exceed 50%, the guidelines governing new degree approval take precedence and institutions will need to use the new program approval process described in Part A, Sections I and II of this document.~~

~~The Graduate Dean (or equivalent administrative officer) at each institution is responsible for the determination of whether or not the curriculum has been changed less than 50%. The determination of whether 50% or more of the program delivery is off-site or via distance delivery shall be based on the total number of credit hours in the degree program.~~

~~If a RACGS member does not respond with an objection within 30 days of notification, it will be assumed that the RACGS member has no objection to the proposal. If there is no substantive objection, the program will be included as an information item on the agenda of the next RACGS meeting and entered into the minutes of the meeting.~~

~~In the event that a member objects to an informational item, the proposer will be notified and asked to respond to the objection; if no resolution is reached via email, a discussion at the next RACGS meeting will ensue and a formal vote for approval must be taken, with majority approval, at that meeting before the program's acceptance is entered into the record.~~

~~Program Standards~~

~~To ensure that off-site and alternative delivery models adhere to the same standards as on-campus programs, RACGS member institutions will be responsible for utilizing the following guidelines and shall use the same guidelines in those cases where new degree programs using alternative delivery models are being brought forward for approval (these may supersede new degree program criteria as outlined earlier in these guidelines).~~

~~The program is consistent with the institution's role and mission.~~

~~The institution's accreditation standards are not appreciably affected by offering the program, especially via alternative delivery mechanisms.~~

~~The institution's budget priorities are sufficient to sustain the program in order for a selected cohort to complete the program in a reasonable amount of time.~~

~~The institution has in place sufficient technical infrastructure and staff to support offering the program, especially via alternative delivery mechanisms.~~

~~The institution has in place sufficient protocols for ensuring instructional commitments are met, including instructor/staff training, compliance with copyright law and quality instruction among other variables.~~

~~The institution has in place a relevant and tested method of assessing learning outcomes, especially in the case of alternative delivery mechanisms.~~

~~As new delivery mechanisms are brought into course instruction, students and faculty are presented with sufficient training and support to make appropriate use of new approaches.~~

~~The institution assures that the off-site/alternatively delivered program meets the same quality standards for coherence, completeness and academic integrity as for its on-campus programs.~~

~~The faculty offering the program maintains the same standards and qualifications as for on-campus programs.~~

~~The institutions assures that, for all off-site and alternative programs, students will have access to necessary services for registration, appeals and other functions associated with on-campus programs.~~

~~In those instances where program elements are supplied by consortia partners or outsourced to other organizations, the university accepts responsibility for the overall content and academic integrity of the program.~~

~~In those instances where asynchronous interaction between instructor and student is a necessary part of the course, the design of the course and the technical support available to both instructor and student are sufficient to enable timely and efficient communication.~~

~~Faculty are assured that appropriate workload, compensation and ownership of resource materials have been determined in advance of offering the off-site or alternatively delivered course.~~

~~Program development resources are sufficient to create, execute and assess the quality of the program being offered, irrespective of site and delivery mechanism employed.~~

~~Procedures are in place to accept qualified students for entry in the program – it is imperative that students accepted be qualified for entry into the on-campus program. In addition, program costs, timeline for completion of the cohort program and other associated information is made clear to prospective students in advance of the program's initiation.~~

~~Assessment mechanisms appropriate to the delivery approach are in place to competently compare learning outcomes to learning objectives.~~

~~Overall program effectiveness is clearly assessed, via attention to measures of student satisfaction, retention rates, faculty satisfaction, etc.~~

~~APPROVAL PROCESS FOR GRADUATE CERTIFICATE PROGRAMS~~

~~There are many types of certificate programs at the graduate level, ranging from a diploma attesting to satisfactory completion of a short course or workshop to the equivalent of a graduate degree program. The award of the certificate may accompany receipt of a graduate degree or it may take place upon completion of a specified number of credit hours, independent of receipt of a graduate degree. There are already agreed-upon review procedures for programs leading to regular graduate degrees. The question is: Under what conditions and according to what criteria should graduate programs leading to a certificate be reviewed?~~

~~Classification of Graduate Certificates~~

~~Two classes of graduate certificates can be distinguished as given below:~~

~~A certificate awarded with a master's or doctoral degree, indicating that a specific program of course work has been followed within regular program options. For example, upon completion of the M.A. degree in Political Science, candidates who have taken a specified series of courses in public administration within the accredited degree program may be awarded an appropriate certificate upon completing their degree requirements.~~

~~A certificate awarded for completing a specified program of post-baccalaureate or post-master's work, not constituting a regular graduate degree program and awarded independently of a regular degree.~~

~~Review and Approval Procedures for Graduate Certificates~~

~~The review procedures are dependent upon the type of certificate program and are outlined as follows:~~

~~Certificates awarded with a graduate degree:~~~~Approved graduate program(s) sponsoring the certificate program.~~

~~Need and demand for the certificate program.~~

~~Statement of educational objectives of the certificate program.~~

~~Curriculum for the certificate program.~~

~~Justification for the number of credit hours for the certificate program.~~

~~Entrance, performance and exit standards for the certificate program.~~

~~Faculty expertise contributing to the certificate program.~~

~~New resources, courses, etc., if any, necessary to support certificate program.~~

~~A brief, concise description of the certificate program that addresses the above points will assist RACGS by allowing review by mail or email. The narrative statement will be circulated to RACGS members for review and a recommendation for approval, disapproval or for formal review and vote at a RACGS meeting. RACGS members should respond by mail or email within 45 days of receipt of the proposal. If a RACGS member does not respond by that date, it will be assumed that the RACGS member has no objection to the proposal.~~

~~As all new graduate degree programs are subject to review by other procedures, certificates of this type, descriptive of a concentration within a degree program only, not requiring any additional credits beyond those for the degree, do not require further review.~~

~~Certificates awarded for completion of a program of graduate level study involving fewer than 21 semester credit hours or 31 quarter credit hours where all courses have been approved for graduate credit according to institutional mechanisms:~~

~~A program requiring the completion of fewer than 21 semester credit hours or fewer than 31 quarter hours, of graduate-level courses is a minor program subject only to local control. The award of certificates to individuals completing such a program is within the discretion of each institution and not subject to external review, on the grounds that such certificates will not be regarded in any sense as graduate degree equivalents.~~

~~Certificates awarded for completion of a substantial program of graduate study in a discipline(s)/professional area(s) where the university has graduate degree authorization:~~

~~A substantial certification program is defined as one requiring the successful completion of 21 or more semester credit hours or 31 or more quarter credit hours of graduate-level courses. These certificate programs require the completion of a substantial amount of graduate level work in discipline(s)/professional area(s) that have already been approved.~~

~~Universities desiring approval of such programs must submit a written request to the Chancellor of the Ohio Board of Regents. Requests must be submitted three (3) months prior to the intended implementation date. The request to offer a certificate program must include a narrative statement that addresses the following issues:~~

~~Approved graduate program(s) sponsoring the certificate program.~~

~~Need and demand for the certificate program.~~

~~Statement of educational objectives of the certificate program.~~

~~Curriculum for the certificate program.~~

~~Justification for the number of credit hours for the certificate program.~~

~~Entrance, performance and exit standards for the certificate program.~~

~~Faculty expertise contributing to the certificate program.~~

~~New resources, courses, etc., if any, necessary to support certificate program.~~

~~A brief, concise description of the certificate program that addresses the above points will assist RACGS by allowing review by mail or email. The narrative statement will be circulated to RACGS members for review and a recommendation for approval, disapproval or for formal review and vote at a RACGS meeting. RACGS members should respond by mail or email within 45 days of receipt of the proposal. If a RACGS member does not respond by that date, it will be assumed that the RACGS member has no objection to the proposal.~~

~~PART B: GUIDELINES FOR SEEKING APPROVAL FOR INNOVATIVE AND NONTRADITIONAL GRADUATE DEGREE PROGRAMS~~

~~As new fields of study and new disciplines emerge, research and educational demands in these developing areas will increase. To meet these demands new, innovative graduate degree programs will need to be developed. These programs may differ significantly from more traditional graduate programs in structure, mode of instructional delivery and the ways research is conducted. Whether the structure calls for interdisciplinary integration, inter-university cooperation, business/industry collaboration or novel modes of instruction and research, this section provides guidelines and procedures for the development of new graduate programs that may not fall within traditionally defined fields or disciplines.~~

~~Academic quality is a primary consideration in the development of these different types of graduate programs. In addition, the other major criteria that must be considered are program need, statewide alternatives, institutional priority and costs and external program support. A proposal for such a new degree program is initiated by the submission of a Program Development Plan (PDP) to Regents staff and RACGS members. Based upon review of the PDP, Regents staff will determine the extent to which additional approval will be necessary for new graduate programs as outlined in Part A of this document.~~

~~NEW DEGREE PROGRAMS DERIVED FROM SUB-DISCIPLINES~~

~~Approval of a new graduate degree program in a sub-discipline requires instructional capabilities across the full range of the discipline, but research capability only in the sub-discipline. For example, approval of a graduate degree program in bioorganic chemistry does not extend the need for doctoral-level research capability in environmental chemistry. Such limitation does not preclude a university from providing enrichment and breadth drawn from related fields within the discipline.~~

~~Review and Approval Process~~

~~A PDP must be submitted to the Regents staff and to RACGS members for review. Based upon this review, Regents staff will determine whether or not the proposed degree program is a more appropriate designation than the existing sub-disciplinary option under the current degree authority and whether or not additional approvals are required.~~

~~INTERDISCIPLINARY PROGRAMS~~

~~Interdisciplinary degree programs are the primary means by which newly emerging fields of study can organize and support a focused research agenda and academic experience for faculty and graduate students. Such degree programs also allow universities to focus their resources more effectively and promote coherent research activities in areas where new bodies of knowledge are evolving.~~

~~Review and Approval Process~~

~~Interdisciplinary programs can be configured in a variety of ways. Normally, the institution must present a PDP to Regents staff and RACGS for evaluation and review. Regents' staff, upon advice of RACGS, will notify the institution whether or not further levels of approval are necessary.~~

~~INTER-UNIVERSITY DEGREE PROGRAMS~~

~~When submitting a PDP for an inter-university degree program, the following definitions and distinction should be taken into account:~~

~~Joint Degree Programs~~

~~In a joint degree program, two or more universities share the administrative, supervisory and academic responsibility for the proposed program.~~

~~Cooperative Degree Programs~~~~In a cooperative degree program, the primary administrative and academic responsibilities fall to one of the participating institutions.~~

~~In a cooperative degree program, the primary administrative and academic responsibilities fall to one of the participating institutions.~~

~~UNIVERSITY AND NON-UNIVERSITY DEGREE PROGRAM COLLABORATION~~

~~Graduate programs can, in some instances, be strengthened through cooperation between a university and a non-university agency or laboratory. Examples include: governmental research units, private research organizations and other public and private institutions such as museums, art galleries, libraries and industrial organizations.~~

~~Review and Approval Process~~

~~Approval of new degree programs which entail such joint arrangements requires, in addition to the PDP, a statement of policies and procedures for ensuring:~~

~~The provision of complementary educational experiences for students;~~

~~Supervision of students by qualified scientists or scholars at both institutions;~~

~~Mechanisms for joint advising and evaluation of students;~~

~~Mechanisms and procedures to administer the shared activities;~~

~~Mechanisms to maintain academic quality;~~

~~Procedures for covering the costs involved in shared administration;~~

~~Compliance with policies on such essential matters as academic freedom, intellectual property rights and affirmative action;~~

~~Safeguards against possible exploitation of the time and talents of students; and~~

~~Official confirmation that ultimate academic responsibility rests with the university.~~

~~In addition, the two entities should cooperatively plan the student's experience and ensure periodic interactions between the staff members of the two institutions regarding the oversight of the academic experiences of students. There should also be a precise description of any field-work experience of the student if appropriate.~~

~~AD HOC INTERDISCIPLINARY PROGRAM FOR AN INDIVIDUAL STUDENT.~~

~~If a university offers approved graduate degree programs in two or more departments at the appropriate degree level, the institution may initiate and develop an ad hoc interdisciplinary program of study for an individual student with the understanding that additional resources are not required, a new administrative unit is not created and the degree will be awarded by the appropriate degree-granting authority. No RACGS approval is required for this type of program~~

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

~~SUSPENSION OF A GRADUATE DEGREE PROGRAM~~

~~When a university has decided to suspend admission to a graduate degree program, the university will inform the OBR and other members of RACGS. A university may suspend a graduate degree program if the institution plans to reactivate the program at some future date. At any time within seven years of~~

~~the initial suspension, the university may reactivate the program simply by informing OBR and the other RACGS members that the program will be admitting students once again. It is the responsibility of the university's Graduate Dean to determine whether or not changes in the specific field of study, since the degree program was suspended, warrant the submission of a full planning proposal to OBR and RACGS.~~

~~DISCONTINUATION OF A GRADUATE DEGREE PROGRAM~~

~~If a suspended graduate degree program is not reactivated within the specified seven-year period, the program will be declared discontinued. If at a subsequent date after the seven-year period the university plans to reactivate a discontinued graduate degree program, the university must seek formal approval from OBR through RACGS in the same manner as required for approval of a new graduate degree program. In the view of RACGS, disciplinary changes in a specific area of study during a seven-year period may be significant enough that a new or substantially revised, program may need to be developed.~~

~~When a university has no plans to reactivate a suspended graduate degree program, the Graduate Dean should inform OBR and RACGS that the degree program has been discontinued. It is understood that if the university ever plans to reactivate the suspended graduate degree program, it will be necessary to seek the approval of OBR and RACGS through the established procedures for development of a new graduate degree program.~~

~~PART D: GUIDELINES FOR THE REVIEW OF STATE UNIVERSITY DOCTURAL PROGRAMS~~

~~DOCTORAL PROGRAM GOALS AND OBJECTIVES~~

~~Web Page Statements on Doctoral Programs~~

~~In addition to the regular cycles of doctoral program review expected, each university shall promulgate via its web page a statement of goals and objectives for each program, which builds upon the quality standards outlined below and defines the unique qualities and strengths (the niche) of the program. These statements shall include at minimum the following, totaling no more than two pages for items (a) through (d):~~

~~A mission statement defining the unique aspects of the program including the special characteristics of the curriculum and the types of research conducted by program faculty and students.~~

~~Admission standards – the expected preparation and qualifications of students admitted to the program.~~

~~The manner in which the program addresses the needs of the state of region.~~

~~Placement objectives for graduates.~~

~~The web based report must be updated every two years covering items (a) through (d) and must also include:~~

~~The date of the last program review.~~

~~The date of the next scheduled program review~~

~~The date these program goals and objectives were revised~~

~~INSTITUTIONAL DOCTORAL PROGRAM REVIEW PROCEDURES~~

~~All universities must have internal doctoral program review procedures, which incorporate the quality standards in Section III. It is the expectation of both the OBR and RACGS that most doctoral programs will easily meet these standards and that the review process will be designed to identify and resolve any problems at the local level and thus ensure a commitment to continuous quality improvement in doctoral education.~~

~~Each doctoral program will be reviewed through the university's internal review procedures no less frequently than every eight years.~~

~~An external reviewer(s) will be used during the review and will prepare an evaluative report to the university.~~

~~In a summary report to the OBR, the chief academic officer, using evidence from the internal review and the report, will assess how well the doctoral program is meeting the goals and objectives that have been defined and will also determine the extent to which the criteria in the quality standards have been met. This report to the Regents is distinct from the evaluative report and recommendations for the improvement submitted by the external reviewers to the university.~~

~~If the Regents' staff identify specific quality standards for which they believe the university has not demonstrated competence, RACGS may use a "focused review" that deals specifically with the quality standard(s) in question. This review process should take place within six months of receipt of the report.~~

~~After no more than four years in which the university has had an opportunity to address the problems, the university will submit a report to the Regents, who will determine if the university has resolved the problems. If after discussions with the university the Regents still have questions and concerns, the Regents' staff will conduct a viability review according to additional guidelines developed by the Regents and RACGS. This review should be done in a timely manner (within six months of the receipt of the original university response).~~

~~QUALITY STANDARDS~~

~~Program Faculty~~

~~A level of faculty productivity and commitment shall be required commensurate with expectations of a doctoral program faculty as indicated by the following:~~

~~The number and qualifications of graduate faculty members are judged to be adequate for offering the doctorate in the specified areas and faculty supervises an appropriate number of students.~~

~~The preparation and experience of the faculty are appropriate for offering the doctoral degree in an intellectually challenging academic environment as demonstrated by active scholarship and creative activity judged by accepted national standards for the discipline.~~

~~Faculty members have achieved professional recognition (nationally, internationally).~~

~~The faculty garners significant external funding, as defined by disciplinary norms, which enhance the graduate program.~~

~~Directors of dissertations and a majority of committee members generate new knowledge and scholarly and creative activity as determined by disciplinary norms.~~

~~In professional areas such as the PsyD, PharmD, AuD, DMA, etc., items (1) and (2) above would be related to other options, which measure professional activity and competence, as is customary for the discipline or area in question.~~

~~Program Graduate since the Most Recent Review~~

~~There should be a level of student satisfaction, student accomplishment and graduate accomplishment as evidenced by the following:~~

~~Students express satisfaction with advisement, teaching and program support services.~~

~~The structure and conduct of the program lead to an appropriate degree completion rate and time-to-degree.~~

~~The predominant employment of graduates within three to five years after graduation is in fields consistent with the mission of the program. Data should be provided to show the number of graduates in each of the following or comparable categories and the total number of graduates:~~

~~postdoctoral fellowship / traineeship or acquiring an additional degree, e.g., JD, MD;~~

~~tenure track faculty positioning higher education, including community colleges;~~

~~non-tenure track faculty positioning higher education, including community colleges;~~

~~administrative position in higher education;~~

~~non-university administrative position;~~

~~research position in college or university;~~

~~research position in public, non-profit or private sector;~~

~~leadership or teaching position in K-12 setting;~~

~~self-employed offering professional services;~~

~~unemployed;~~

~~other (please describe); and~~

~~unknown~~

~~Graduates demonstrate preparation for career-long and success as indicated by periodic surveys of career changes, job satisfaction and relevance of doctoral training to various career opportunities.~~

~~Consistent with the mission of the program, many or most of the students publish original scholarship or produce creative work within five (5) years after graduation.~~

~~Accomplishment and potential of program graduates to generate new knowledge or new initiatives in teaching, public service and/or other practice.~~

~~Program Vitality~~

~~A vital doctoral program is dynamic and should possess the following indicators:~~

~~The environment of the doctoral program promotes a high level of intellectual interaction among students, graduate faculty and the larger academic community;~~

~~The curriculum has been updated during the period under review with disciplinary developments;~~

~~Essential resources are provided (e.g., library materials, computer support, laboratory facilities and~~

~~equipment, student financial support, etc.); and~~
~~Requirements for completion of the degree are deemed appropriate to the degree.~~

~~Program Demand~~

~~A doctoral program should be able to demonstrate that there is a demand on the part of prospective students and that it is fulfilling a clear need through the following:~~
~~Student demand. enrollment during the period under review: application ratio, student GPA and GRE scores or other indicators as appropriate; and~~
~~The extent to which the program meets community, region and state needs and occupational societal demands is clearly documented~~

~~Program Interactions~~

~~Doctoral programs do not exist in isolation but rather in relation to and in comparison to similar programs in the discipline at other institutions and to cognate areas in the same institution.~~
~~Information regarding appropriate interactions should include:~~
~~Centrality of the program to advanced study in the specific discipline(s) regionally or nationally;~~
~~The ability of the faculty and students to make a particular contribution in this field;~~
~~Interactions, including interdisciplinary, among graduate, undergraduate and professional programs, as appropriate;~~
~~Interactions with and in collaboration with similar programs at other universities and organizations; and~~
~~Programmatic access to special leveraging assets such as unique on-campus or off-campus facilities, non-university experts or collaborative institutions in the discipline, industrial or other support, endowments, as well as special funding opportunities.~~

~~Program Access~~

~~There should be evidence that the program has established or seeks to establish an appropriate level of diversity among its faculty and its graduate student body, as evidenced by:~~
~~Trends and expectations in student demographics; and~~
~~Proven efforts to sustain and enhance diversity of faculty and students.~~

~~Assessment Mechanisms Used in Program Review~~

~~Assessment Mechanisms Used in Program Review~~

~~Since quality indicators are increasingly becoming an integral part of ongoing program review, an enhanced recognition of the used of outcomes assessment in the review process provides a useful tool for program improvement, as demonstrated by:~~
~~A summary of the appropriate outcome measures used to assess program quality; and~~
~~Procedures must be in place to ensure the use of assessment data for continuous quality improvement of the program.~~

~~Program Revisions Resulting from Review Finding~~

~~The Program should document changes resulting from previous reviews.~~

~~APPENDIX C~~

~~OHIO BOARD OF REGENTS' OPERATING MANUAL FOR TWO-YEAR CAMPUS PROGRAMS~~

~~Updated: April 1998~~

~~BE IT RESOLVED: by the Ohio Board of Regents, upon the recommendation of the Chancellor and with concurrence of the Two-Year Campus Committee of the Ohio Board of Regents, that the Operating Manual for Two-Year Campus Programs, attached to and made a part hereof, is hereby approved as of August 1, 1979.~~

~~THE TWO-YEAR CAMPUS MISSION~~

~~Viewed from the perspective of statewide planning and coordination, the Ohio Board of Regents recognizes a two-year campus mission, which includes the following components:~~

~~Pre-baccalaureate/transfer education.~~ ~~Equivalent to the lower division or first two years of a baccalaureate degree program, generally consisting of liberal arts, sciences and pre-professional studies designed either to enable students to transfer to a four-year institution for the completion of a baccalaureate degree or to provide a planned program of general education which is equivalent to that which is provided by four-year institutions at the freshman and sophomore levels.~~

~~Career/technical education.~~ ~~Associate degree programs of up to two years' duration, designed to prepare students for careers that are generally at the semiprofessional level. Technical degree programs are frequently transferable into baccalaureate degree programs.~~

~~Adult continuing education.~~ ~~Noncredit programs, courses, short courses, seminars and other professional development and cultural enrichment opportunities offered to residents of the service district.~~

~~Community service.~~ ~~Activities of an educational nature which may include workshops, seminars, forums, cultural events and provision of campus facilities and consultative services, designed to address community needs or to resolve community problems.~~

~~Workforce skills enhancement.~~ ~~Activities designed to educate, train or upgrade skills of employees in business, government, industry and public service agencies. These programs may consist of credit courses, noncredit courses and/or workshops to help employers hire smart, train smart and promote smart.~~

~~Developmental education.~~ ~~Courses and services emphasizing academic skill development in preparation for college-level course work. Developmental education program components enhance access for underprepared students through the provision of both course work and supplemental services, such as tutoring, course placement assessment, advising, study skills and personal development.~~

~~DEFINITIONS OF TWO-YEAR CAMPUSES~~

~~The two-year campus system that has evolved in Ohio includes a variety of organizational forms characterized by differing administrative structures and patterns of governance. The Ohio Board of Regents defines the various types of two-year campuses as follows:~~

~~COMMUNITY COLLEGE~~

~~A community college is a two-year college, which may be established at the initiative of one or more county governments or by a referendum vote, with the approval of the Board of Regents. A board of trustees governs the college and all members must reside in the district. Six board members are appointed locally and three are appointed by the Governor. The college district is empowered and is strongly urged to secure a local property tax levy for operation much as a city, exempted village or~~

~~local board of education may do in operating elementary and secondary schools. Because the college can receive local tax support as well as state support, most community colleges are able to keep student fees lower than can other kind of two-year campuses.~~

~~Community colleges offer pre-baccalaureate/transfer degree programs, career/technical education programs, developmental education, workforce training, adult continuing education and community service activities. All community colleges are members of the EnterpriseOhio network. (Reference: Ohio Revised Code 3354.)~~

~~STATE COMMUNITY COLLEGE~~

~~A state community college is a two-year college which may be established with the approval of the Board of Regents at the initiative of a technical college, a state university operating a regional campus in a district, one or more county governments or the electorate of a district. The college is governed by a local board of trustees, with all nine members being appointed by the Governor.~~

~~Ohio's state community colleges have no legal power to propose a local tax levy and must, therefore, operate without the advantages of local financing. A state community college offers pre-baccalaureate/transfer degree programs, career/technical degrees, developmental education, workforce training, adult continuing education and community service activities. All state community colleges are members of the EnterpriseOhio network. (Reference: Ohio Revised Code 3358.)~~

~~TECHNICAL COLLEGE~~

~~A technical college is a two-year college which may be established with approval of the Board of Regents upon the initiative of a city school district or a county or by two or more contiguous city, county, local or exempted village school districts or counties. Once established, however, the technical college district becomes an independent political subdivision governed by a board of trustees. The board shall have either five or six board members appointed locally and two or three appointed by the Governor. Technical colleges receive support from the state and student fees. Current law provides that technical colleges may propose property tax levies to local electorates. Technical colleges specialize in offering career/technical education programs, adult continuing education programs, community service activities, workforce skills enhancement and developmental education. Technical degree programs are frequently transferable into baccalaureate degree programs. Additionally, many of them may be articulated with four-year institutions for the completion of baccalaureate degrees. Further, technical colleges participate in the state approved transfer module. All technical colleges are members of the EnterpriseOhio network.~~

~~In a single instance, that of the Agricultural Technical Institute at Wooster, an academic unit within Ohio State university has been established under the general authority of the university board of trustees to function in a manner similar to other technical colleges and institutes insofar as technical programs in agricultural and natural sciences are concerned. (Reference: Ohio Revised Code 3357.)~~

~~UNIVERSITY REGIONAL CAMPUS~~

~~A university regional campus consists of a permanent full-time separate facility established with the approval of the Board of Regents, governed by the university board of trustees and offering two-year pre-baccalaureate /transfer programs (including all courses offered to serve lower division students), adult continuing education, community service, workforce skills enhancement, developmental education and in some instances, technical education. The Board of Regents recommends the award of the appropriate associate degree for satisfactory completion of a two-year degree program, either transfer or career/technical. All regional campuses are members of the EnterpriseOhio network. Current law permits the establishment of a university regional campus district with a board of trustees of seven members who are residents of the district, with powers enumerated in Section 3355.06 of the Ohio Revised Code. (Reference: Ohio Revised Code 3355.)~~

~~UNIVERSITY URBAN CENTER~~

A university urban center is a two-year college set up by an urban-based university, either on its main campus or elsewhere in the home city, for the purpose of giving special attention to the first two years of education beyond the high school. The college is an integral part of the parent university and is governed and financed as a regular part of the university. The college may offer pre-baccalaureate/transfer degree programs, career/technical degrees, adult continuing education, community service activities, workforce skills enhancement, developmental education and selected baccalaureate degree programs.

UNIVERSITY RESIDENCE CREDIT CENTER

(Not a two-year campus, but generally operating in the same facility)

A university residence credit center offers instruction in baccalaureate courses (arts and sciences, teacher education and business administration) beyond the associate degree level and for the purpose of meeting special needs of groups of students who are beyond sophomore standing. Courses offered in an associate degree program are intended to serve freshman and sophomore students in the regular program of a regional campus and shall not be considered as residence credit center courses. A residence credit center may also offer courses at the master's degree level in arts and sciences and in professional fields of study. Except in unusual circumstances, the Board of Regents expects that only a university regional campus or other permanent two-year campus will be designated as a residence credit center. Courses offered at a residence center must count toward award of the appropriate baccalaureate or master's degree by the parent university and be approved in advance on a time-specific and site-specific basis by the Ohio Board of Regents. Baccalaureate and master's degree courses will be taught only by persons holding faculty rank in a baccalaureate college or in the graduate school of the parent university.

It is expected that the parent university will take whatever action is needed to ensure that instruction in residence credit center courses meets university home campus standards as well as accreditation standards. State subsidies for university residence credit centers will be in baccalaureate general programs and in master's degree programs. Enrollments in resident credit centers should be reported separately from home campus enrollments and limit enrollment limit enrollment limitations imposed by law or other action upon a home campus enrollments and enrollment limitations imposed by law or other action upon a home campus will not be considered as applying to residence credit center enrollment.

DEFINITIONS OF ASSOCIATE DEGREES

ASSOCIATE OF ARTS / ASSOCIATE OF SCIENCE

Associate of Arts and Associate of Science degree programs provide the first two years of a baccalaureate degree for students planning to transfer to a four-year institution. Each degree requires successful completion of a minimum of 90 quarter (or 60 semester) credit hours. Curricular standards for degrees are set forth in Rule 3333-1-04, included at end of this section.

Associate of Arts: For students wishing to complete the first two years of a Bachelor of Arts degree, as well as those desiring two years of a liberal arts/ general education with emphasis in the Arts, Social Sciences or Humanities, the following minimum degree requirements should be met:

	Quarter	*Semester*	
English Composition and Literature	6	9	credits
Social and Behavioral Sciences	15	10	credits
Arts and Humanities	15–20	10-13	credits
Sciences and Mathematics	15	9-10	credits
Total Minimum Requirements	54	35	credits

Associate of Science: For students wishing to complete the first two years of a Bachelor of Science

~~degree, as well as those desiring two years of a liberal arts/general education with emphasis in Natural Science and Mathematics, the following minimum degree requirements should be met:~~

	~~*Quarter*~~	~~*Semester*~~	
~~English Composition and Literature~~	~~9~~	~~6~~	~~credits~~
~~Social and Behavioral Sciences~~	~~15~~	~~10~~	~~credits~~
~~Arts and Humanities~~	~~15~~	~~9-10~~	~~credits~~
~~Sciences and Mathematics~~	~~15-20~~	~~10-13~~	~~credits~~
~~Total Minimum Requirements~~	~~54~~	~~35~~	

~~The Associate of Arts or Associate of Science degree shall not be used to deliver programs in technical education.~~

~~ASSOCIATE OF APPLIED BUSINESS / ASSOCIATE OF APPLIED SCIENCE~~

~~These degrees are awarded in recognition of successful completion of *career/technical* education programs, which require a minimum of 90 quarter (or 60 semester) credit hours. Technical programs of study prepare students for immediate employment upon graduation. Curricular standards for degrees are set forth in Rule 3333-1-04. Graduates of these programs who aspire to extend their studies to other baccalaureate programs may need a substantial amount of advanced lower division coursework. Approximately one-half of each associate of applied science or associate of applied business curriculum is devoted to non-technical studies. This includes both general studies courses and those that serve as a base to the technical field. In the absence of specific articulation agreements, the technical courses contained in the degree programs will generally be reviewed on an individual basis by the receiving four-year institution.~~

~~The Board of Regents has adopted the federal Classification of Instructional Programs (CIP) code classification for its taxonomy of technical program titles, which are used to classify all Associate of Applied Business and Associate of Applied Science degrees. A proposed technical program is expected to meet the following criteria in addition to complying with curricular standards contained in Rule 3333-1-04:~~

~~Employment of at least one full-time faculty member to give leadership to the program~~
~~A minimum projected enrollment of 15 first-year students~~
~~A minimum projected enrollment of 12 second-year students~~
~~A minimum of eight students expected to graduate by the end of the fourth year of the program's operation~~
~~A minimum projected average placement of 75 percent of its graduates who are available for employment in jobs that are related to the technology~~

~~Exceptions to the above criteria may be made for programs that are one of the following:~~

~~Subject to standards set by an accrediting or licensing agency which make meeting these criteria physically or financially impossible~~
~~Designed primarily to serve an in-service educational function and are so designated by the staff of the Board of Regents~~

~~Technical Majors~~

~~Campuses may offer technical majors under any approved Associate of Applied Science or Associate of Applied Business degree program. Technical majors should consist of 18 to 24 quarter (or 12 to 16 semester) credit hours and constitute an area of specialization.~~

~~Refer to Section 403.0 of this manual for approval procedures for technical majors.~~

~~Technical Electives~~

~~Technical electives offer students greater flexibility in completing degree requirements. Technical electives identified for each degree program should be recorded on the appropriate form, attached to the "Curriculum Summary" form and then submitted to Regents' staff.~~

~~One Year (1+1) Program~~

~~One-year (1+1) programs generally involve the first year of an associate degree program. Students who complete such programs generally receive certificates for the completion of 45 to 55 quarter (or 30 to 37 semester) credit hours of coursework, of which no less than 27 quarter (or 18 semester) and no more than 33 quarter (or 22 semester) credit hours are earned through technical courses.~~

~~Students who complete the first year of a one-year (1+1) program should be able to complete an associate degree at a collaborating institution with which an articulation agreement has been formulated. Such an arrangement should assure that students will be admitted to the second-year level with no loss of credit and that full-time students will be able to complete an appropriate associate degree in no more than one year.~~

~~One-Year Technical Certificates~~

~~Students completing a one-year technical certificate program should be able to complete an associate degree at either their "home" campus or at another two-year campus within commuting distance. Students generally receive certificates for the completion of 45 to 55 quarter (or 30 to 37 semester) credit hours of coursework, of which no less than 27 quarter (or 18 semester) and no more than 33 quarter (or 22 semester) credit hours are technical courses.~~

~~A one-year technical certificate requires notification to the Board of Regents' staff. This information should include the title of the certificate and a completed "Curriculum Summary" form.~~

~~Short-Term Technical Certificates~~

~~Campuses may offer short-term technical certificate programs, which consist of fewer than 45 quarter (or 30 semester) credit hours. The certificate is to be designed for a specific employment situation. Students successfully completing the prescribed course of study should receive certificates of completion.~~

~~ASSOCIATE OF TECHNICAL STUDY~~

~~The Associate of Technical Study is awarded for successful completion of a minimum of 90 quarter (or 60) credit hours of an individually planned technical education program designed to respond to needs for specialized technical education not currently available in the formal degree programs available on a particular campus. As with all technical associate degree programs, the program leading to an Associate of Technical Study must have an area of concentration which is equivalent to 45 quarter (or 30 semester) credit hours in technical studies and clearly identifiable with a career objective.~~

~~The area of concentration can be formed either of the following:~~

~~Type A: A coherent combination of technical courses selectively drawn from two or more technical programs currently offered by the awarding institution to serve a career objective that would not be adequately addressed by one of those existing programs.~~

~~Type B: Courses completed or training received by a student at other institutions of higher education, vocational centers or other educational enterprises judged by the institution to be of college level and for which the institution awards degree credit, to a maximum of 45 quarter (or 30 semester) credit hours, prior to the declaration of candidacy for the degree.~~

~~The actual degree awarded must contain the name of the students' area of concentration, e.g., Associate of Technical Study in Diesel Technology. Extensive individualized academic advisement may be necessary for the planning of such programs and each candidate for this degree must complete an Associate of Technical Study application, which identifies the area of concentration and designates courses to be taken to complete the degree.~~

~~Such a plan will generally be completed prior to the student's having earned 60 quarter (or 40 semester) credit hours at the awarding institution. Plans submitted after 60 or more quarter (or 40 semester) credit hours are completed must be approved by the Chief Instructional Officer.~~

~~Graduates of Associate of Technical Study programs who wish to extend their studies to baccalaureate-level programs may need to complete a substantial amount of lower division coursework at the transfer institution. Students satisfactorily completing this degree must assume that four-year institutions may evaluate their credits on a course-by-course basis.~~

~~ASSOCIATE OF INDIVIDUALIZED STUDY~~

~~This degree is awarded for the satisfactory completion of a minimum of 90 quarter (or 60 semester) credit hours in an individually planned program designed to serve an educational objective which could not be served through another degree program of the awarding institution. The curriculum is to be designed largely by the student with the assistance of a designated faculty advisor. The program leading to this degree must contain an area of concentration consisting of a minimum of 30 quarter (or 20 semester) credit hours which is formed according to one of the following models:~~
~~An intra-institutional, interdisciplinary, but coherent combination of courses drawn from a minimum of two and a maximum of four instructional areas of the awarding institution~~
~~Maximum 60 quarter (or 40 semester) credit hours awarded by the institution for documentable educational experiences or courses completed at other institutions of higher education or educational enterprises judged by the institution to be of college level~~
~~An unusual but academically coherent combination of technical and general studies courses.~~

~~Prior to completing 60 quarter (or 40 semester) credit hours, each candidate for this degree should complete an Associate of Individualized Study application form outlining an intended area of concentration and designating course areas for further study to culminate this plan. Plans submitted after 60 or more quarter (or 40 semester) credit hours are completed must be approved by the Chief Instructional Officer. Following approval of the application, each candidate will be required to complete no less than 30 quarter (or 20 semester) credit hours of coursework under the supervision of the institution granting the degree, at least half of which shall be in the area of concentration.~~

~~PROPOSAL FOR PRELIMINARY APPROVAL FOR NEW ASSOCIATE DEGREE PROGRAM~~

~~The following procedures should be followed by state-assisted colleges and universities seeking Board of Regents' approval for a new associate degree or degree program.~~

~~Any state-assisted college or university desiring to introduce a new degree or new degree program should obtain preliminary approval by presenting the request to the Ohio Board of Regents staff. The request should indicate the following:~~

~~Reasons for considering such a program~~
~~Number of students expected to enroll~~
~~Availability of similar programs offered by other institutions (public, private or proprietary) within a~~

~~30-mile radius of the requesting institution~~
~~Preliminary cost estimates~~

~~After reviewing the preliminary proposal, the Regents' staff will inform the requesting institution of the action which has been taken on the request.~~

~~Preliminary approval granted: The institution may proceed with the process of formal proposal developments as outlined in the following pages. Preliminary approval will be withdrawn if a formal proposal for Board of Regents' consideration has not been submitted within two years of the date preliminary approval was granted.~~

~~Preliminary approval denied: This action would be taken if it is the judgment of the Regents that no additional programs of that type are needed in the state, that the program would duplicate existing programs unnecessarily or for other sufficient cause as specified at the time such action is taken.~~

~~REQUEST FOR PRELIMINARY APPROVAL~~

_____
~~Name of Campus~~

~~☐ Develop proposal for a new two-year ASSOCIATE DEGREE program.~~
~~Title of Program: _____~~

~~☐ Offer a MAJOR under an associate degree program already approved for this campus.~~
~~Title of Program: _____~~
~~Title of Major: _____~~

~~☐ Offer a one-plus-one (1+1) program.~~
~~Title of Program: _____~~
~~Cooperating Campus: _____~~

_____ _____
~~Signature of Campus Official Making Request Date of Request~~

~~Return to: Director, Two-Year Campus Programs~~
~~Ohio Board of Regents~~
~~30 East Broad Street, 36th Floor~~
~~Columbus, OH 43215-3414~~

~~OBR STAFF ACTION: ☐ Approved~~
~~☐ Denied~~
~~☐ Held for further consideration~~
~~☐ Comments/Conditions _____~~
_____
_____
_____
_____

_____ _____
~~Director, Workforce Development Date~~

~~Why is this proposed addition to the curriculum necessary?~~
~~Is this program/major currently offered by any higher education institution (public, private or proprietary) within a 30-mile radius of the requesting campus?~~
~~Yes ☐ No ☐~~
~~If yes, name of institution: _____~~
~~If yes, why should an additional program in the area be initiated?~~
~~Preliminary estimate of additional costs which would be incurred by the addition of this program/major, taking into account the costs of new faculty, equipment, remodeling and other instructional and indirect costs:~~
~~Preliminary estimate of headcount enrollments:~~

	Year 1	Year 2
First Year Students	____	____
Second Year Students	____	____
Total	____	____

~~PROPOSAL FOR NEW ASSOCIATE DEGREE PROGRAM~~

~~FORMAL PROPOSAL DEVELOPMENT~~

~~Institutions have found the following procedures to be useful in the development of career/technical associate degree program proposals:~~

~~Form a local advisory committee, comprised of individuals not employed by the institution who either earn their living doing what the program would prepare students to do or would be the most likely employers of such individuals.~~
~~If the institution and the advisory committee deem it desirable, engage a consultant.~~
~~Determine the goals of the program.~~
~~Conduct a local needs survey, assessing the potential job opportunities for graduates of the program.~~
~~Consult with other institutions (public, private or proprietary) within a 30-mile radius to determine whether the program would duplicate an offering currently available in the area.~~
~~If the program is offered elsewhere in the State, consult with another campus that offers the program.~~
~~Determine curricular objectives.~~
~~Develop curriculum.~~
~~Project costs and physical facility factors.~~
~~Obtain internal approvals.~~
~~Prepare formal proposal for submission to the Board of Regents.~~

~~FORMAL PROPOSAL SUBMISSION~~

~~Formal proposals for new degree programs should be presented to the Ohio Board of Regents for consideration after all internal clearances or approvals have been provided, including approval by the board of trustees of the institution, when appropriate.~~
~~Five copies of the proposal for a new degree or a new degree program should be submitted.~~
~~The proposal will be reviewed by Regents' staff. The staff may refer the proposal to an advisory committee for evaluation of need and program outcomes.~~
~~In approving career/technical degree programs, the Ohio Board of Regents will consider need for the program on a statewide basis. On the basis of this statewide consideration, the Board may determine that several programs of a particular type are needed in a specific section of the state. Similarly, the Board's study may reveal that the number of programs in a particular technology should be limited for a period of time.~~
~~The Regents' staff will present a recommendation to the Chancellor for approval or disapproval of each proposal received by the Board. The interested institution shall be given an opportunity to present a statement of position at the same time.~~
~~The Ohio Board of Regents will consider the approval or disapproval of each formal proposal at an official and regularly scheduled meeting of the Board.~~

~~Technical programs may be approved for a designated period of time.~~

~~FORMAL PROPOSAL GUIDELINES~~

~~The following outline should be used as a guide in the development of the formal application for new associate degree programs.~~

~~Nature of Request~~
~~Indicate the title of the new degree program.~~
~~Indicate the name of the institution/campus.~~
~~Complete and attach the cover page form, Proposal for New Associate Degree Program~~
~~Program Outcomes~~
~~Describe the general purpose of this program.~~
~~List program outcomes.~~
~~Rationale and Need for the Program~~
~~Explain the rationale for this program.~~
~~Cite the benefits for students, the institution and the region or state.~~
~~State the specific local, state or national needs for individuals educated by the proposed program.~~
~~Describe job opportunities that are available to persons who complete the program.~~
~~Provide supporting data.~~
~~Indicate any licensure or certification requirements for which this program will prepare students.~~
~~Describe the role of consultants or advisory committees in the development of the proposed program.~~
~~Include documentation of minutes, reports and recommendations of the advisory committee or consultants.~~
~~Provide evidence of student interest in the program, as well as projections of enrollment (full time and part time) for each of the first three years of the program. (Some of these data may be indicated by using the Enrollment Projections Statement).~~
~~List academic programs similar to the one proposed that are offered at nearby public, private or proprietary institutions.~~
~~Explain why the nearby institution could not serve your area's students in this particular program.~~
~~Academic Control~~
~~Describe the administrative structure for the program, including the department that will bear primary responsibility for the program.~~
~~Indicate any cooperative arrangements with other institutions and organizations that will be used to offer this program. Specify the exact nature of such arrangements and attach any formal agreements that have been developed.~~
~~As appropriate, specify the articulation arrangements that will be in effect for the program. Attach documentation for such arrangements, if any.~~
~~Curriculum~~
~~Describe the program as it would appear in the institution's catalog.~~
~~List the courses (title, number, semester/quarter credit hours, catalog description and classification, i.e. non-technical, technical) that would constitute the requirements and other components of the proposed program. Indicate which courses are currently offered and which will be new. Provide a suggested term-by-term curriculum.~~
~~Complete and attach the Curriculum Summary. (Refer to Rule 3333-1-04 at the end of this section for Standards for Approval of Associate Degree Programs and course classification).~~
~~Staffing Requirements~~
~~Indicate how the proposed program will be staffed.~~
~~Facilities and Support Services~~
~~Describe facilities and equipment currently in existence at your institution that will be used for the proposed program.~~
~~Describe additional facilities, facility modifications and equipment that will be required for use in the proposed program.~~
~~Indicate institutional plans for meeting needs for additional facilities and/ or support resources.~~
~~Financial Resources~~
~~Complete and attach the.Financial Impact Statement.~~
~~Discuss briefly sources of funding other than state subsidy and student tuition that would be available for program support.~~

PROPOSAL FOR NEW ASSOCIATE DEGREE PROGRAM

Cover Page

Title of Degree Program: _____

Name of Institution/Campus: _____

Key Spokesperson: Name: _____
Title: _____
Address: _____
Telephone: _____
Proposal Date: _____

OBR ACTION: ☐ Approved
☐ Denied
☐ Tabled

_____ _____
Signature Date

Enrollment Projections Statement

1. Number of Students Expected to Enroll in This Program:

	Semester 1	Semester 2
Headcount, full time (12 or more hours)	_____	_____
Headcount, part time	_____	_____
Total FTE Students (Student credits/15)	_____	_____

2. Recognizing that some students would have enrolled in other degree programs if this were not offered on your campus, estimate the number of the above mentioned students expected to be enrolled in your institution solely because this program is offered:

	Semester 1	Semester 2
Headcount, full time (12 or more hours)	_____	_____
Headcount, part time	_____	_____
Total FTE Students	_____	_____

3. Anticipated Enrollment:

	Year 1	Year 2
First-year students, full time	_____	_____
First-year students, part time	_____	_____
Second-year students, full time	_____	_____
Second-year students, part time	_____	_____

Curriculum Summary

~~Provide a summary and classification of the courses comprising the program by quarter/semester, assuming full-time enrollment. Provide subtotals of credit hours by quarter, semester, by course type and by total credit hours required.~~

~~Campus: _____~~

~~Associate Degree Program: _____~~

~~Date: _____~~

Course No.	Course Title	Contact Hours Class	Contact Hours Lab	Credit Hours Tech	Credit Hours Non-Tech

~~Fiscal Impact Statement~~

	Semester 1	Semester 2
~~1. Projected additional FTE~~		
~~2. General studies subsidy income (½ FTE x GS model)~~		
~~3. Technical subsidy income (½ FTE x technical model)~~		
~~4. Student fee income~~		
~~5. Other income (if any)~~		
~~6. Total additional income~~		
~~7. Personnel costs~~		
~~a. Instruction (technical/general)~~		
~~b. Non-instruction~~		
~~Subtotal~~		
~~8. Staff benefits~~		
~~9. Supplies~~		
~~10. Travel~~		
~~11. Information and communications~~		
~~12. Maintenance and repairs (including rentals)~~		
~~13. Miscellaneous expenses~~		
~~14. Capital purchases (equipment, furniture, library books)~~		
~~15. Indirect costs~~		
~~16. Total costs~~		
~~17. Annual balance: gain (or loss)~~		

~~Deficits may normally be incurred during the first year of a new program because of the initial onetime start-up costs associated with each new offering.~~

~~ADDITIONAL GUIDELINES~~

~~The following exceptions to the formal proposal guidelines for the following degrees should be noted:~~

~~Proposals for the Associate of Arts/Associate of Science degrees should use the formal proposal guidelines for new associate degree programs. The proposal, however, need not include:~~
~~Input from citizen advisory committees. Advisory committees comprised of faculty members from both two-year campuses and four-year campuses, however, are suggested.~~
~~Projections of employment opportunities for graduates. Proposals for the Associate of Arts/Associate of Science degrees should include the areas of concentration that would be made available to students~~

~~for transfer purposes (e.g., English, history, political science, physics, pre-professional programs).~~
~~Proposals for the Associate of Technical Study or the Associate of Individualized Study should also include:~~
~~A listing of the areas of concentration that are proposed, if those areas of concentration are to be provided by educational enterprises other than the awarding institution.~~
~~When the student's area of concentration is to be formed by an intra-institutional interdisciplinary program, list examples of possible areas of concentration.~~
~~A description of the procedures by which students are admitted to the degree program and a copy of the secondary application to be used for the program.~~
~~When the area of concentration is to be provided by educational enterprises other than the awarding institution, describe the method by which such educational experiences will be evaluated for credit. (Include the maximum number of credits that may be awarded in this manner).~~
~~A description of the procedures to be used in counseling the student.~~

~~APPROVAL OF TECHNICAL MAJORS~~

~~Campuses with approved Associate of Applied Science or Applied Associate of Business degree programs may offer technical majors under these existing degrees.~~

~~Technical majors should consist of 18 to 24 quarter (or 12 to 16 semester) credit hours which constitute an area of specialization under an existing degree program. Technical majors consisting of more than 24 quarter (or 16 semester) credit hours may be approved by Board of Regents' staff.~~
~~Campuses desiring to offer technical majors should submit a Proposal for Technical Major. This proposal should include:~~
~~rationale for the new major~~
~~current enrollments in the associate degree program for which the major is proposed~~
~~anticipated enrollments in the proposed major~~
~~a list of new courses to be added~~
~~a completed Curriculum Summary Form for Technical Majors~~
~~Regents' staff will review the proposal and will notify the requesting institution of approval or denial. If approved, the title of the major will be entered on the Ohio Board of Regents' official listing of approved programs and the Management Information Office of the Board will be notified of the courses to be added to the course inventory of the campus.~~

~~REQUEST FOR APPROVAL OF A TECHNICAL MAJOR~~

~~Title of Associate Degree Program: _____~~

~~Title of Proposed Major: _____~~

~~Name of Institution and Campus: _____~~

~~Official Making Request Name: _____~~
~~Title: _____~~
~~Address: _____~~
~~Telephone: _____~~

~~Date Request Submitted: _____~~

~~Please Return to: Ohio Board of Regents~~
~~30 East Broad Street, 36th Floor~~

Columbus, OH 43215

OBR STAFF ACTION: ☐ Approved Date: _____

☐ Denied

☐ Held for further consideration

☐ Comments/Conditions _____

_____

_____

_____

_____

_____ _____

Director, Workforce Development Chancellor

I. Description of major and reasons for the request.

II. Report the number of students (headcount) enrolled in the associate degree program for which major is proposed for the past five years.

	Year 1	Year 2	Year 3	Year 4	Year 5
Freshmen	____	____	____	____	____
Sophomores	____	____	____	____	____
Total	____	____	____	____	____

Report the number and percentage of graduates from this program in previous year who were available for employment and were placed in jobs related to their technology.

Total number of graduates

Number available for employment

Number placed in jobs related to technology (include percentage [C/B])

Number placed in jobs not related to technology Percentage (include percentage [D/B])

Report estimated student enrollment.

Estimate total number of students expected to enroll in proposed major:

First year of operation

Second year of operation

Estimate the number of these students who are expected to enroll in requesting campus solely because this major is offered:

First year of operation

Second year of operation

Are any other Majors currently offered under this associate degree title?

If yes, identify and report current headcount enrollment for each major.

List new courses and their credit hours to be added to the curriculum if this request is approved.

Provide a summary and classification of the new courses comprising the program by quarter/semester, assuming full-time enrollment. Designate new courses with an asterisk (*) in the "course number" column.

		Contact Hours		Credit Hours
Course No.	Course Title	Class	Lab	Technical
____	_____	____	____	____
____	_____	____	____	____
____	_____	____	____	____
____	_____	____	____	____
____	_____	____	____	____
____	_____	____	____	____
____	_____	____	____	____

PROPOSAL FOR THE ADDITION OF TECHNICAL ELECTIVES

Campuses seeking to add new technical elective course(s) as substitute courses in an approved technical degree program should complete the Technical Electives Form and then submit it to Regents' staff. These courses will then be added to the institutional course inventory.

~~TECHNICAL ELECTIVES FORM~~

~~Associate Degree Program:~~ _____

~~Institution/Campus:~~ _____

~~Date:~~ _____

		Contact Hours		Credit Hours
~~Course No.~~	~~Course Title~~	~~Class~~	~~Lab~~	~~Technical~~

~~APPROVAL OF ONE-YEAR PROGRAMS (1+1)~~

~~The first year of a one-year (1+1) program is the first half of a two-year associate degree program. Campuses seeking to initiate new one-year (1+1) programs should request approval in the manner described in this manual.~~

~~The proposal should also include the name of the institution offering the second year of the associate degree, along with a letter from the collaborating institution assuring that students will be admitted with no loss of credit.~~

~~SERVICE DISTRICTS~~

~~Service districts are designated geographical areas for delivery of comprehensive services by Ohio's two-year campuses.~~

~~TYPES OF SERVICE DISTRICTS~~

~~Chartered: counties included within a charter of a community college or a technical college.~~
~~Board of Regents designated: counties assigned to a two-year campus for delivery of services.~~

~~COOPERATIVE SERVICE DISTRICTS~~

~~Several service areas, especially in larger populated areas, have more than one two-year campus and are known as cooperating areas. It is expected that these campuses will reach agreement on programs and services to be offered independently or jointly.~~

~~CO-TERMINUS SERVICE DISTRICTS~~

~~The need occasionally arises for institutions with special programs to offer courses/programs in locations outside their approved service areas. In such situations, the college proposing to render services beyond its assigned geographical area is expected to notify the two-year campus located within that particular service district.~~

~~STANDARDS FOR APPROVAL OF ASSOCIATE DEGREE PROGRAMS (Rule 3333-1-04)~~

~~Authority~~
~~This Rule is adopted under authority conferred upon the Ohio Board of Regents by Section 3333.04 of the Revised Code.~~

~~Definitions~~

~~The definitions developed by the Ohio Board of Regents to implement its legal charge as follows:~~

~~A "new degree" is any new appropriate recognition or award for completion of a prescribed degree program in a state-assisted institution of higher education designated by the customary titles of associate, bachelor, master, specialist or doctor.~~

~~A "new degree program" is any prescribed program of study in a state-assisted institution of higher education which constitutes an area of concentration or specialization leading to a designated degree.~~

~~The two-year associate degrees which are authorized to be awarded by public institutions are defined as follows:~~

~~The Associate of Arts and the Associate of Science are degrees awarded for successful completion of a planned program of study which is generally equivalent to the first two years of a baccalaureate degree program.~~

~~Baccalaureate programs in many disciplines require specific lower division course work that must be completed in the freshman and sophomore years if the Associate of Arts degree is to signify a halfway point in the progression toward the baccalaureate degree. The above is in no way intended to relieve the student of the responsibility for completing the programmatic prerequisites and requirements of the baccalaureate program which he intends to follow at a particular four-year institution.~~

~~The Associate of Applied Business and the Associate of Applied Science are degrees which are awarded for the successful completion of a planned program of instruction in a technology, the primary objective of which is the preparation of individuals for paid or unpaid employment in that technology or for additional preparation for a career requiring other than a baccalaureate or advanced degree.~~

~~Degree programs offered as technical education include two-year curricula in Engineering and Industrial Technologies, Business Technologies, Agricultural and Natural Resource Technologies, Health Technologies and Public Service Technologies.~~

~~The Associate of Technical Study is a degree awarded for successful completion of an individually-planned technical education program designed to respond to a student's need for specialized technical education not currently available on a particular campus either through cooperative arrangements with public, private or proprietary postsecondary institutions, vocational centers or other educational enterprises or through an intra-institutional, interdisciplinary combination of courses offered by the awarding institution.~~

~~The Associate of Individualized Study is a degree awarded for the successful completion of an individually planned degree program designed by a student with the assistance of a designated faculty advisor, generally containing an area of concentration formed either by an interdisciplinary combination of courses offered by the awarding institution or through credits awarded by the awarding institution for educational experiences judged by the institution to be of college level.~~

~~General Standards for the Approval of Associate Degree Programs~~

~~Full-time faculty members and administrative personnel should be provided in numbers which will assure:~~

~~Familiarity and identification with the goals of the field of concentration.~~

~~The continuity of the program.~~

~~Continuing interchange of ideas and experience within the faculty.~~

~~Adequate attention to the needs of individual students in the program.~~

~~A minimum of 60 percent of the curriculum generally should be taught by faculty members who devote full time to the teaching and administrative responsibilities of the two-year campus.~~

~~Persons holding top leadership responsibilities at the department level should hold either a master's degree or a bachelor's degree with other advanced preparation and have experience in the appropriate field of concentration.~~

~~Faculty members whose assignments are primarily in the technical areas should evidence competency based upon:~~

~~Formal education appropriate to the specialization, usually including the bachelor's or master's degrees or their equivalent as demonstrated by expertise, licensure or certification; and~~

~~Practical experience other than teaching in the appropriate specialization, as demonstrated by full-time employment for approximately five years in the career area or a related field; and~~

~~Evidence of professional development in the field of concentration as demonstrated by activity in professional associations, consultative practice, participation in seminars, workshops and formal course work and individual reading and research.~~

~~Faculty members whose assignments are primarily in the teaching of the general studies curriculum should generally hold a master's degree in the subject matter discipline and should also show evidence~~

~~of professional development as indicated in Section (III)(D)(3) of this rule.~~

~~For approval by the Ohio Board of Regents, associate degree programs must contain a minimum of 90 quarter credits or 60 semester credits and should not exceed a maximum of 110 quarter credits or 73 semester credits, exclusive of physical education. Exceptions may be granted where licensing procedures require additional hours.~~

~~The academic quarter should be of 11 weeks duration with not less than 10 weeks devoted to instruction.~~

~~The academic semester should be of 16 weeks duration with no less than 15 weeks devoted to instruction.~~

~~Academic credit awarded for successful completion of courses should be expressed in conventional quarter or semester credit hours.~~

~~Associate degree programs should not exceed seven quarters (four semesters) of full-time study. Institutions desiring to deviate from these standards, because of unique educational programs, should obtain the concurrence of the Ohio Board of Regents' staff.~~

~~Procedures for seeking approval of the Ohio Board of Regents to initiate a new degree or degree program are contained in the Ohio Board of Regents Two-Year Campus Operating Manual.~~

~~Standards for Approval of the Associate of Arts and the Associate of Science Degrees~~

~~These degrees are awarded for the satisfactory completion of a minimum of 90 quarter credit hours of course enrollment (or 60 semester hours).~~

~~For maximum transferability to four-year institutions, the 90 quarter (or 60 semester) credits should include as general education at least nine quarter (or six semester) credits in English composition and literature, 15 quarter (or 10 semester) credits in the humanities, 15 quarter (or 10 semester) credits in the social and behavioral sciences and 15 quarter (or 10 semester) credits in the natural sciences (physical and biological) and/or mathematics.~~

~~The Associate of Arts and the Associate of Science degrees may be authorized to be offered by community colleges, regional campuses of state universities, state community colleges and by state universities offering a planned program leading to this degree for students who enroll in a unit of the university which serves the two-year mission.~~

~~Standards for Approval of the Associate of Applied Business and Associate of Applied Science Degrees~~

~~Associate Degree Programs offered as technical education should provide as a minimum:~~

~~Technical Studies: 45 quarter credits or 30 semester credits in courses clearly identifiable with the technical skills, proficiency and knowledge required for career competency. Most courses classified as technical should include laboratory experience. Generally, technical courses should be distributed more or less evenly among the six or seven quarters (or four semesters) of the degree program.~~

~~Non-technical Studies: 42 quarter credits or 28 semester credits in non-technical studies, including: General Education requirements consisting of courses in written communication oral communication, social and behavioral science and art/humanities. These requirements may also include courses in the natural sciences and in mathematics.~~

~~Courses basic to the technical field and closely related to the technical specialty.~~

~~To assure that the college's technical educational programs remain relevant to the needs of the community, each two-year campus will maintain an advisory committee for each technical program offered.~~

~~These degrees may be authorized to be offered by community colleges, regional campuses of state universities, technical colleges and state community colleges in business, health, engineering and industrial, agricultural and natural resources and public service technologies. In particular circumstances of community need where duplication of existing programs will not occur, these degrees may be authorized for main campuses of state universities.~~

~~Standards for Approval of the Associate of Technical Study Degree~~

~~This degree is awarded for the satisfactory completion of a minimum of 90 quarter (or 60 semester) credit hours in an individually-planned technical education program, which contains an area of concentration formed either by:~~

~~Type A: An intra-institutional, interdisciplinary, but coherent combination of courses drawn from two or more technical programs offered by the awarding institution, designed to serve an occupational objective; or by~~

~~Type B: Credits awarded by the institution for courses completed or training received by a student at other postsecondary institutions, vocational centers and/or other educational enterprises judged by the institution to be of college level.~~

~~Prior to completion of 60 quarter (or 40 semester) credit hours, each degree candidate must complete~~

~~an Associate of Technical Study application form outlining his or her intended area of concentration and designating course areas for further study to accommodate this plan. Plans submitted after 60 or more quarter (or 40 semester) credit hours are completed must be approved by the Chief Instructional Officer. Each student's individual curriculum must meet the minimum requirements of 45 quarter (or 30 semester) credit hours in technical studies and 42 quarter (or 28 semester) credit hours in non-technical studies.~~

~~Following approval of the application, each candidate will be required to complete no less than 30 quarter (or 20 semester) credit hours of course work under the supervision of the institution granting the degree.~~

~~A maximum of 45 quarter (or 30 semester) credit hours can be recognized by the degree-granting institution for course work completed in other public, private or proprietary postsecondary institutions, vocational centers and schools conducted by business and industry, prior to the declaration of candidacy for this degree.~~

~~The degree awarded must contain the name of the student's area of concentration.~~

~~This degree may be authorized to be offered by universities, community colleges, university regional branches, technical colleges, state community colleges and urban centers of state universities. In the communities having both a technical college and a university regional campus on the same campus, the Associate of Technical Study Degree may be authorized to be awarded by only the technical college.~~

~~Standards for Approval of the Associate of Individualized Study Degree~~

~~This degree is awarded for the satisfactory completion of a minimum of 90 quarter (or 60 semester) credit hours in an individually-planned educational program. The curriculum is to be designed largely by the student with the assistance of a designated faculty advisor and should contain an area of concentration which is formed by:~~

~~An intra-institutional, interdisciplinary, but coherent combination of courses drawn from the curriculum of the awarding institution.~~

~~Up to 60 quarter (or 40 semester) credit hours awarded by the institution for documentable educational experiences or courses completed at other postsecondary institutions or educational enterprises judged by the institution to be of college level.~~

~~An unusual but academically coherent combination of technical and general studies courses.~~

~~Prior to the completion of 60 quarter (or 40 semester) credit hours, each degree candidate must complete an Associate of Individualized Study application form outlining his or her intended area of concentration and designating course areas for further study to culminate this plan. Plans submitted after 60 or more quarter (or 40 semester) credit hours are completed must be approved by the Chief Instructional Officer. This requirement should provide assurance that students are not simply avoiding required courses.~~

~~Following approval of the application, each candidate will be required to complete a minimum of 30 quarter (or 20 semester) credit hours of course work under the supervision of the institution granting the degree.~~

~~This degree may be authorized to be offered by universities, community colleges, university regional campuses, technical colleges, state community colleges and urban centers of state universities. In the communities having both a technical college and a university regional campus on the same campus, the Associate of Individualized Study Degree must be offered cooperatively.~~

~~Standards for Approval of One-Plus-One Technical Programs~~

~~The Ohio Board of Regents accepts the premise that because of limited employment opportunities in some regions and the high cost of technical laboratories, not all technical programs can be delivered on every two-year campus. Some students desiring specialized technical programs will have to attend a campus away from their home area. Some two-year campuses, through cooperative planning, have developed a one-plus-one program wherein the first year of a two-year technical degree is offered by several campuses with students transferring to other two-year campuses at the end of the first year. The first half of a one-plus-one sequence should contain not less than 45 quarter (or 30 semester) and not more than 55 quarter (or 37 semester) credit hours and generally refers to a program which a full-time student can complete in one year. Part-time students will spend a longer period of time completing these academic requirements.~~

~~Technical courses should compromise approximately 50 percent of the first year curriculum.~~

~~The first year of the program should provide students with a specific employment possibility.~~

~~One-plus-one programs will be approved only for a group of campuses geographically related which have made arrangements guaranteeing that one of these colleges will admit students at the second-year level with no loss of credit for courses completed successfully the first year.~~

~~Replaces Rule 3333-1-04, adopted July 6, 1972; revised October 19, 1979~~
~~Promulgated under R.C. S 111.15~~
~~Statutory Authority R.C. S 3333.04~~

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **25-Sep-12** Curriculum Bulletin _____

Effective Date **Fall 2013** Approved by EPC _____

Department	**Biological Sciences**	
College	**AS - Arts and Sciences**	
Degree	**BS - Bachelor of Science**	
Program Name	**Sustainable Horticulture and Landscapes**	Program Banner Code
Concentration(s)	Concentration(s) Banner Code(s)	
Proposal	**Establish program**	

Description of proposal:

Letter of Intent and Needs Analysis to be sent to OBOR to get preliminary approval to develop a new BS degree program in Sustainable Horticulture and Landscapes to be offered on the Salem Campus.

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

Current total credit hours: Proposed total credit hours

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

Will complement the existing AAS in Horticulture and Bachelor of Applied Horticulture programs on the Salem Campus.

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

College of Architecture and Environmental Design

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)

BSCI (HORT) 1

Ohio | Board of Regents

John R. Kasich, Governor
Jim Petro, Chancellor

University System of Ohio

LETTER OF INTENT

Date of submission: 25 September 2012

Name of institution: Kent State University

Intent: To establish a Sustainable Horticulture and Landscapes 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):

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

Type of request (please check all that apply):

- [ ] First request to the Chancellor (i.e., request for initial authorization)
- [ ] New degree in an approved institution
- [x] New program within an existing degree (e.g., major, 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
- [x] More than 50% of program will be offered at a site different from the institution's central/main campus location: **Salem 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):

Full proposal will be reviewed and approved by the Kent State Board of Trustees at later date (anticipated December 2012).

Projected date full proposal will be submitted: December 2012

Projected start date of the proposed program: Fall 2013

BSCI (HORT) 2

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

Kent State University proposes the establishment of a Bachelor of Science degree in Sustainable Horticulture and Landscapes. The degree will be administered by the Department of Biological Sciences within the College of Arts and Sciences, and will be offered at Kent State's Salem Campus. The Salem Campus has offered an AAS degree in Horticulture Technology since 1996 and a Bachelor of Applied Horticulture degree since 2009.

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

The existing horticulture industry is changing and, as such, those skills required for expanded career paths require additional expertise. Today's successful horticulturalists must have increased knowledge in a multitude of disciplines, including geography, geology, natural resources, urban planning, hydrology, social sciences, humanities and fine arts. Horticulturalists must also appreciate how these disciplines play a role in sustainable landscapes.

Course requirements in this new degree program will promote a greater understanding of landscape systems using these additional disciplinary approaches. Horticulture is the central theme with subsets of subject matter in support. For example, students will understand how hydrology acts upon the surface, and the effects of human interaction on long-term sustainability for plants and soil erosion. The same is true of geography and the social sciences and the understanding of how space is used given the employment of horticulture and plant placement within a prescribed topographic area.

Additional rationale includes a cursory but documented survey of over 40 key green industry firms and individuals in Ohio that support this approach.

The proposed program will provide another 2+2 pathway for Kent State's associate degree in horticulture technology. It will also complement the Bachelor of Applied Horticulture degree. The Bachelor of Applied Horticulture degree will continue to focus predominantly on horticulture and plants, while the proposed Sustainable Horticulture and Landscapes major will expand the focus to a larger geographic area of concerns and communicational linkages as to natural plant systems and topography, along with social and psychological concerns about open space.

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

One additional full-time faculty will be hired to deliver the required coursework.

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.**

The Salem Campus is sufficiently prepared to offer the necessary student services. The proposed degree program will be overseen by the current horticulture academic program director without adding additional staff.

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

   Minor additional services will be required, including targeted library resource materials in support text and industry publications.

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

   Accommodating the proposed program will necessitate minor expansion of teaching space and equipment on the Salem Campus, but without any notable expenses due to the recent facility expansions completed in June 2012.

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 at 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,

Todd A. Diacon
Provost and Senior Vice President for Academic Affairs
Kent State University

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NEW PROGRAM NEEDS ANALYSIS AND FACULTY CREDENTIALS

All Kent State academic units are required to provide evidence of the need for a proposed academic program. Generic statements that imply the "need" for the program are not sufficient. Proposals should include data-driven market research that addresses a student demand that will increase enrollment, potential for employment upon graduation, competitive advantage for the university, reasonable non-duplication with other programs and appropriate multi-year financial analyses.

The elements of a needs analysis include:

Elements for the establishment of;

New Degree: Bachelor of Science in Sustainable Horticulture and Landscapes

The designing of outdoor and public spaces, to achieve environmental, behavioral, and/or positive aesthetic outcomes using sustainable horticulture approaches. It involves the systematic investigation of existing social, ecological, and geological conditions and processes in the landscape, and in designing and using the best management practices that will produce the desired outcome given the client's needs.

1. ESTABLISH A NEED FOR THE PROPOSED PROGRAM

Address the need and rationale for the establishment of the program. The description should include an assessment of workforce demand as well as occupational titles and employment opportunities. Appropriate needs assessment document must include data obtained from the State of Ohio Labor Market Statistics and/or the U.S. Department of Labor Bureau of Labor Statistics and surveys of local/regional employers. Survey documentation should include:

a. The survey instrument

A survey of professional organizations that would be affected by the proposed degree and in providing future career opportunities in Sustainable Horticulture and Landscapes was taken. Survey question targeted advisory board members and the sustainable horticulture approach and the appropriateness of such focus. The survey question focused on whether a "Bachelor degree "Environmental Sustainability" should be an option or not for Kent State University students in northeastern Ohio and would it contribute to their overall expertise within the horticulture field for potential career opportunities". See attached survey sample 2-A.

b. Target population

Survey sent to over 30 green industry professionals (Advisory Board Members) stating the fundamentals in possibly expanding our AAS degree to a Bachelor of Science Degree in Sustainable Horticulture and Landscapes.

b. Description of sample

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The survey went to green industry companies doing work in landscape design, landscape maintenance, horticulture growers, urban forestry, turf grass or golf courses, institutions of higher learning in horticulture areas and equipment related suppliers.

c. Number and name of businesses involved in the sample

There were 30 responses on the survey, primarily green industry companies, doing business throughout northeastern Ohio. The scope of survey states that the existing AAS in horticulture technology program is looking to expand its focus via the existing first two years of study and then expanding on the sustainability aspects in horticulture. The survey replies fielded 30 responses, 27 supporting the expansion, 2 reporting that they would like more information and one reporting no to the idea. See appendix 1-A.

d. Employment opportunities by job titles including:

i. Number of job openings (due to growth)

The U.S. Bureau of Labor Statistics reflects the biggest job expansions in sustainability of environmental and soil science management along with water quality and conservation approaches, including landscape design principles from 10.7% to over 16% annually depending on focus. Many job opportunities listed below take advantage of horticulture professionals within their disciplines. http://www.bls.gov/ooh/architecture-and-engineering/landscape-architects.htm landscape architecture and http://www.bls.gov/ooh/building-and-grounds-cleaning/grounds-maintenance-workers.htm landscape designers.

ii. Salary for these employees

Salaries for these occupations range greatly but are from approximately $22.00/hr to $45.00 respectively, concerning median range given (SOLM), State of Ohio Labor Market surveys. http://ohiolmi.com/oes/oes.htm **Surveys were taken from Soil and Plant Science, Landscape Architects, Foresters and Environmental Engineers. The Bachelor degree in the proposed new degree area would meet eligibility to apply for such positions. bhahn@akronohio.gov (Bill Hahn, Landscape Architect or Tom Green at tgreenhort@aol.com**

Other evidence may include, but is not limited to:

- Letters of support from businesses, schools and other organizations that commit to multi-year partnerships for education and training. The commitment may include financial support, "guaranteed" enrollments and other relevant proof of interest;

Support primarily comes from the private and public sectors alike. Individual employers which employ 5 or more employees, some in excess of 300 employees and many educational institutions looking for an expanded approach in this arena. (Letters on file with Horticulture Director)

- Local, state and national demographic information demonstrating trends linked to education;

Educational links support related campuses within 50 miles of intended degree and their partnering of required course development. Mainly with Eastern Gateway Community College and Cuyahoga Community College. Target markets include

trends such as landscape design firms that rely on sustainable design work and natural resources area. The market trends reflected by private practice firms through the survey reports taken, support this expanded educational link.

- Pilot courses or certificate programs with a multi-year history of success, tied to metrics demonstrating the need and opportunity for a full degree;

  The existing (AAS) Associate in Applied Science in Horticulture Degree started in 1991 at Kent State University is the lower level foundation for the Bachelor of Science Degree in Sustainable Horticulture and Landscapes with upper level classes combining detailed studies in Geography, Geology and Social Sciences and Humanities along with Horticulture classes in plant and designed space for human interaction. Green Industry survey (see appendix 1-A for responses to the survey) reflects this need as an important focus area in meeting clientele needs for business growth throughout Northeastern Ohio.

- Partnerships with other colleges and universities to leverage the strengths of each and serve multiple locations in the state;

  Existing community colleges looking for an expanded degree approach which helps link their AAS program with entry level Bachelor Degree required occupations. (Cuyahoga Community College and Eastern Gateway Community College articulations are already in place.) There is also a potential pathway for the new degree to dovetail into the proposed Masters of Landscape Architecture, College of Architecture and Environmental Design at Kent State University.

- Longitudinal data demonstrating the need for a higher level degree (i.e., a proven associate's leading to a bachelor's degree);

  Our existing AAS and the Bachelor of Applied Horticulture have been very successful however industry surveys support the need for greater diversity and focus in both the Bachelor of Applied Horticulture and the new proposed degree in Sustainable Horticulture and Landscapes. The following link supports related occupations that require an expertise in those subjects within the new degree. http://ohiolmi.com/oes/oes.htm

- Establishment of an endowed chair, addition of nationally recognized faculty or other parallel staffing that indicates a competitive "attraction" to the proposed program;

  Staffing supports this endeavor including the existing faculty and long term professional experiences. Complimentary courses in Geology, Geography, Social Sciences and Humanities will be used to help augment class choices for the new degree. One new full time faculty member will be required with an expertise in Soil Conservation, Landscape Architecture or related disciplines.

- Reengineering of an existing program to meet changing market needs based on workforce shifts, licensure or certification changes from external organizations, or alignment with specialized accrediting agencies or organizations; and/or

  A change and shift in the changing markets popular in today's career opportunities and the new movement in conservation and design on the land support this initiative.

- Pilot programs or certificates offered in a limited time period to "test the waters" of the market, with limited or no financial loss to the institution.

Due to the existing AAS degree focus in horticulture and the new successful Bachelor of Applied Horticulture program as well as the efficiency in basing the new program with the AAS Horticulture degree, no major financial issues shall apply.

2. PROJECTED STUDENT AND GRADUATE DATA

Provide an explanation of potential and identified sources of students for the program. Documentation should demonstrate sufficient student interest to support the program and may include surveys of current students and related program majors, secondary students, as well as employees seeking advanced training. The data should include projected student enrollment and a projection of the number of graduates for the first five years of the program. Present projected enrollments in a table showing how many students will attend full-time and how many part-time.

Potential for 10 new students for the first year are expected with 5 new students thereafter. (Total of 30 students over a five year period.) Sources will be from existing students in Horticulture program and outside sources from students looking for a natural resource parallel with a focus in Horticulture. (Many from Hocking Community College, ATI, Cuyahoga Community College and Eastern Gateway Community College. Estimate is from verbal classroom survey of existing students in the BAH program and their future interests in the proposed major.

For master's degree proposals, the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one.

For bachelor's and master's degree programs, list the professional uses of the proposed degree programs.

3. COMMUNICATION WITH BUSINESS AND INDUSTRY

Surveys/focus groups (with a valid number of responses/participants) should be conducted with local businesses, advisory/planning committees and other workforce training sources. Provide a list of potential employers, locally, state-wide and regionally, appropriate.

Thirty (30) returned surveys from green industry professionals reflected a 92% approval rating for the expansion of our program in this area of expertise (Sustainable Horticulture and Landscapes). These are the same individuals that promote the industry, focus its growth and hire our graduates.

Projected existing horticulture students equaling 80 plus with over 40% working toward a Bachelor of Applied Horticulture degree with approximately 25% of them looking at the new degree approach. (Estimates of 10 new students for the first year with approximately 5 new students thereafter with a realistic total number of 30 students over five years is based on nonscientific verbal survey throughout classroom attendees.) Students will complete the AAS and move on through into the Bachelor of Science, Sustainable Horticulture and Landscapes major.

New advisory board members for the new Sustainable Horticulture and Landscapes degree shall be sought. Initial new advisory board members of six (6) shall be promoted. This shall also equate to possible new funding scholarship streams for students. New supporting members shall be from natural resource and conservation areas using direct contacts with horticulture program director and appropriate mailers about new program.

FACULTY CREDENTIALS AND CAPACITY

Faculty Credentials

The following expectations apply to all full-time and part-time instructors, including graduate teaching assistants:

- Faculty members hold a degree from a regionally or nationally accredited institution recognized by the U.S. Department of Education or the Council for Higher Education Accreditation or equivalent as verified by a member of the National Association of Credential Evaluation Services Inc.

All faculty, existing and new, teaching classes within the new bachelor degree, "Sustainable Horticulture and Landscapes" shall meet the following criteria: a Master's Degree, PhD or terminal degree in their prospective teaching area. Areas of expertise include but are not limited to, faculty with degrees in Landscape Architecture, Urban Forestry, Plant Pathology, Botany, Horticulture, Education, Geography, Geology, Social Sciences and the Humanities. .

- Faculty members hold a terminal degree or a degree at least one level above the degree level in which they are teaching.

  Yes

  - At least a bachelor's degree if teaching in an associate degree program. **Yes**
  - At least a master's degree if teaching in a bachelor's degree program. **Yes**
  - A terminal degree if teaching in a graduate program. **N/A**

- Faculty members teaching general education courses hold a master's degree or higher in the discipline. **Yes**
- In addition to meeting degree level requirements, faculty members teaching technically- or practice-oriented courses demonstrate evidence of practical experience in the field and applicable licenses and/or certifications.

  Primary technical requirements will be met using faculty that have demonstrated over 5 years of practical, private practice experience as well as over 3 years of academics.

- For programs involving clinical faculty (e.g., student teaching supervisors, clinical practicum supervisors), the credentials and involvement of clinical faculty are described

and meet applicable professional standards for the delivery of the educational experiences. **N/A**

- Where professional accreditation standards for faculty members exceed the Chancellor's standards, faculty members are expected to meet the professional accreditation standards. **N/A**
- Faculty members show evidence of professional development in the discipline.

  All faculty members will have additional development in areas of expertise in order to keep abreast of industry standards annually. Examples: educational classes at annual Ohio Nursery & Landscape Association conference in Columbus, Ohio.

- Faculty members who received their degrees from the institution do not constitute the majority of the program's faculty.

  Majority of existing faculty teaching Horticulture or related BSCI courses are from other universities. Example: Stanley M. Jones, existing Horticulture faculty, holds degrees from University of Illinois, and Texas A & M University.

Faculty Capacity

- Faculty resources are sufficient to meet the teaching, scholarship, service and advising needs of the program and the expectations of the institution.

  One new hire (NTT or TT) in the new Sustainable Horticulture and Landscapes area will be required.

- Each degree program is led by a full-time faculty member.

  Yes. New degree will be led by Stanley M. Jones, full-time faculty member and director of the Horticulture program.

- Full-time faculty members are involved at each location where more than 50 percent of an academic program can be completed (e.g., main campus, regional campus, additional locations)

  More than 50% of the program shall be located at the Salem campus, Kent State University, with additional core and related classes available from other Kent State University campuses.

- Individuals who are full-time employees of the institution teach a minimum of 60 percent of the degree program curriculum. Portions of the degree program that are taught by individuals who are not employees of the institution (e.g., internships, clinical practicum experiences, field experiences and student teaching) are not included in the calculations for this standard.

  A minimum of 60% of teaching shall be by full time faculty.

- At least one full-time faculty member is required for every 30 full-time equivalent students in an undergraduate degree program.

  The criteria shall be met by one new faculty person and one existing faculty person.

- Faculty members reflect the racial, ethnic and gender diversity of the community and the student body.

  Yes

- Students interact with several faculty members within the degree program to encourage exposure to a diversity of experiences and perspectives.

  Students given AAS and bachelor degree approach shall meet and exceed this standard given the diversity of the subject matter and diversity of the existing faculty expertise. Students will work with other faculty within and outside of the immediate Horticulture and BSCI areas.

Exceptions may be reviewed on a case-by-case basis.

Attachment 1-A

SALEM HORTICULTURE ADVISORY BOARD Office_Address_List updated 1-31-12

Title	First Name	Last Name	Company Name	Address Line 1	City	State	ZIP	Work Phone	E-mail Address
Mr.	John	**Allen**	Jackson High School	7600 Fulton Drive	Massillon	OH			
Mr.	Kolin	**Atkinson**	Enviroscapes	7727 Paris Ave.	Louisville	OH	44641		
Ms.	Anna	**Bailey**	Turfscape, Inc.	8490 Tower Dr.	Twinsburg	OH	44087	330-405-7979	abailey@turfscapeohio.com
Mr.	Keith	**Balduff**	Willoway Nurseries	4534 Center Road	Avon	OH	44011-0299	440-934-4435	Keith@willowaynursuries.com
~~Mr.~~	~~Michael~~	~~**Beightol**~~	~~City Architecture~~					~~216-881-2444~~	
Dr.	James	**Blank**	Kent State University	Biological Sciences					jblank@kent.edu
Mr.	Mike	**Bondoni**	Smith Landscaping	14630 Beloit Snodes Rd.	Beloit	OH	44609		
Mr.	John	**Bonner**	Eagle Creek Garden Center	18548 Chillicothe Rd.	Chagrin Falls	OH	44023	440-708-0177	john@eaglecreekwholesale.com
Ms	Jill	**Cain**	Eagle Creek Garden Center	18548 Chillicothe Rd.	Chagrin Falls	OH	44023	440-708-0177	jill@eaglecreekgrowers.com
Prof.	Chris	**Carlson**	Kent State Salem Campus					330-337-4220	crcarlso@salem.kent.edu
Mr.	Jerry	**Cox**	Tippecanoe Country Club	5870 Tippecanoe Rd.	Canfield	OH	44406		
Mr.	Seth	**DeHoff**	DeHoff's	3517 Beechwood Ave.	Alliance	OH	44601	888-292-2814	seth@dehoffs.com
Mr.	Tom	**Demaline**	Willoway Nurseries Inc.	4534 Center Road	Avon	OH	44011-0299	440-934-4435 ext. 2233	tdemaline@willowaynursuries.com
Mr.	Mark	**Douglas**	Legend Lake	11135 Auburn Road	Chardon	OH	44024	440-336-0966	Mdouglas60@yahoo.com
Mr.	Skip	**Dugan**	Lake Metroparks	8800 Chadron Rd	Kirkland	OH	44094	440-256-2906	sdugan@metroparks.com
~~Mr.~~	~~Ryan~~	~~**Dustman**~~	~~Impulliti Landscaping~~	~~16740 Park Circle Suite C~~	~~Cuyahoga Falls~~	~~OH~~	~~44023~~		
Mr.	Tom	**Ebersole**	Ashtabula Vocational Schoo l	1565 State Route 167	Jefferson	OH	44047		
Ms.	Mary June	**Emerson**		7300 N. Palmyra Rd.	Canfield	OH	44406	330-729-4000	
Mr.	Dave	**Emmitt**	Cuyahoga Community College	2900 Community College Ave	Cleveland	OH	44115	216-987-2235	David.Emmitt@tri-c.edu
Ms.	Barb	**Ewing**	Community Development Coordinator	241 Federal Plaza West	Youngstown	OH	44503		
Dr.	Joseph	**Faber**	Ohio University Biology Dept.	1570 Granville Pike	Lancaster	OH	43130-1097		
~~Mr.~~	~~Joe~~	~~**Fortpunato**~~	~~Portage Lakes Career Center~~	~~4401 Shriver Rd, Box 248~~	~~Green~~	~~OH~~	~~44232~~		
Mr.	Tom	**Franek**	Kent City Schools	1400 N. Mantua St.	Kent	OH	44240	330-676-8829	Ke_tfranek@kentschools.net
~~Mr.~~	~~Ken~~	~~**Frenchak**~~	~~Ditch Witch~~	~~9052 Marshall Rd.~~	~~Cranberry Twp.~~	~~PA~~	~~16066~~		
Mr.	Don	**Furterer**	The Scotts Company	10301 Grog Run Road	Loveland	OH	45140	513-503-0470	donfurterer@scotts.com
Ms.	Jennifer	**Glessner**	Geauga Lake Family Amusement Park	1060 North Aurora Rd.	Aurora	OH	44202	330-995-2156	
Mr.	Kevin	**Graham**	Lesco, Inc.	180 Victoria Road	Austintown	OH	44406		
Mr.	Tom	**Green**	National Junior Horticulture Assoc	PO Box 206	Louisville	OH	44641	330-284-8699	tgreenhort@aol.com
Mr/Mrs	Ralph	**Haehn**	(Phyllis) NE Ohio Daylily Society	9991 Hoose Rd.	Mentor	OH	44460	440-352-6027	
Mr.	William	**Hahn**	Urban Forester	166 South High Street	Akron	OH	44308-1652	330-375-2373	hahnbi@ci.akron.oh.us
Mr.	Tim	**Hamilton**	Lesco, Inc.	180 Victoria Road	Austintown	OH	44406		
Mr.	John	**Hippley**	Marlington High School	10450 Moulin Ave NE	Alliance	OH	44601		
Mr.	George	**Hohman**	Turfscape, Inc.	8490 Tower Drive	Twinsburg	OH	44087		
Mr.	Tom	**Hrivnak**	Stan Hywet Gardens	714 North Portage Path	Akron	OH	44303-1399	330-836-2680	www.stanhywet.org
Mr.	Bill	**Hudson**	Lake County Soil & Water Conservation District	125 East Erie St.	Painesville	OH	44077	440-350-2601	FAX 440-350-2601
Mr.	Stanley	**Jones**	Kent State Salem	2491 Route 45 South	Salem	OH	44460	330-337-4290	sjones34@salem.kent.edu
Mr.	Keith	**Kaiser**	Mill Creek Metro-Parks	1213 McKinley Ave.	Youngstown	OH	44509	330-740-7116	keith@millcreekmetroparks.org

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Attachment 1-A

SALEM HORTICULTURE ADVISORY BOARD Office_Address_List updated 1-31-12

Title	First Name	Last Name	Company Name	Address Line 1	City	State	ZIP	Work Phone	E-mail Address
Mr.	Greg	**Kane**	Klyn Nurseries Inc.	3322 South Ridge Road, Box 343	Perry	OH	44081	440-259-3338	klynnurseries@alltel.net
Mr.	Raul	**Kemp**	Trumbull Career Center	528 Educational Highway	Warren	OH	44483	330-847-0503	
Mr.	Kurt	**Knisely**	Willoway Nurseries Inc.	4534 Center Road	Avon	OH	44011-0299		
Mr.	Barrie	**Kridler**	Kridler Gardens	4809 Homeworth Road	Homeworth	OH	44634		
Mr.	Toby	**Lane**	Salem Golf Club	1967 South Lincoln Ave.	Salem	OH	44460	330-332-9095	tlane33sgc@yahoo.com
Mr.	Larry	**Lang**	Larry Lang Landscaping	7953 Infirmary Road	Ravenna	OH	44266	330-620-1738	landscaping@roadrunner.com
Mr.	John	**Lang**	Roosevelt High School	1400 North Mantua St.	Kent	OH	44240		
Mr.	Chad	**Lewanski**	Kirtland Country Club	39438 Kirtland Road	Willoughby	OH	44094		
Ms.	Lola	**Lewis**	Division of Forestry	1888 E. High Ave.	New Philadelphia	OH	44663		
Mr.	Karl	**Losely**	Herman Losely & Son Inc.	3410 Shepard Road	Perry	OH	44081	440-259-2725	karl@losely.com
Mr.	Harry	**Lynch**	Stan Hywet Gardens	714 North Portage Path	Akron	OH	44303-1399	330-836-2680	www.stanhywet.org
Mr.	John	**Majernik**	Kent State Salem						jmajerni@kent.edu
Ms.	Laura	**Mattey**	Turfscape, Inc.	8490 Tower Drive	Twinsburg	OH	44087		
~~Mr.~~	~~Dan~~	~~**McClarren**~~	~~Impulitti Landscaping Inc.~~	~~16740 Park Circle Drive, Suite C~~	~~Chagrin Falls~~	~~OH~~	~~44023~~	~~440-543-6770~~	~~www.enjoytheview.com~~
Dr.	Laura	**Meeks**	Jefferson Community College	4000 Sunset Blvd.	Steubenville	OH	43952-3598	740-264-5591 x 401	lmeeks@egcc.edu
Mr.	Chris	**Mikol**	American Beauty Landscaping	5415 South Avenue	Boardman	OH	44512	330-788-1501	design@americanbeautylandscaping.com
~~Mr.~~	~~Pasquale~~	~~**Montelone**~~	~~West Side Commercial~~		~~North Royalton~~	~~OH~~			
~~Mr.~~	~~Vito~~	~~**Montelone**~~	~~West Side Commercial~~		~~North Royalton~~	~~OH~~			
Mr.	Mark	**Noark**	The Davey Tree Expert Company	1500 N. Mantua St.	Kent	OH	44240	800-445-8733	mark.noark@davey.com
Mr.	Bill	**Odel**	Marlington High School	10450 Moulin Avenue NE	Alliance	OH	44601		
Mr.	Maurice	**Peoples**	Kent State Salem					330-337-4263	peoples@salem.kent.edu
	Terry	**Pesek**	Enviroscapes	7727 Paris Ave.	Louisville	OH	44641		
Mr.	Mike	**Peshel**	Columbiana Career Center	9364 State Route 45	Lisbon	OH	44432		
Mr.	Paul	**Pfeifer**	Draime Legacy Gardens	8473 Hunters Trail SE	Warren	OH	44484	330-847-0520 (f) 330-847-9109	ppfeifer@kent.edu
~~Mr.~~	~~Jeff~~	~~**Pissocra**~~	~~Nursery Supplies Inc.~~	~~6683D Rush Street~~	~~Dublin~~	~~OH~~	~~43017~~		~~jpissocra@nurserysupplies.com~~
Dr.	Tyre	**Proffer**	Kent State Salem					330-337-4281	tproffer@salem.kent.edu
Mr.	Jason	**Pugh**	Enviroscapes	7727 Paris Ave.	Louisville	OH	44641	330-875-0768	jpugh@growinggood.com
Ms.	Rebecca	**Rogers**		44 Audubon Road	Poland	OH	44514	330-757-8986	
Ms.	Emily	**Showalter**	Willoway Nurseries Inc.	4534 Center Road PO Box 299	Avon	OH	44011-0299	440-934-4435 x 2230	emilys@wwninc.com
Mr.	Jerry	**Silver**	Eastern Gateway Comm College	4000 Sunset Blvd	Steubenville	OH	43925		
Mr.	Brad	**Smith**	Smith Landscaping	14630 Beloit Snodes Road	Beloit	OH	44609		
Ms.	Ellen	**Speicher**	Mill Creek Metro Parks	1213 McKinley Ave.	Youngstown	OH	44509		
Mr.	Matt	**Stanich**	Legend Lake Golf Course	11135 Auburn Rd.	Chardon	OH	44024	440-336-5783	
Ms.	Jan	**Teague**	N.E. Ohio Daylily Society	15875 Rock Creek Rd.	Thompson	OH		440-298-9739	janden.teague@gmail.com

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Attachment 1-A

SALEM HORTICULTURE ADVISORY BOARD Office_Address_List updated 1-31-12

Title	First Name	Last Name	Company Name	Address Line 1	City	State	ZIP	Work Phone	E-mail Address
Ms.	Jenni	**Unrath**	Wildwater Kingdom	1100 Squires Road	Aurora	OH	44202	330-995-2156	junrath@wildwaterfun.com
Dr.	Stephanie	**Vance**	Eastern Gateway Comm College	4000 Sunset Blvd	Steubenville	OH	43925	740-264-5591 ext. 222	svance@egcc.com
Ms.	Mary	**Wheeler**	Wheeler Landscaping	11554 E. Washington St.	Auburn	OH	44023	440-343-0916	hr@wheelerlandscaping.com
Mr.	John	**Wheeler**	Wheeler Landscaping	11554 E. Washington St.	Auburn	OH	44023		
Ms.	Heather	**White**	Kent State University	CEO - KSU				330-672-0817	Hwhite1@kent.edu
Mr.	Greg	**Wright**	Holden Arboretum	9500 Sperry Road	Kirtland	OH	44094		
Mr.	Charles	**Zaranerec**	Kirtland Country Club	39438 Kirtland Road	Willoughby	OH	44094		

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Cuyahoga Community College

September 10, 2012

C/O Prof. Stanley M. Jones
Kent State University
2491 State Route 45 South
Salem, Ohio 44460

Dear Prof. Jones:

I am writing in support of a Bachelor Degree in Sustainable Horticulture and Landscape at the Salem Branch of Kent State University. Over the last five years or so, there has been an ever-increasing emphasis on sustainability and sustainable landscape practices in the landscape contracting and management industry. Rather than a "flash in the pan" trend it has become obvious that this is a long-term development that is here to stay.

Just as importantly, the practice of sustainability puts the industry in a very positive light in the eyes of the public and does much to promote the fact that landscape contractors are indeed professionals. Personally I have long been of the opinion that landscapers and landscape managers need to be environmentally aware and responsible.

Thank you for your initiative in this area.

Sincerely,

David P. Emmitt
Program Manager
Plant Science & Landscape Technology

Tri-C Program Accredited by the
Professional Landcare Network

Professional Landcare Network Accredited

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Eastern Campus
4250 Richmond Road
Highland Hills, Ohio 44122-6195
216•987•2000

Cuyahoga Community College is an affirmative action / equal opportunity institution.

DEPARTMENT OF PUBLIC SERVICE
AKRON ENGINEERING BUREAU
166 SOUTH HIGH STREET, ROOM 701
AKRON, OHIO 44308-1627
Phone: (330) 375-2355, Fax: (330) 375-2288
E-mail: AkronEngineering@akronohio.gov

DONALD L. PLUSQUELLIC
Mayor

JAMES ANDREW HEWITT
AKRON ENGINEERING BUREAU MANAGER

Sept. 17, 2012

Stanley Jones
Kent State University
Associate Professor/Program Director-Horticulture
Salem, OH

SUBJECT: SUSTAINABLE HORTICULTURE BSCI PROGRAM

Dear Mr. Jones:

I'm writing to share my enthusiasm over your proposed Bachelor's in Sustainable Horticulture curriculum. Anyone who appreciates the natural environment would have their interest aroused by this subject. This endeavor should take the popular studies of Natural Resources, Horticulture, and Landscape Architecture to the next level as far as involvement in environmental sustainability goes.

With the onslaught of the space program the vitality of planet Earth has become so evident. In all our deep space probes, lunar and planetary research and powerful telescopic observations, our living planet is truly unique! Appearing as a blue dot from deep space, our position in the Milky Way Galaxy positions us in the habitable zone, the perfect distance from "our star" the sun. This habitable zone allows all the intricate ecosystems we enjoy on our living planet. What better course of study, life work and passion could there be than to discover and protect and preserve all that life depends upon?

As you may know, Europe and Canada are ahead of the US in environmental sustainability for various reasons. However, sustainability officer positions are being added to city, agency and corporate structures here to insure conservation of resources and cost savings in all departmental operations. As calls for an "Overall Sustainability Policy" for cities and corporations increase "Green Infrastructure" is gaining credibility as society becomes more aware of its role in quality of life issues.

All that said; environmental sustainability needs to be based upon solid research, best practices and good science. Unfortunately some sloppy research and unscrupulous individuals have not always represented environmental issues accurately. Perhaps now is the right timing for KSU to enter the fray to help fill the need for true, research-based, practical environmental sustainability studies.

I strongly support your foray into sustainable horticulture and recognize it as much more than the novelty or niche, but rather a necessity for sustainable living. Sustainable horticulture graduates will bridge the gap between many disciplines and fill a growing demand for improving and maintaining our local ecosystems. If I can be of further assistance, please contact me.

Sincerely,

Wm. H. Hahn

William H. Hahn
Registered Landscape Architect
City Arborist and Horticulturist

BSCI (HORT) 17

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August 14, 2012

Dr. Mary Ann Haley
Assistant Dean for Curriculum
College of Arts and Sciences

Dear Dr. Haley,

This letter is in support of a new BSc degree program at the Kent State at Salem Campus entitled; "Sustainable Horticulture and Landscapes (SHL)". Kent State at Salem has established an outstanding reputation within the horticulture and landscape industry as one of the finest programs in the United States. Students are attracted to the Associate of Applied Science in Horticulture at Salem because of the outstanding teaching, the hands-on experience, and the excellent facilities. Most students that complete the program are highly sought after by industry employers.

The proposed new BSc program in SHL will be a compliment to the current program and allow students to build upon the foundation of the current AAS degree. The use of sustainable systems in horticulture is critical as this nation moves toward a heightened environmental and limited natural resource consciousness.

Industry surveys conducted by Mr. Jones indicate a need for trained personnel in the area of sustainability and are very supportive of the proposed new degree.

In my opinion, the proposed BSc in Sustainable Horticulture and Landscapes will be very attractive to new students and current horticulture industry professionals. I am highly supportive.

I thank you for your allowing my input, and do not hesitate contacting me with questions.

Sincerely,

Steve Nameth, Ph.D.
Dean

cc: Stan Jones, Associate Lecturer/Program Director

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From: Steidl, Douglas
Date: October 5, 2012 4:05:46 PM EDT
To: HALEY, MARY ANN
Subject: RE: Sustainable Horticulture and Landscapes - Letter of Intent

Mary Ann,

Sorry this has taken so long. I spoke with our administrative leadership on Wednesday and given the discussions earlier in the year about the program and its direction, we do not believe we have any objections. Those discussions in a brief summary were it is at the Bachelor level, it is a knowledge transfer degree, not a design degree and the emphasis is on the technological issues applicable to horticulture and landscape.

However, the consensus of the meeting was not to endorse the degree until a curriculum is proposed.

Thanks for your understanding.

Doug

Dean Douglas L Steidl, FAIA
College of Architecture & Environmental Design
201 Taylor Hall, Kent, OH 44242
dsteidl@kent.edu 330-672-2917

From: HALEY, MARY ANN
Sent: Wednesday, October 03, 2012 4:50 PM
To: Steidl, Douglas
Cc: TILLETT, THERESE
Subject: RE: Sustainable Horticulture and Landscapes - Letter of Intent

Hi Doug,

At this time there is no proposed curriculum other than building on the existing early coursework for the Bachelor of Applied Horticulture program. Stan had a number of course ideas. It was decided to get the Letter of Intent and Needs Analysis to OBR for approval before any work on curriculum would proceed. Stan is aware that several courses he has been thinking about would encroach on Biology, Geography, Geology and Architecture and would not be acceptable. We did discuss the idea of planning a Kent Campus semester for these students so they could take advantage of the coursework already offered.

Additionally, you should know that there have been some discussions of moving these programs to the Regional College. Wanda has spoken about this with Jim Blank, Chair of Biological Sciences. I am waiting to hear from BSCI if we will proceed with the move.

Best regards,
Mary Ann

Mary Ann Haley, Ph.D.
Assistant Dean for Curriculum
College of Arts and Sciences
Kent State University
330-672-8968

From: Steidl, Douglas
Sent: Wednesday, October 03, 2012 4:35 PM
To: HALEY, MARY ANN
Subject: RE: Sustainable Horticulture and Landscapes - Letter of Intent

Hi Mary Ann,

I drafted a letter of support and then went looking for the curriculum proposal. I don't think we have any objections, but it would be nice to see the curriculum if you have it defined. Did I miss it? Thanks,

Doug

Dean Douglas L Steidl, FAIA
College of Architecture & Environmental Design
201 Taylor Hall, Kent, OH 44242
dsteidl@kent.edu 330-672-2917

From: HALEY, MARY ANN
Sent: Tuesday, September 25, 2012 12:25 PM
To: Steidl, Douglas
Cc: CHANDLER, TIMOTHY; FLEMING, JONATHAN; cfrederi@kent.edu; TILLETT, THERESE
Subject: Sustainable Horticulture and Landscapes - Letter of Intent

Hi Doug,

Attached please find the most recent version of the Letter of Intent and Needs Analysis to develop a Bachelor of Science degree program in Sustainable Horticulture and Landscapes to be delivered primarily at the Salem Campus. I believe it responds to the concerns you expressed last spring and reflects the input of Jonathan and Charles over the summer. Please let me know if there are any further concerns. If not, a letter of support would be appreciated.

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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General Survey
Horticulture Technology Program
Stan Jones, Director - Horticulture

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X **Yes,** I feel that the new Bachelor degree "Environmental Sustainability" should be an option for Kent State University students in northeastern Ohio and will contribute to their overall expertise within the horticulture field for potential career opportunities.

____ **No,** I feel that "Environmental Sustainability" Bachelor degree approach is not something that will benefit the students horticultural expertise and career opportunities in today's markets.

General Comments:

Optional Information:

Survey participants name Mark D. Mark e-mail Mark.Mark@davey.com

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General Comments:

Optional Information:

Survey participants name John Hippley e-mail

j-hippley@dukes.stark.k12.oh.us

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Stan - You did get my reservation for 10/27 Advisory... I intent to be there Thanks

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General Comments: Today's consumers are looking for "value added" landscapes. It is no longer effective to sell on "aesthetics" only.

Optional Information: Consumers are more aware of what they are buying and the 'wholeistic' approach is probably the way to go.

Survey participants name Tom Green e-mail tgreenhort@aol.com

Native - Yes, there are probably some natives we should be * using more... examples Cordera, Paw-paw, etc. but let's not leaa too heavy as they are limited also (Native evergreens?)

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Overall - great idea!!

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____ **No,** I feel that "Environmental Sustainability" Bachelor degree approach is not something that will benefit the students horticultural expertise and career opportunities in today's markets.

General Comments: Native plant materials is a touchy area.

Optional Information:

Survey participants name Don Furterer e-mail don.furterer@scotts.com

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General Comments: We strongly support local production of more foods to help eliminate the need for long distance shipments and the protection of prime farmland from housing development.

Optional Information: We encourage back yard gardening, community gardens and the use of abandoned acreage within city limits for growing food.

Survey participants name Phyllis and Ralph Haehn e-mail phyllym3@gmail.com

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General Comments:
I think this will be a great marketing move to gain student interest.

Optional Information:

Survey participants name Tom Franek e-mail ke_tfranek@kentschools.net

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General Comments:

Optional Information:

Survey participants name GREG WRIGHT e-mail gwright@holdenarb.org

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General Comments:

Optional Information:

Survey participants name Anna Bailey e-mail abailey@turfscapeohio.com

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General Comments:

Optional Information:

Survey participants name Karl Losely e-mail Karl@losely.com

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General Comments:
Possible articulation with Tri-C?

Optional Information:

Survey participants name David Emmitt e-mail david.emmitt@tri-c.edu

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General Comments: We are also thinking about adding "Environmental" something to Urban Forestry @ R.H.S.

Optional Information:

Survey participants name JOHN LANG e-mail KE_JLANG@KENTSCHOOLS.NET

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General Comments:

Optional Information:

Survey participants name TOM DEMALINE e-mail TOM@WILLOWNY NURSERIES.COM

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____ **No,** I feel that "Environmental Sustainability" Bachelor degree approach is not something that will benefit the students horticultural expertise and career opportunities in today's markets.

General Comments: much better than the Environmental Studies Degree I had to get.

Optional Information:

Survey participants name Dan Donaldson e-mail ddonaldson@LakeCountyOhio.gov

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General Survey
Horticulture Technology Program
Stan Jones, Director - Horticulture

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General Comments:

Optional Information:

Survey participants name Janice Teague e-mail

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General Comments:
Environmental issues are increasingly more important.

Optional Information:

Survey participants name Paul W. Kemp e-mail paul.kemp@neomin.org

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General Comments:

Optional Information:

Survey participants name Stephanie A. Vance e-mail svance@egcc.edu

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General Comments:
If this wave of environmental movement continues, the need for such a program.

Optional Information:

Survey participants name Wm. H. Hahn e-mail phahn@akronohio.gov
(this was changed this year)

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General Comments: I think student would like it + sign up for it, but not sure if it is a degree that would have easy entry into the job market.

Optional Information:

Survey participants name Jason Pugh e-mail jpugh@growinggood.com

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General Comments: Going Green .. this is the direction we are heading.

Optional Information:

Survey participants name Jerry Cox e-mail JerryTec@AOL.com

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General Comments: I feel this would be an essential component to your program as future trends and markets turn to more sustainable developments.

Optional Information:

Survey participants name Michael C Beightol, ASLA e-mail michaelbeightol@hotmail.com

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General Comments: As long as it has a Horticulture emphasis

Optional Information:

Survey participants name Keith Kaber e-mail Keith@MillCreekMetroParks.org

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General Comments:
This degree will help give KSU another competitive edge over other hort. schools.

Optional Information:

Survey participants name Pat Snyder e-mail psnyder4@kent.edu

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General Comments:

Optional Information:

Survey participants name Brian G Smith e-mail brianesmithlandscaping.com

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Stan - could you update my new name in the system please? Thanks Emily *new last name = Showalter

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General Comments:
Let us know if you need any additional input! - Willoway Nurseries

Optional Information:

Survey participants name Emily Showalter (Salkanen) e-mail emilys@willowaynurseries.com

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General Comments:
Lots of customers ask for "Low Maintenance plants" which ~~is~~ means Environmentally sustainable

Optional Information:

Survey participants name Skip Dugan e-mail sdugan@lakemetroparks.com

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General Comments:
I think this would be an interesting major, and could lead to a variety of different career paths.

Optional Information:

Survey participants name Seth DeHoff e-mail seth@dehoffs.com

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General Comments:
Not Sure what the Current Job market Demands are but will be
Optional Information: opportunities in the future - Good to be in front of the pack

Survey participants name Keith Balduff e-mail Keith@willowaynurseries.com

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There is a clear shift in how we perceive our environment and the way we interact within that arena. People are becoming more concerned about the space they live in and the long term affects for health and the economic impacts directly and indirectly associated with landscape design. Many jobs require a horticulture background but with an eye toward landscape stewardship. Many other Ohio institutions of higher learning also are shifting their studies to meet this approach as well. This will give a broader depth for students and helps them shape their skills with new potential job opportunities here in Ohio. It also promotes an expanded understanding for native plant materials otherwise not necessarily being utilized in today's markets.

____ **Yes,** I feel that the new Bachelor degree "Environmental Sustainability" should be an option for Kent State University students in northeastern Ohio and will contribute to their overall expertise within the horticulture field for potential career opportunities.

____ **No,** I feel that "Environmental Sustainability" Bachelor degree approach is not something that will benefit the students horticultural expertise and career opportunities in today's markets.

General Comments: NOT SURE HOW TO VOTE... I AGREE THAT "ENVIRONMENTAL SUSTAINABILITY" IS IMPORTANT FOR STUDENTS TO HAVE KNOWLEDGE IN. BUT SHOULD IT BE A SEPARATE DEGREE PROGRAM OR SHOULD "ENVIRONMENTAL SUSTAINABILITY" CONCEPTS BE INTEGRATED INTO ALL OF THE CURRENT COURSE WORK.

Optional Information:

Survey participants name PAUL PFEIFER e-mail PPFEIFER@KENT.EDU

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BSC1 (HORT) 46

KENT STATE
UNIVERSITY
SALEM

General Survey
Horticulture Technology Program
Stan Jones, Director - Horticulture

Please take a few minutes to provide important feedback and return in the enclosed envelope by October 1st. Survey results will be used to help determine whether the Horticulture Dept moves forward with this endeavor. Questions – contact Stan Jones at 330-337-4290 or sjones34@kent.edu

Scope:
The horticulture technology program is looking to expand its expertise in providing a new Bachelor degree in **"Environmental Sustainability"** (Landscapes that support environmental quality and conservation of natural resources).

This approach will use our existing Associate degree in horticulture (first two years of study) as the foundation for the approach and the third and fourth years of study directly related to environmental sustainability via design, conservation and natural resource management.

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There is a clear shift in how we perceive our environment and the way we interact within that arena. People are becoming more concerned about the space they live in and the long term affects for health and the economic impacts directly and indirectly associated with landscape design. Many jobs require a horticulture background but with an eye toward landscape stewardship. Many other Ohio institutions of higher learning also are shifting their studies to meet this approach as well. This will give a broader depth for students and helps them shape their skills with new potential job opportunities here in Ohio. It also promotes an expanded understanding for native plant materials otherwise not necessarily being utilized in today's markets.

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? w/out knowledge of the required courses, I cannot judge — too vague.

General Comments:

Optional Information:

Survey participants name Rebecca Rogers e-mail _____

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BSC1 (HORT) 47

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General Comments: X Would need more information since I am not in a position to know about job placement, etc.

Optional Information:

Survey participants name Laura Meeks e-mail laurammeeks@sscc.edu

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BSC1 (HORT) 48

SEP 1 4 2010

KENT STATE
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SALEM

General Survey
Horticulture Technology Program
Stan Jones, Director - Horticulture

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General Comments:

Optional Information:

Survey participants name Mary E Wheeler e-mail hr@wheelerlandscaping.com

BSC1 (HORT) 49

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TO: Educational Policies Council

FROM: Senior Vice President and Provost Todd A. Diacon

SUBJECT: Agenda for Monday, 28 January 2013
3:20 P.M., Kent Student Center, Rooms 204 (Undergraduate) and 310C (Graduate)

DATE: 22 January 2013

In the event that any of the action item proposals require corrections or create consequences not addressed in the response memos, please bring these matters to the attention of the Office of the Curriculum Services before the meeting. If you wish to elevate an information item or lesser action item on the agenda to an action or discussion item, please notify Therese Tillett, director of curriculum services, by Friday, 25 January 2013, to ensure that the materials are available at the meeting for review.

Agenda for Undergraduate EPC
Agenda for Graduate EPC
Course Changes

UNDERGRADUATE EDUCATIONAL POLICIES COUNCIL

ACTION ITEMS

1. Approval of minutes of 15 October 2012.
   Attachment 1

University Requirements Curriculum Committee *(presented by Dean Donald E. Palmer)*

2. Removal of requirement within the Kent Core Additional category that courses must be from two categories.
   Effective Fall 2013 | Attachment 2

College of Applied Engineering, Sustainability and Technology *(presented by Dean Simon Song)*

3. Establishment of Aircraft Dispatch [ACD] minor. Minimum total credit hours to program completion are 25.
   Effective Fall 2013 | Attachment 3
4. Establishment of Bioengineering [BENG] minor. Minimum total credit hours to program completion are 21.
   Effective Fall 2013 | Attachment 4
5. Establishment of Liquid Crystal and Display Engineering [LCDE] minor. Minimum total credit hours to program completion are 23.
   Effective Fall 2013 | Attachment 5
6. Establishment of Sustainability [SUST] minor. Minimum total credit hours to program completion are 19.
   Effective Fall 2013 | Attachment 6

ACTION ITEMS *continued*

College of Applied Engineering, Sustainability and Technology *continued*

7. Establishment of Unmanned Aircraft Systems [UAS] minor. Minimum total credit hours to program completion are 16.
   Effective Fall 2013 | Attachment 7

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

School of Theatre and Dance

8. Establishment of Dance Studies [DNST] major within the Bachelor of Arts [BA] degree. Dance Studies will complement the existing Dance major within the Bachelor of Fine Arts degree. Three courses are established for the new major. Minimum total credit hours to program completion are 121.
   Effective Fall 2013 | Attachment 8
9. Establishment of Dance Accompaniment [DANA] minor. Minimum total credit hours to program completion are 18.
   Effective Fall 2013 | Attachment 9

College of Arts and Sciences *(presented by Dean James L. Blank)*

10. Inactivation of American Studies [AMST] major within the Bachelor of Arts [BA] degree. Admission to the program was suspended in fall 2010; there have been no student enrollment since spring 2010. Proposal includes inactivation of all AMST courses: AMST 10001, 40095, 40096, 40197.
    Effective Fall 2013| Attachment 10

Department of Psychology

11. Establishment of Psychology [PSYC] major within the Bachelor of Science [BS] degree. Program will complement the existing Psychology major within the Bachelor of Arts degree. One course is established for the program. Minimum total credit hours to program completion are 121.
    Effective Fall 2013 | Attachment 11

College of Education, Health and Human Services *(presented by Associate Dean Joanne M. Arhar)*

School of Foundations, Leadership and Administration

12. Revision of degree designation for the Educational Studies [EDST] major. Degree changes from Bachelor of Science in Education [BSE] to Bachelor of Science [BS]. Also included in proposal is adding writing-intensive and practicum requirements. Minimum total credit hours to program completion are unchanged at 121.
    Effective Fall 2013 | Attachment 12

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

13. Establishment of Computer Design, Animation and Game Design [CDAG] minor. Minimum total credit hours to program completion are 24.
    Effective Fall 2013 | Attachment 13
14. Establishment of Computer Forensics and Security [CFSE] minor. Minimum total credit hours to program completion are 18.
    Effective Fall 2013 | Attachment 14

ACTION ITEMS *continued*

Regional College *continued*

15. Establishment of Help Desk Support [HDKS] minor. Minimum total credit hours to program completion are 19.
    Effective Fall 2013 | Attachment 15

16. Establishment of Software Development [SWDV] minor. Minimum total credit hours to program completion are 19.
    Effective Fall 2013 | Attachment 16

17. Establishment of CAD for Manufacturing [C148] post-secondary certificate. Minimum total credit hours to program completion are 17.
    Effective Fall 2013 | Attachment 17

INFORMATION ITEMS

University Requirements Curriculum Committee

1. Approved assessment plans for the following Kent Core courses:
   ANTH 18210 Introduction to Cultural Anthropology (Social Sciences)
   ANTH 18420 Introduction to Archaeology (Social Sciences)
   ANTH 18630 Human Evolution (Basic Sciences)
   ANTH 18631 Issues in Human Evolution (Basic Sciences)
   ARTH 12001 Art as a World Phenomenon (Fine Arts)
   ARTH 22006 Art History I: Ancient and Medieval Art (Fine Arts)
   ARTH 22007 Art History II: Renaissance to Modern Art (Fine Arts)
   ARTH 22020 Art of Africa, Oceania and the Americas (Fine Arts)
   CHEM 10030 Chemistry in Our World (Basic Sciences)
   CHEM 10031 Chemistry in Our World Laboratory (Basic Sciences)
   CHEM 10050 Fundamentals of Chemistry (Basic Sciences)
   CHEM 10052 Introduction to Organic Chemistry (Basic Sciences)
   CHEM 10053 Inorganic and Organic Laboratory (Basic Sciences)
   CHEM 10054 General and Elementary Organic Chemistry (Basic Sciences)
   CS 10051 Introduction to Computer Science (Mathematics and Critical Reasoning)
   DAN 27076 Dance as an Art Form (Fine Arts)
   ECON 22060 Principles of Microeconomics (Social Sciences)
   ECON 22061 Principles of Macroeconomics (Social Sciences)
   ENG 11002 College Writing I–Stretch (Composition)
   ENG 11011 College Writing I (Composition)
   ENG 21011 College Writing II (Composition)
   GEOG 10160 Introduction to Geography (Social Sciences)
   GEOG 17063 World Geography (Social Sciences)
   GEOG 17064 Geography of the United States and Canada (Social Sciences)
   GEOG 21062 Physical Geography (Basic Sciences)
   GEOG 21063 Physical Geography Laboratory (Basic Sciences)
   GEOG 22061 Human Geography (Social Sciences)
   GEOL 1040 Earth Dynamics (Basic Sciences)
   GEOL 11041 Earth Dynamics Laboratory (Basic Sciences)
   GEOL 11042 Earth History (Basic Sciences)
   GEOL 11043 Earth History Laboratory (Basic Sciences)
   GEOL 21062 Environmental Geology (Basic Sciences)

INFORMATION ITEMS *continued*

University Requirements Curriculum Committee *continued*

GEOL 21080 Oceanography (Basic Sciences)
GERO 14029 Introduction to Gerontology (Social Sciences)
HIST 11050 History of Civilization I (Humanities)
HIST 11051 History of Civilization II (Humanities)
HIST 12070 History of the United States: The Formative Period (Humanities)
HIST 12071 History of the United States: The Modern Period (Humanities)
JUS 26704 Issues in Law and Society (Social Sciences)
MATH 11008 Explorations in Modern Mathematics (Mathematics and Critical Reasoning)
MATH 11009 Modeling Algebra (Mathematics and Critical Reasoning)
MATH 11010 Algebra for Calculus (Mathematics and Critical Reasoning)
MATH 11012 Intuitive Calculus (Mathematics and Critical Reasoning)
MATH 11022 Trigonometry (Mathematics and Critical Reasoning)
MATH 12001 Algebra and Trigonometry (Mathematics and Critical Reasoning)
MATH 12002 Analytic Geometry and Calculus I (Mathematics and Critical Reasoning)
MATH 12011 Calculus with Precalculus I (Mathematics and Critical Reasoning)
MATH 12012 Calculus with Precalculus II (Mathematics and Critical Reasoning)
MATH 14001 Basic Mathematical Concepts I (Mathematics and Critical Reasoning)
MATH 14002 Basic Mathematical Concepts II (Mathematics and Critical Reasoning)
MUS 22111 The Understanding of Music (Fine Arts)
MUS 22121 Music as a World Phenomenon (Fine Arts)
PAS 23001 Black Experience I: Beginnings to 1865 (Humanities)
PAS 23002 Black Experience II: 1865 to Present (Humanities)
PHY 11030 Seven Ideas that Shook the Universe (Basic Sciences)
PHY 13001 General College Physics I (Basic Sciences)
PHY 13002 General College Physics II (Basic Sciences)
PHY 13011 College Physics I (Basic Sciences)
PHY 13012 College Physics II (Basic Sciences)
PHY 13021 General College Physics Laboratory I (Basic Sciences)
PHY 13022 General College Physics Laboratory II (Basic Sciences)
PHY 21040 Physics in Entertainment and the Arts (Basic Sciences)
PHY 21041 Physics in Entertainment and the Arts Laboratory (Basic Sciences)
PHY 21430 Frontiers in Astronomy (Basic Sciences)
POL 10004 Comparative Politics (Social Sciences)
POL 10100 American Politics (Social Sciences)
POL 10500 World Politics (Social Sciences)
SOC 12050 Introduction to Sociology (Social Sciences)
SOC 22778 Social Problems (Social Sciences)
THEA 11000 The Art of the Theatre (Fine Arts)
Effective Fall 2013 | Visit the URCC Website for Assessment Plans

Office of the Provost

2. Revision of the credit-hour definition for applied music lessons courses in the Instructional Delivery and Credit-to-Contact Hours policy as published in the Curriculum Guidelines. Effective Fall 2012 | Attachment 18

3. Revision of the Student Responsibilities policy as published in the University Catalog. Effective Fall 2013 | Attachment 19

INFORMATION ITEMS *continued*

Office of Global Education

4. Establishment of an institutional articulation agreement amendment to the memorandum of agreement between Kent State University and the College for International Studies in Madrid, Spain.
   Effective Fall 2012 | Attachment 20

5. A review of existing articulation (3+2) agreements with Chinese universities was conducted by the Office of Global Education. The following agreements have been approved to be continued by the Kent State college administrating the program paired with the university.
   a Civil Aviation Flight University of China – Technology (MTec)
   b Jincheng College of Sichuan University – Communication Studies (MA); Hospitality and Tourism Management (MS); Public Relations concentration in Journalism and Mass Communication (MA)
   c Shanghai International Studies University – Economics (MAE); Cultural Foundations (MA, MEd), Communication Studies (MA); Teaching English as a Second Language (MA); Journalism and Mass Communication (MA); Higher Education and Student Personnel (MEd); Literature and Writing concentration in English (MA); Hospitality and Tourism Management (MS) *approval pending*
   d Institute for Tourism at Shanghai Normal University – Hospitality and Tourism Management (MS)
   e Sichuan International Studies University – Communication Studies (MA)
   f Sichuan University – Economics (MAE); Communication Studies (MA) *approval pending*
   g Xi'An International Studies University – Communication Studies (MA) *approval pending*
   Effective Fall 2012

College of the Arts

School of Theatre and Dance

6. Letter of intent to establish Dance Studies major within the Bachelor of Arts degree.
   Attachment 21

College of Public Health

7. Temporary suspension of admission to the Prevention and Preparedness [PRPR] concentration in the Public Health [PH] major within the Bachelor of Science in Public Health [BSPH] degree until fall 2014, at which time the program will be revised or inactivated.
   Effective Fall 2013 | Attachment 22

Regional College

8. Letter of intent to establish Respiratory Care major within the Bachelor of Science degree.
   Attachment 23

LESSER ACTION ITEMS

College of Applied Engineering, Sustainability and Technology

1. Revision of course requirements for the Aeronautics [AERN] major within the Bachelor of Science [BS] degree. Revisions include replacing AERN15740 with new course AERN 15745 and changing math and physics requirements. Minimum total credit hours to program completion decrease, from 124-129 (depending on concentration) to 121-124.
   Effective Fall 2013

LESSER ACTION ITEMS *continued*

College of Applied Engineering, Sustainability and Technology *continued*

2. Establishment of three concentrations and name change of a current concentration in the Applied Engineering [AENG] major within the Bachelor of Science [BS] degree. The three new concentrations are Bioengineering [BENG], Liquid Crystal and Display Engineering [LCDE] and Mechatronics [MECH]. Name of the Manufacturing Systems [MYSY] concentration changes to Mechanical Engineering Technology [MERT]. Fourteen courses are established for the new concentrations. Minimum total credit hours to program completion are unchanged at 121-125, depending on concentration.
   Effective Fall 2013

3. Reinstatement of admission for the Technology Education Licensure [TEDL] concentration in the Technology [TECH] major within the Bachelor of Science [BS] degree. Admission had been suspended since spring 2012. In addition, required TECH 41001 and 41002 are replaced with new course TECH 41003 in the concentration; general electives are decreased in the major. Minimum total credit hours to program completion decrease, from 123-126, depending on concentration, to 121.
   Effective Fall 2013

4. Establishment of 3+1 articulation agreement with Lakeland Community College, whereby eligible graduates of the college's Associate of Applied Science degree in Construction Management, after admittance, will articulate into their fourth year of Kent State's Construction Management [COMA] major within the Bachelor of Science [BS] degree. Admission, course and graduation requirements for the program are unchanged.
   Effective Fall 2013

5. Establishment of tech prep articulation agreement with East Liverpool High School, whereby eligible graduates of the Building Construction program, after admittance, will earn credit for two courses (TECH 31015, TECH 31044) applicable toward the Construction Management [COMA] construction in the Technology [TECH] major within the Bachelor of Science [BS] degree. (Note: The Construction Management concentration is replaced with the Construction Management major effective for fall 2013.)
   Effective Spring 2012

College of Architecture

6. Revision of course requirements for the Architecture [ARCH] major within the Bachelor of Science [BS] degree. Required course ARTH 22006 is replaced with any Kent Core Fine Arts course. Minimum total credit hours to program completion are unchanged at 131.
   Effective Fall 2013

College of the Arts

School of Art

7. Revision of course requirements for the Art Education [ARTE] major within the Bachelor of Arts [BA] degree. Revisions include removing PHIL 31060. Minimum total credit hours to program completion decrease, from 128 to 125.
   Effective Fall 2013

8. Extension to Stark Campus of the Fine Arts [ARTS] concentration in the Crafts or Fine Arts [CFA] major within the Bachelor of Arts [BA] degree. Admission, course and graduation requirements for the program are unchanged.
   Effective Fall 2013

LESSER ACTION ITEMS *continued*

College of the Arts *continued*

School of Music

9. Revision of course requirements for the Music [MUS] major within the Bachelor of Music [BM] degree. Revisions include adding an applied music registration note in the Instrumental [ISTM], Voice Performance [VPER] and Piano Performance [PPER] concentrations; and revision of Composition [COMP] concentration's ensemble requirement. Minimum total credit hours to program completion are unchanged at 121.
   Effective Fall 2013

10. Revision of course requirements for the Music [MUS] minor. Revisions include adding a note for transfer students and reducing music elective hours. Minimum total credit hours to program completion decrease, from 24 to 21.
    Effective Fall 2013

11. Revision of course requirements for Music Education [MUED] major within the Bachelor of Music [BM] degree. Revisions include addition to the applied music requirement and revision to the major ensemble for the two concentrations. Minimum total credit hours to program completion are unchanged at 132.
    Effective Fall 2013

School of Theatre and Dance

12. Revision of course requirements for the Theatre Studies [THEA] major within the Bachelor of Arts [BA] degree. Revisions include adding THEA 41010 and 41115 to concentration electives. Minimum total credit hours to program completion are unchanged at 121.
    Effective Fall 2013

13. Revision of course requirements for the Musical Theatre [MUT] concentration in the Theatre Studies [THEA] major within the Bachelor of Fine Arts [BFA] degree. Revisions include removing THEA 41900. Minimum total credit hours to program completion decrease, from 124 to 123.
    Effective Fall 2013

14. Establishment of tech prep articulation agreement with Tallmadge High School, whereby eligible graduates of the Theater Arts Career Academy program will, after admittance, earn credit for nine or 10 courses, depending on concentration, (THEA 11100, 11303, 11722, 11723, 11724, 11732, 11733, 11734, 21700, 22192) applicable toward the Theatre Studies [THEA] major within the Bachelor of Arts [BA] degree.
    Effective Fall 2012

College of Arts and Sciences

15. Inactivation of the American Studies [AMST] minor. Admission to the program was suspended in fall 2010; there have been no student enrollment since fall 2001.
    Effective Fall 2013

16. Revision of course requirements for the Paralegal Studies [PLST] major within the Bachelor of Arts [BA] degree. Revisions eliminate the legal topics elective category and increases credit hours in the legal specialty electives category. Minimum total credit hours to program completion are unchanged at 121.
    Effective Fall 2013

LESSER ACTION ITEMS *continued*

College of Arts and Sciences *continued*

17. Revision of course requirements for the Paralegal Studies [PLST] minor. Revisions eliminate the legal topics elective category and increases credit hours in the legal specialty electives category. Minimum total credit hours to program completion are unchanged at 30.
    Effective Fall 2013

18. Revision of course requirements for the Paralegal Studies [C624] post-baccalaureate certificate. Revisions eliminate the legal topics elective category and increases credit hours in the legal specialty electives category. Minimum total credit hours to program completion are unchanged at 30.
    Effective Fall 2013

19. Revision of course requirements for the Pre-Medicine/Pre-Osteopathy [PMDO] program within the Professional Advising [PX] non-degree. Courses added to reflect the Medical College Admissions Test's (MCAT) stronger emphasis on biochemistry, psychology and sociology. Minimum total credit hours for the advising program increase, from 53 to 63.
    Effective Fall 2013

Department of Biological Sciences

20. Revision of course requirements for the Pre-Medicine/Pre-Osteopathy/Pre-Dentistry [PMOD] concentration in the Biology [BSCI] major within the Bachelor of Science [BS] degree. Revisions reflect the Medical College Admissions Test's (MCAT) stronger emphasis on biochemistry, psychology and sociology. Minimum total credit hours to program completion are unchanged at 121.
    Effective Fall 2013

21. Revision of course requirements for the Horticulture Technology [HORT] major within the Associate of Applied Science [AAS] degree. Revisions include adding 6 credit hours of Kent Core courses to meet the requirements of the Ohio Board of Regents. Minimum total credit hours to program completion increase, from 68 to 72.
    Effective Fall 2013

Department of Computer Science

22. Inactivation of Web Design and Programming [WDP] minor. Minor was a joint program with the School of Visual Communication Design in the College of Communication and Information.
    Effective Fall 2013

23. Establishment of 2+2 articulation agreement with Lorain County Community College, whereby eligible graduates of the college's Associate of Science degree, after admittance, will articulate into their third year of Kent State's Computer Science [CS] major within the Bachelor of Science [BS] degree. Admission, course and graduation requirements for the program are unchanged.
    Effective Fall 2013

Department of English

24. 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 2013

LESSER ACTION ITEMS *continued*

College of Arts and Sciences *continued*

Department of Physics

25. Establishment of Pre-Medicine/Pre-Osteopathy [PMDO] concentration in the Physics [PHY] major within the Bachelor of Science [BS] degree. The concentration comprises existing BSCI, CHEM, PSYC and SOC courses. Minimum total credit hours to program completion are unchanged at 121.
    Effective Fall 2013

Department of Psychology

26. Revision of course requirements for the Psychology [PSYC] major within the Bachelor of Arts [BA] degree. Revisions restructure the "choose from" options and add new course PSYC 30446. Minimum total credit hours to program completion are unchanged at 121.
    Effective Fall 2013

Department of Sociology

27. Revision of course requirements for the Criminology and Justice Studies [CRJU] major within the Bachelor of Arts [BA] degree. Revisions include removing one course, adding four courses, and moving two required courses to either/or options. Minimum total credit hours to program completion are unchanged at 121.
    Effective Fall 2013

28. Revision of course requirements for the Criminology and Justice Studies [CRJU] minor. Revisions include adding one course, and moving two required courses to either/or options. Minimum total credit hours to program completion are unchanged at 24.
    Effective Fall 2013

College of Business Administration

29. Revision of admission requirements for the Business [BUSN] minor to restrict the minor to majors outside College of Business Administration only.
    Effective Fall 2013

Department of Accounting

30. Revision of course requirements for the Accounting [ACCT] major within the Bachelor of Business Administration [BBA] degree. Revisions include replacing ENG 30063 with new course BUS 30123. Minimum total credit hours to program completion are unchanged at 121.
    Effective Fall 2013

Department of Economics

31. Revision of course requirements for the Economics [ECON] major within the Bachelor of Business Administration [BBA] degree. Revisions include replacing ENG 30063 with new course BUS 30123. Minimum total credit hours to program completion are unchanged at 121.
    Effective Fall 2013

Department of Finance

32. Revision of course requirements for the Finance [FIN] major within the Bachelor of Business Administration [BBA] degree. Revisions include replacing ENG 30063 with new course BUS 30123. Minimum total credit hours to program completion are unchanged at 121.
    Effective Fall 2013

LESSER ACTION ITEMS *continued*

College of Business Administration *continued*

Department of Management and Information Systems

33. Revision of course requirements for the Business Management [BMGT] major within the Bachelor of Business Administration [BBA] degree. Revisions include replacing ENG 30063 with new course BUS 30123. Minimum total credit hours to program completion are unchanged at 121.
    Effective Fall 2013

34. Revision of course requirements for the Computer Information Systems [CIS] major within the Bachelor of Business Administration [BBA] degree. Revisions include replacing ENG 30063 with new course BUS 30123. Minimum total credit hours to program completion are unchanged at 121.
    Effective Fall 2013

Department of Marketing and Entrepreneurship

35. Revision of course requirements for the Entrepreneurship [ENTR] major within the Bachelor of Business Administration [BBA] degree. Revisions include replacing ENG 30063 with new course BUS 30123, and changes to the major electives. Minimum total credit hours to program completion are unchanged at 121.
    Effective Fall 2013

36. Revision of course requirements for the Entrepreneurship for Business Majors [ENTB] minor. Revisions include moving required ENTR 37192 to elective, and adding ENTR 47047 as required. Minimum total credit hours to program completion increase from 18 to 19.
    Effective Fall 2013

37. Revision to the course requirements for the Entrepreneurship for Non-Business Majors [ENTN] minor. Revisions include replacing ENTR 37192 with ENTR 47047 as required, and adding ENTR 37045, ENTR 37075 and FDM 35280 as electives. Minimum total credit hours to program completion increase from 18 to 19.
    Effective Fall 2013

38. Revision of course requirements for the Managerial Marketing [MMTG] major within the Bachelor of Business Administration [BBA] degree. Revisions include course title changes and replacing ENG 30063 with new course BUS 30123. Minimum total credit hours to program completion are unchanged at 121.
    Effective Fall 2013

39. Revision of course requirements for the Marketing [MKTG] major within the Bachelor of Business Administration [BBA] degree. Revisions include replacing ENG 30063 with new course BUS 30123, and changes to notes in the major. Minimum total credit hours to program completion are unchanged at 121.
    Effective Fall 2013

College of Communication and Information

School of Communication Studies

40. Revision of course requirements for the Applied Communication [APCO] concentration in the Communication Studies [COMM] major within the Bachelor of Arts [BA] degree. Revisions include changing required JMC 20004 to an either/or option with JMC 20005 and JMC 26001. Minimum total credit hours to program completion are unchanged at 121.
    Effective Fall 2013

LESSER ACTION ITEMS *continued*

College of Communication and Information *continued*

School of Journalism and Mass Communication

42. Revision of course and other requirements for the Advertising [ADV] major within the Bachelor of Science [BS] degree. Revisions include changing the accreditation requirements, removing the Grammar, Usage and Punctuation (GUP) test requirement and updating course requirements. For all students in previous catalog years, COMM 21000 is a substitution for the GUP test. Minimum total credit hours to program completion are unchanged at 124.
    Effective Fall 2013

43. Revision of course and other requirements for the Electronic Media [ELMD] major within the Bachelor of Science [BS] degree. Revisions include changing the accreditation requirements, removing the Grammar, Usage and Punctuation (GUP) test requirement and updating course requirements. For all students in previous catalog years, COMM 21000 is a substitution for the GUP test. Minimum total credit hours to program completion are unchanged at 124.
    Effective Fall 2013

44. Revision of course and other requirements for the Journalism [JNL] major within the Bachelor of Science [BS] degree. Revisions include changing the accreditation requirements, removing the Grammar, Usage and Punctuation (GUP) test requirement and updating course requirements. For all students in previous catalog years, COMM 21000 is a substitution for the GUP test. Minimum total credit hours to program completion are unchanged at 124.
    Effective Fall 2013

45. Revision of course and other requirements for the Public Relations [PR] major within the Bachelor of Science [BS] degree. Revisions include changing the accreditation requirements, removing the Grammar, Usage and Punctuation (GUP) test requirement and updating course requirements. For all students in previous catalog years, COMM 21000 is a substitution for the GUP test. Minimum total credit hours to program completion are unchanged at 124.
    Effective Fall 2013

46. Revision of course and other requirements for the Visual Journalism [VJNL] major within the Bachelor of Science [BS] degree. Revisions include changing the accreditation requirements, removing the Grammar, Usage and Punctuation (GUP) test requirement and updating course requirements. For all students in previous catalog years, COMM 21000 is a substitution for the GUP test. Minimum total credit hours to program completion are unchanged at 124.
    Effective Fall 2013

School of Visual Communication Design

47. Revision of course requirements for the Photo-Illustration [PHOI] minor. Revisions include adding new course VCD 28004; adding VCD 14001, VCD 28002, VCD 34004; and removing ARTH 22006, ARTH 22007, JMC 20001 and JMC 22004, VCD 13000, VCD 13001. Minimum total credit hours to program completion decrease, from 23 to 18.
    Effective Fall 2013

48. Inactivation of Web Design and Programming [WDP] minor. Minor was a joint program with the Department of Computer Science in the College of Arts and Sciences.
    Effective Fall 2013

LESSER ACTION ITEMS *continued*

School of Digital Sciences

50. Revision of course requirements for the Digital Sciences [DS] major within the Bachelor of Arts [BA] degree. Revisions include adding two required core courses, removing 15 major elective credit hours, changing advisor-approved electives and adding general electives. Minimum total credit hours to program completion are unchanged at 121.
    Effective Fall 2013

51. Revision of course requirements for the Digital Sciences [DS] major within the Bachelor of Science [BS] degree, resulting in the concentrations being optional for students who want the depth of a BS degree but do not fit one of the six existing concentrations. In addition, advisor-approved elective list is revised. Minimum total credit hours to program completion are unchanged at 121.
    Effective Fall 2013

College of Education, Health and Human Services

School of Foundations, Leadership and Administration

52. Revision of course requirements for the Disability Studies and Community Inclusion [C140] post-secondary certificate. Revisions include adding PHIL 40005 and SOC 42563 to the list of electives. Minimum total credit hours to program completion are unchanged at 16.
    Effective Fall 2013

53. Revision of course requirements for the Recreation, Park and Tourism Management [RPTM] major within the Bachelor of Science [BS] degree. Revisions include removing requirement that Tourism Management [TMM] concentration students must declare/graduate with the Business [BUSN] minor. Minimum total credit hours to program completion are unchanged at 121.
    Effective Fall 2013

54. Revision of course and admission requirements for the Sport Administration [SPAD] major within the Bachelor of Science [BS] degree. Revisions include adding SPAD 45032, SPAD 45021 and SPAD 45029 and reducing general elective credit hours. Minimum total credit hours to program completion are unchanged at 121.
    Effective Fall 2013

School of Health Sciences

55. Revision of course requirements and observation-hour policy for the Athletic Training [ATTR] major within the Bachelor of Science [BS] degree. Revisions include removing ATTR 45091 and adding ATTR 35050, ATTR 43018 and ATTR 45041. Minimum total credit hours to program completion are unchanged at 121.
    Effective Fall 2013

56. Revision of course requirements for the Human Sexuality [HUSX] minor. Revisions include removing HED 44544 and adding an elective from the Lesbian, Gay, Bisexual and Transgender Studies [LGBT] minor. Minimum total credit hours to program completion are unchanged at 21.
    Effective Fall 2013

57. Establishment of Pre-Physical/Occupational Therapy [PPOT] concentration and revisions of course requirements in the Exercise Science [EXSI] major within in the Bachelor of Science [BS] degree. Revisions affect chemistry, nutrition, mathematics and anatomy and physiology requirements. Minimum total credit hours to program completion are unchanged at 121.
    Effective Fall 2013

LESSER ACTION ITEMS *continued*

College of Education, Health and Human Services *continued*

School of Lifespan Development and Educational Sciences

58. Revision of course requirements for the Human Services Technology [HST] concentration in the Human Development and Family Studies [HDFS] major within the Bachelor of Science [BS] degree. Revision allows students to choose between HDFS 14027 and HST 11000 as their introductory course. Minimum total credit hours to program completion are unchanged at 121.
    Effective Fall 2013

59. Revision of name of the Educational Interpreting [EI] concentration in the Special Education [SPED] major within the Bachelor of Science in Education [BSE] degree. Concentration name changes to ASL/English Interpreting [ASEI]. Proposal also includes removal of SPED 19201, 19202, 29201, 29202, 39201, 43101 and 43108 from the program requirements. Minimum total credit hours to program completion are unchanged at 123-133, depending on concentration.
    Effective Fall 2013

School of Teaching, Learning and Curriculum Studies

60. Revision of policy for admission to advanced study to all teacher education majors and minors, prior to enrolling in upper-division education courses.
    Effective Fall 2013

61. Revision of course requirements for the Athletic Coaching [ATCO] minor. Revisions include removing ATTR 35025 and adding requirement of certification in First Aid and CPR by an external agency. Minimum total credit hours to program completion decrease, from 23 to 22.
    Effective Fall 2013

62. Establishment of 2+2 articulation agreement with Stark State College, whereby eligible graduates of the college's Associate of Applied Science degree in Early Childhood Education, after admittance, will articulate into their third year of Kent State's Early Childhood Education [ECDE] major within the Bachelor of Science in Education [BSE] degree. Admission, course and graduation requirements for the degree program are unchanged.
    Effective Fall 2013

College of Public Health

63. Establishment of Environmental Health Science [EHS] concentration, revision of name of the Environmental and Occupational Health [EVOH] concentration—to Environmental and Occupational Health and Safety [EOHS]—and revision of course requirements for the Public Health [PH] major within the Bachelor of Science in Public Health [BSPH] degree. Revisions include adding required courses, thereby reducing or eliminating electives. Minimum total credit hours to program completion are unchanged at 121.
    Effective Fall 2013

64. Revision of course requirements for the Public Health [PH] minor. Revisions include removing three courses from the elective list. Minimum total credit hours to program completion are unchanged at 21.
    Effective Fall 2013

65. Revision of course requirements for the Public Health [C143] post-secondary certificate. Revisions include replacing elective choice with specific required coursework. Minimum total credit hours to program completion are unchanged at 18.
    Effective Fall 2013

LESSER ACTION ITEMS *continued*

Regional College

66. Revision of course requirements for the Business Management Technology [BMRT] major within the Associate of Applied Business [AAB] degree offered at all campuses except the Stark Campus. Minimum total credit hours to program completion are unchanged at 63.
    Effective Fall 2013

67. Revision of course requirements for the Computer Design, Animation and Game Design [CDAG] major within the Associate of Applied Science [AAS] degree offered at the Tuscarawas Campus. Revisions include adding two elective courses. Minimum total credit hours to program completion are unchanged at 70.
    Effective Fall 2013

68. Revision of course requirements for the Early Childhood Educational Technology [ECET] major within the Associate of Applied Science [AAS] degree offered at the Salem and Tuscarawas campuses. Revisions include removing the sociology requirement and adding ECED 40145 to align with changes made fall 2011 for the baccalaureate. Minimum total credit hours to program completion are unchanged at 68.
    Effective Fall 2013

69. Revision of course requirements for the Computer [CMPR] concentration in the Electrical/ Electronic Engineering Technology [EEET] major within the Associate of Applied Science [AAS] degree offered at the Ashtabula, Trumbull and Tuscarawas campuses. Revisions include removing COMT 21008. Minimum total credit hours to program completion decrease, from 74 to 71.
    Effective Fall 2013

70. Establishment of Product Design and Commercialization [PDAC] concentration and revision of course requirements for the Engineering Technology [ENGT] major within the Bachelor of Science [BS] degree offered at the Tuscarawas Campus. Revisions include requiring ITAP 26636 and replacing TAS 37900 with TECH 36620. Minimum total credit hours to program completion are unchanged at 121 for all concentrations except Manufacturing/Mechanical/ Systems [MMSY], which increases from 121 to 122.
    Effective Fall 2013

71. Revision of course requirements for the Environmental Health and Safety [EVHS] major within the Associate of Applied Science [AAS] degree offered at the Trumbull Campus. Minimum total credit hours to program completion are unchanged at 64.
    Effective Fall 2013

72. Establishment of fully online delivery, in addition to the on-ground delivery, and establishment of two optional concentrations for the Insurance [INS] major within the Bachelor of Science [BS] degree offered at the Salem Campus. The two concentrations are Life and Health Insurance [INLH] and Property and Casualty Insurance [INPC]. Twelve INS courses are established for the concentrations. Minimum total credit hours to program completion are unchanged at 121.
    Effective Fall 2013

73. Revision of course requirements for the Legal Assisting Technology [LEGT] major within the Associate of Applied Sciences [AAS] degree. Revisions include replacing all LEGT courses with currently existing PLST courses. All LEGT courses are inactivated. Minimum total credit hours to program completion decrease, from 68 to 65.
    Effective Fall 2013

LESSER ACTION ITEMS *continued*

Regional College *continued*

74. Revision of course requirements for the Nursing ADN [NRST] major within the Associate of Applied Sciences [AAS] degree offered at the Ashtabula, East Liverpool, Geauga and Tuscarawas campuses. Two new courses replace previous courses with different credit hours and content. Minimum total credit hours to program completion are unchanged at 68.
    Effective Fall 2013

75. Revision of course requirements for the Systems/Industrial Engineering Technology [IERT] major within the Associate of Applied Science [AAS] degree offered at the Ashtabula, Trumbull and Tuscarawas campuses. Revisions meet Ohio Board of Regents mandate for general education (Kent Core). Minimum total credit hours to program completion increase, from 68 to 70.
    Effective Fall 2013

76. Revision of course requirements for the Information Technology for Administrative Professionals [ITAP] major within the Associate of Applied Business [AAB] degree offered at the Ashtabula, Salem, Trumbull and Tuscarawas campuses. Revisions include increasing credit hours of two courses; and moving required ITAP 26636 to electives, replaced with other elective options. Minimum total credit hours are unchanged at 64.
    Effective Fall 2013

77. Revision of course requirements for the Physical Therapist Assistant Technology [PTST] major within the Associate of Applied Science [AAS] degree offered at the Ashtabula and East Liverpool campuses. Revisions include replacing required SOC 12050 with any Kent Core Social Sciences course. Minimum total credit hours to program completion are unchanged at 66.
    Effective Fall 2013

78. Revision of course requirements for the Radiologic Technology [RADT] major within the Associate of Applied Science [AAS] degree offered at the Ashtabula and Salem campuses. Revisions include credit hour changes to clinical courses, thereby prompting new course creation. Minimum total credit hours to program completion increase, from 69 to 72.
    Effective Fall 2013

79. Revision of course requirements for the Radiologic and Imaging Sciences [RIS] major within the Bachelor of Radiologic Imaging Sciences Technology [BRIT] degree offered at the Salem Campus. Revisions include credit hour changes, course replacements with new courses and/or hours awarded in AAS pathway. Minimum total credit hours to program completion are unchanged at 121-122, depending on concentration.
    Effective Fall 2013

80. Establishment of tech prep articulation agreements with the following schools, whereby eligible graduates of their specified program, after admittance, will earn credit for one course (BMRT 11000) applicable toward the Accounting Technology [ACTT] major within the Associate of Applied Business [AAB] degree.
    a. Marlington High School (Alliance) – Accounting/Finance
    b. Massillon Washington High School – Accounting
    Effective Fall 2012

LESSER ACTION ITEMS *continued*

Regional College *continued*

81. Establishment of tech prep articulation agreements with the following schools, whereby eligible graduates of their specified program, after admittance, will earn credit for two courses (BMRT 11000, BMRT 21011) applicable toward the Business Management Technology [BRMT] major within the Associate of Applied Business [AAB] degree.
    a. Marlington High School (Alliance) – Accounting/Finance
    b. Massillon Washington High School – Accounting
    Effective Fall 2012

82. Establishment of tech prep articulation agreements with the following schools, whereby eligible graduates of their specified program, after admittance, will earn credit for two courses (BMRT 11006, BMRT 21095) applicable toward the Business Management Technology [BRMT] major within the Associate of Applied Business [AAB] degree.
    a. East Canton High School – High School of Business
    b. Stow-Monroe Falls High School – International Business and Marketing Institute
    Effective Fall 2012

83. Establishment of tech prep articulation agreements with the following centers and schools, whereby eligible graduates of their specified program(s), after admittance, will 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.
    a Buchtel High School (Akron) – Graphics Art
    b Buckeye Career Center (New Philadelphia) – Graphic Arts
    c Choffin Career and Technical Center (Youngstown) – Commercial Art; Graphic Arts; Multimedia
    d Columbiana County Career and Technical Center (Lisbon) – Visual Design and Imaging
    e Hoover High School (North Canton) – Interactive Media–Graphic Design
    f Lake High School (Uniontown) – Interactive Media
    g Mahoning Career and Technical Center (Canfield) – Interactive Multimedia
    h Maplewood Career Center (Ravenna) – Graphic Communications
    i Portage Lakes Career Center (Uniontown) – Programming (also earn credit for EERT 22003)
    j Stark County Area Joint Vocational School (Massillon) – Graphic Communications
    k Trumbull Career and Technical Center (Warren) – Interactive Media; Web Design and Application Development (also earn credit for EERT 22003)
    l Wadsworth High School – Media Communications
    m Wayne County Schools Career Center (Smithville) – Interactive Media
    Effective Fall 2012

84. Establishment of tech prep articulation agreements with the following centers and schools, whereby eligible graduates of their specified program, after admittance, will 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.
    a. Buchtel High School (Akron) – Graphics Art
    b. Canton South High School – Programming, Video Gaming
    c. Cuyahoga Falls High School – A+ Hardware and Microsoft Academy with Networking
    d. Lake High School (Uniontown) – Interactive Media
    e. Trumbull Career and Technical Center (Warren) – Web Design and Application Development
    Effective Fall 2012

LESSER ACTION ITEMS *continued*

Regional College *continued*

85. Establishment of tech prep articulation agreements with the following schools, whereby eligible graduates of the specified programs, after admittance, will earn credit for four courses (ITAP 16620, ITAP 16621, ITAP 16625, ITAP 16680) applicable toward the Information Technology for Administrative Professionals [ITAP] major within the Associate of Applied Business [AAB] degree.
    a. Buchtel High School (Akron) – Administrative Office Technology
    b. GlenOak High School (Canton) – Administrative Office Technology
    Effective Fall 2012

86. Establishment of tech prep articulation agreements with the following centers, whereby eligible graduates of the Cosmetology program, after admittance, will be awarded 30 credit hours, applicable toward the Individualized Program [IPG] major within the Associate of Technical Study [ATS] degree.
    a. Cuyahoga Valley Career Center (Brecksville)
    b. Ohio Valley Career and Technical Center (West Union)
    Effective Fall 2012

GRADUATE EDUCATIONAL POLICIES COUNCIL

ACTION ITEMS

1. Approval of minutes of 15 October 2012.
   Attachment 1

College of the Arts *(presented by Associate Dean Ralph Lorenz)*

School of Fashion Design and Merchandising

2. Establishment of Fashion [FASH] major in the Master of a Fashion [MFAS] degree. Included in the proposal is the establishment of 11 courses. Minimum total credit hours to program completion are 30.
   Effective Fall 2013 | Attachment 24: Proposal; Catalog Copy; Responses to RACGS comments, Bureau of Labor Statistics Relevant Occupations, Comparable Graduate Programs in Ohio

College of Arts and Sciences *(presented by Associate Dean Raymond A. Craig)*

3. Inactivation of five non-performing institutes and centers: Water Resources Institute, Kent Nanostructured Materials Center, Institute for Computational Mathematics, Center for Psychoanalysis and Literature, and Center for Research and Workplace Literacy.
   Effective Fall 2013| Attachment 25

Department of Sociology

4. Inactivation of Justice Studies [JUS] major within the Master of Arts [MA] degree. Admission to the program was suspended in 2010. There has been no student enrollment since spring 2011.
   Effective Fall 2013| Attachment 26

College of Nursing *(presented by Associate Dean Gail E. Bromley)*

5. Establishment of fully online delivery, in addition to on-ground delivery, for the Nursing [NURS] major within the Doctor of Philosophy [PHD] degree. Admission, course and graduation requirements for the program are unchanged.
   Effective Fall 2013| Attachment 27

INFORMATION ITEM

College of Public Health

1. Temporary suspension of admissions for the Prevention Science [PRSC] and Epidemiology [EPI] concentrations in the Public Health [PH] major within the Doctor of Philosophy [PHD] degree. Both have reached or exceeded maximum student enrollment (10) as agreed upon with the Ohio Board of Regents at time of approval. Suspension will end January 2014 for fall 2014 admission.
   Effective Fall 2012 | Attachment 28

LESSER ACTION ITEMS

College of the Arts

School of Music

1. Revision of course requirements for the Conducting [COND] major within the Master of Music [MM] degree. Revisions include removing MUS 62451 and adding music theory and music history electives. Minimum total credit hours to program completion are unchanged at 32.
   Effective Fall 2013

LESSER ACTION ITEMS *continued*

College of the Arts *continued*

2. Revision of course requirements for the Ethnomusicology [ETMU] major within the Master of Music [MM] degree. Revisions include adding MUS 62411, MUS 62414 and MUS 61173. Minimum total credit hours to program completion are unchanged at 32.
   Effective Fall 2013

3. Revision of course requirements for the Music Composition [MCMP] major within the Master of Music [MM] degree. Revisions include removing MUS 62451 and adding music theory and music history electives. Minimum total credit hours to program completion are unchanged at 32.
   Effective Fall 2013

4. Revision of course requirements for the Music Education [MUED] major within the Master of Music [MM] degree. Revisions include requiring MUS 63198 and removing option between thesis, recital and essay. Minimum total credit hours to program completion are unchanged at 30.
   Effective Fall 2013

5. Revision of course requirements for the Music Theory [MTHY] major within the Master of Music [MM] degree. Revisions include removing MUS 62451 and adding music theory and music history electives. Minimum total credit hours to program completion are unchanged at 32.
   Effective Fall 2013

6. Revision of course requirements for the Music Theory-Composition [MTCP] major within the Doctor of Philosophy [PHD] degree. Revisions include removing theory and composition electives and minor area requirement, and adding MUS 71121, MUS 71131, MUS 71181, MUS 71191, MUS 81211. Minimum total credit hours to program completion are unchanged at 60.
   Effective Fall 2013

7. Revision of course requirements for the Performance [PERF] major within the Master of Music [MM] degree. Revisions include removal of MUS 62451 and the addition of MUS 62411 to the major requirements. Revisions to the Chamber Music [CMUS] concentration include the addition of 4 credits of chamber music electives. Minimum total credit hours to program completion are unchanged at 32.
   Effective Fall 2013

College of Arts and Sciences

8. Inactivation of all concentrations for the Chemical Physics [CPHY] major within the Master of Science [MS] and Doctor of Philosophy [PHD] degrees. The inactivated concentrations for both degrees are Optoelectronics [OELC], General Chemical Physics [GCP], Physical Properties of Liquid Crystals [PPLQ], Lyotropic Liquid Crystals and Membranes [LLCM] and Liquid Crystal Synthesis and Molecular Design [LCMD]. Also included in the proposal is revision of graduation requirements to allow for a non-thesis option in the MS degree. Minimum total credit hours to program completion decrease for the MS, from 32 to 30; they are unchanged at 90 for the PhD.
   Effective Fall 2013

LESSER ACTION ITEMS *continued*

College of Arts and Sciences *continued*

Department of Modern and Classical Language Studies

9. Revision of course requirements for the Translation [TRNS] major within the Master of Arts [MA] degree. Revisions include changing the list of specific electives to any graduate-level translation-related MCLS course. Minimum total credit hours to program completion are unchanged at 36.
   Effective Fall 2013

Department of Philosophy

10. Revision of course requirements for the Philosophy [PHIL] major within the Master of Arts [MA] degree. Minimum total credit hours to program completion decrease, from 35 to 33.
    Effective Fall 2013

Department of Political Science

11. Establishment of Conflict Analysis and Management [CAMT] concentration, inactivation of Policy Analysis and Administration [PLAA] concentration, and revision of course requirements for the Political Science [POL] major within the Master of Arts [MA] and Doctor of Philosophy [PHD] degrees. Revisions include creation of 22 new POL courses. Minimum total credit hours to program completion are unchanged at 36 for the MA and 66 for the PhD.
    Effective Fall 2013

12. Revision of course requirements for the Public Policy [PPOL] concentration in the Public Administration [PADM] major within the Master of Public Administration [MPA] degree. Revision replaces a course being inactivated with another active POL course. Minimum total credit hours to program completion are unchanged at 36.
    Effective Fall 2013

Department of Sociology

13. Inactivation of Gerontology [GERO] concentration in the Sociology [SOC] major within the Master of Arts [MA] degree. Admission to the program was suspended is 2010. There has been no student enrollment since fall 2011.
    Effective Fall 2013

College of Business Administration

Department of Economics

14. Inactivation of International Economics [IECN] and Public Sector Economics [PSEC] concentrations, and revision of course requirements for the Human Resources [HRM] and Information Systems [INSY] concentrations in the Business Administration [BAD] major within the Doctor of Philosophy [PHD] degree. Admission to the two concentrations was suspended is 2010; there has been no student enrollment since spring 2004. Revisions to the other two concentrations include removing MIS 84266. Minimum total credit hours to program completion are unchanged at 66.
    Effective Fall 2013

LESSER ACTION ITEMS *continued*

College of Communication and Information

School of Library and Information Science

15. Revision of course requirements for the Library and Information Science [LIS] major within the Master of Library and Information Science [MLIS] degree. Revisions include adding requirement LIS 60000 and eliminating elective groupings; electives now chosen with advisor consultation. Minimum total credit hours to program completion increase, from 36 to 37.
    Effective Fall 2013

16. Revision of name and course requirements for the Advanced Study in Library Science [C808] post-master's certificate. Name changes to Advanced Study in Library and Information Science [C837]. Minimum total credit hours to program completion are unchanged at 18.
    Effective Fall 2013

17. Inactivation of Advanced Study in Digital Libraries [C822] post-master's certificate.
    Effective Fall 2013

18. Inactivation of Advanced Study in Digital Preservation [C826] post-master's certificate.
    Effective Fall 2013

School of Visual Communication Design

19. Revision of admission requirement for the Visual Communication Design [VCD] major within the Master of Arts [MA] and Master of Fine Arts [MFA] degrees. Current rolling admission for fall term only changes to both fall and spring terms.
    Effective Fall 2013

School of Digital Sciences

20. Revision of course requirements for the Digital Sciences [DS] major within the Master of Digital Sciences [MDS] degree. Revisions include replacement of TECH 63411 with TECH 56350 and course changes within the Digital Systems Management and Consulting [DSMC] and Digital Systems Telecommunication Networks [DSTN] concentrations. Minimum total credit hours to program completion are unchanged at 32.
    Effective Fall 2013

College of Education, Health and Human Services

School of Foundations, Leadership and Administration

21. Revision of course requirements for the Sport and Recreation Management [SRCM] concentration in the Sport and Recreation Management [SRCM] major within the Master of Arts [MA] degree. Revisions include adding and removing SRM and HED course electives. Minimum total credit hours to program completion are unchanged at 34.
    Effective Fall 2013

22. Establishment of fully online delivery, in addition to on-ground delivery, of the Evaluation and Measurement [EVAL] major within the Master of Education [MED] degree. Also included in the proposal are revisions of course requirements, including removing courses from the elective list. Minimum total credit hours to program completion are unchanged at 32.
    Effective Fall 2013

LESSER ACTION ITEMS *continued*

College of Education, Health and Human Services *continued*

School of Health Sciences

23. Revision of admission and graduation requirements for the Audiology [AUD] major within the Master of Arts [MA] and Doctor of Philosophy [PHD] degrees. Revisions for the admission requirements include the addition of three letters of recommendation. Minimum total credit hours to program completion are unchanged at 30 for the MA and 75 for the PhD.
    Effective Fall 2013

24. Revision of course requirements for the Health Education and Promotion [HEDP] major within the Master of Education [MED] degree. Revisions align required coursework to professional standards and the licensure/certification exams that students take at the end of their program. Minimum total credit hour to program completion decrease, from 41 to 35.
    Effective Fall 2013

25. Revision of course requirements for the Health Education and Promotion [HEDP] major within the Doctor of Philosophy [PHD] degree. Revisions include removing master's prerequisite requirements and allowing students to obtain their Master of Education [MED] degree while pursuing their PhD. Minimum total credit hours to program completion decrease, from 108 to 72.
    Effective Fall 2013

26. Revision of program description, admission and graduation requirements for the Speech Language Pathology [SLP] major within the Master of Arts [MA] and Doctor of Philosophy [PHD] degrees. Revisions to the admission requirements include the addition of a note that students must have earned a recognized bachelor's degree, but not necessarily in areas of speech and hearing. Revision to the graduation requirements include a note for the PhD degree for students who are admitted on a part time basis. Minimum total credit hours to program completion are unchanged at 40 for the MA and 75 for the PhD.
    Effective Fall 2013

School of Teaching, Learning and Curriculum Studies

27. Revision of course requirements for the Early Childhood Education [ECDE] major within the Master of Arts in Teaching [MAT] degree. Revisions align the program with other Early Childhood Education International Baccalaureate Primary Years Programme (PYP) certificate tracks. Minimum total credit hours to program completion increase, from 52 to 58.
    Effective Fall 2013

28. Revision of admission and course requirements for the Educational Psychology [EPSY] major within the Master of Arts [MA], Master of Education [MED] and Doctor of Philosophy [PHD] degrees. Admission revisions for the PhD degree clarifies that the Graduate Record Examinations (GRE) score is for both the major and the Instructional Technology [ITEC] concentration. Courses revisions include removing EVAL 68795, EVAL 78716 from the MA degree, removing EVAL 68795 from the MEd degree, and adding EPSY 70094 to the PhD degree. Minimum total credit hours to program completion are unchanged at 33 for the MEd, 39 for the MA and 75 for the PhD.
    Effective Fall 2013

LESSER ACTION ITEMS *continued*

College of Education, Health and Human Services *continued*

School of Teaching, Learning and Curriculum Studies continued

29. Inactivation of five concentrations in the Secondary Education [SEED] major within the Master of Arts in Teaching [MAT] degree. The inactivated concentrations are Business [BUSN], Family and Consumer Studies [FCS9], Marketing [MKTG], Russian [RUSS] and Technology Vocational Education [TCVE]. Eighteen concentrations remain. Minimum total credit hours to program completion are unchanged at 44.
    Effective Fall 2013

College of Public Health

30. Revision of course requirements for the Public Health [PH] major within the Master of Public Health [MPH] degree. Revisions affect discipline-specific practicum courses and increase 1-credit hour electives. Minimum total credit hours to program completion increase, from 45 to 46.
    Effective Fall 2013

31. Revision of course requirements for the Public Health [PH] major within the Doctor of Philosophy [PHD] degree. Revisions affect discipline-specific dissertation courses. Minimum total credit hours to program completion are unchanged at 91.
    Effective Fall 2013

UNIVERSITY REQUIREMENTS CURRICULUM COMMITTEE

Approved for the Kent Core Effective Fall 2013

ATTR 25057 Anatomy and Physiology I (3) [Basic Sciences substitution]

ATTR 25058 Anatomy and Physiology II (3) [Basic Sciences substitution]

EXSC 25057 Anatomy and Physiology I (3) [Basic Sciences substitution]

EXSC 25058 Anatomy and Physiology II (3) [Basic Sciences substitution]

HONR13597 Colloquium: Western Identity (3) [Additional]

PHY 12201 Technical Physics I (3) [Basic Sciences substitution]

PHY 12202 Technical Physics II (4) [Basic Sciences substitution]

Approval of NURS 60101 Theoretical Basis for Nursing Practice I (3) to satisfy the writing-intensive requirement for students in the combined Bachelor of Science in Nursing/Master of Science in Nursing [BSN/MSN] degrees.

Approved for the Experiential Learning Requirement Effective Fall 2013

BSCI 40196 Individual Investigation (1-3)

CADT 21092 Animation and Game Design Practicum (1-3)

DAN 47175 Capstone Project (1-3)

MERT 43092 Engineering Technology Practicum (1)

PH 49000 Capstone Experience in Public Health (3)

POL 20001 Political Methods (3)

POL 30991 Seminar: Columbus Program in Intergovernmental Issues (6-12)

POL 40991 Washington Program in National Issues (15)

TAS 47900 Technical and Applied Studies Capstone (3)

Approved for the Writing-Intensive Requirement Effective Fall 2013

ATTR 43018 Ethics for Allied Health Professionals (3)

PHY 30020 Intermediate Physics Laboratory (2)

SOC 32210 Researching Society (3)

SOC 42126 Sociological Theories (3) [writing intensive is removed]

COURSE CHANGES

Course Changes Effective Fall 2012

RIS 44049 Physical Principles of Computed Tomography II (1) ..... New

Course Changes Effective Spring 2013

JMC 26005 Multimedia Storytelling (3) ..... Revise

Course Changes Effective Fall 2013

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
ACCT 43010 Principles of Auditing and Control (3) [writing-intensive] ..... Revise
ACCT 43013 Advanced Management Accounting (3) ..... Revise
ACCT 43014 Advanced Accounting Systems (3) ..... Revise
ACCT 43031 Income Taxation (3) ..... Revise
ADED 42292 Field Work Practicum (3) [experiential learning] ..... Revise
ADED 42357 Secondary Student Teaching (9) ..... Revise
ADED 43315 Teaching Literature in the Secondary Schools (3) ..... Revise
ADED 43335 Teaching Language and Composition (3) ..... Revise
ADED 62192 Advanced Practicum and Internship in Secondary Education (1-10) ..... Revise
AERN 15745 Non-Pilot Elements of Flight Theory (3) ..... New
AERN 25800 Introduction to Unmanned Aircraft Systems (3) ..... New
AERN 35644 Instrument Flight Theory (3) ..... Revise
AERN 35650 Non-Pilot Instrument Flight Theory (3) ..... New
AERN 35810 Unmanned Aircraft Systems (3) ..... New
AERN 35830 Unmanned Aircraft Systems Sensing and Sensor Systems (3) ..... New
AERN 35840 Unmanned Aircraft Systems Command, Control and Communications (3) ..... New
AERN 45010 Aircraft Dispatch I (3) ..... New
AERN 45020 Aircraft Dispatch II (3) ..... New
AMST 10001 Introduction to American Studies (3) ..... Inactive
AMST 40095 Special Topics (3) ..... Inactive
AMST 40096 Individual Investigation (1) ..... Inactive
AMST 40197 Senior Colloquium (3) ..... Inactive

Course Changes Effective Fall 2013 *continued*

AERN 45135 Aviation Safety Theory (3) ..... Revise

AERN 45800 Unmanned Aircraft Systems Flight Operations Theory (4) ..... New

AERN 55235 Human Error Analysis in Aviation (3) ..... New

AERN 65095 Special Topics in Aeronautics (1-4) ..... New

AERN 65496 Aerospace Technology (1-4) to:
Individual Investigation in Aeronautics ..... Revise

AMST 10001 Introduction to American Studies (3) ..... Inactive

AMST 40095 Special Topics (3) ..... Inactive

AMST 40096 Individual Investigation (3) ..... Inactive

AMST 40197 Senior Colloquium (3) ..... Inactive

ARCS 30421 The Environmental Imperative (3) ..... Revise

ARTE 41557 Art Education: Student Teaching and Seminar (9) ..... Revise

ATTR 15001 Introduction to The Profession Of Athletic Training (1) to:
Introduction to Clinical Athletic Training I (2) ..... Revise

ATTR 15011 Introduction to Clinical Athletic Training (2) to:
Introduction to Clinical Athletic Training II ..... Revise

ATTR 25036 Principles of Athletic Training (3) ..... Revise

ATTR 25057 Anatomy and Physiology I (3) [Kent Core Basic Sciences] ..... Revise

ATTR 25058 Anatomy and Physiology II (3) [Kent Core Basic Sciences] ..... Revise

ATTR 35040 Strength and Conditioning I (1) to:
Strength and Conditioning (2) ..... Revise

ATTR 35045 Emergency Medical Technician Basic (5) ..... Revise

ATTR 35050 Neurological Process for the Healthcare Professional (3) ..... New

ATTR 43018 Ethics for Allied Health Professionals (3) [writing-intensive] ..... New

ATTR 45039 Therapeutic Rehabilitation (4) to: (3) ..... Revise

ATTR 45041 Advanced Therapeutic Interventions (3) ..... New

ATTR 55039 Therapeutic Rehabilitation (4) to: (3) ..... Revise

ATTR 63018 Ethics for Allied Health Professionals (3) ..... Revise

BAD 72071 Labor Economics (3) to:
ECON 82072 Economics of Labor Markets ..... Revise

BSCI 40146 Developmental Mechanisms (3) to:
Developmental Biology ..... Revise

BSCI 40163 Organic Evolution (3) to:
Evolution ..... Revise

BSCI 40196 Individual Investigation (1-3) [experiential learning] ..... Revise

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BSCI	40220	Bioinformatics (3)	New
BSCI	40517	Histology (3) to: Medical Histology	Revise
BSCI	50146	Developmental Mechanisms (3) to: Developmental Biology	Revise
BSCI	50163	Organic Evolution (3) to: Evolution	Revise
BSCI	50517	Histology (3) to: Medical Histology	Revise
BSCI	70146	Developmental Mechanisms (3) to: Developmental Biology	Revise
BSCI	70163	Organic Evolution (3) to: Evolution	Revise
BSCI	70517	Histology (3) to: Medical Histology	Revise
BST	60192	Practicum Experience in Biostatistics (6)	New
BTEC	40220	Bioinformatics (2) to: (3)	Revise
BUS	30123	Professional Business Practices (3)	New
CADT	21092	Animation and Game Design Practicum (1-3) [experiential learning]	New
CHDS EDST	41892 44092	Internship in Educational Studies and Helping Professions (10) to: Practicum in Educational Studies (1-12)	Revise
COMM	64092	Masters Internship in Communication Studies (3)	Revise
COMM	65655	Nonverbal Communication (3)	Inactive
COMM	65656	Communicative Uses of Language (3)	Inactive
COMM	65791	Seminar in Instructional Communication (3 or 4)	Inactive
COMM	75655	Nonverbal Communication (3)	Inactive
COMM	75656	Communicative Uses of Language (3)	Inactive
COMM	75791	Seminar in Instructional Communication (3 or 4)	Inactive
COMT	11009	Computer Assembly and Configuration (4)	Revise
COMT	21005	Visual Basic Database Programming (4)	Revise
COMT	21036	Web Scripting I (3)	Revise
COMT	21100	Local Area Network Troubleshooting (3)	Revise
COMT	21110	Internetworking (3)	Revise
COMT	21200	Ethical Hacking (3)	Revise
COMT	36309	Programming Mobile Applications (3)	Revise

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COMT	36320	Computer Forensics (3)	Revise
COMT	36321	Network Forensics (3)	Revise
COMT	36330	Local Area Network Security Fundamentals (3)	Revise
COMT	36340	Help Desk Support (3)	Revise
COMT	36355	Command Line Utilities (3)	Revise
COMT	46308	Advanced Visual Basic Programming (3)	Revise
COMT	46309	Visual Basic Web Programming (3)	Revise
COMT	46310	Technology of Operating Systems (3)	Revise
COMT	46311	Technology of Networking (3)	Revise
COMT	46313	Virtual Machine Configuration and Administration (3)	Revise
COMT	46314	Technology of Application Services (3)	Revise
COMT	46315	SQL with Oracle (3)	Revise
CS	31045	Formal Logic (3) to:	
	41038	Intermediate Logic	Revise
CTTE	46031	Student Teaching in Career Technical Education (9)	Revise
DAN	17014	Studio African Dance II (1)	Inactive
DAN	27070	Introduction to Jazz Styles-A (2): to	
		Jazz Styles I	Revise
DAN	27170	Introduction to Jazz Styles-B (2): to	
		Jazz Styles II (2)	Revise
DAN	28010	Dance Accompaniment Laboratory I (2)	New
DAN	37072	Dance and Technology (2)	New
DAN	37310	Music for Dancers (3)	New
DAN	38001	Applied Skills for Dance Accompaniment (2)	New
DAN	38010	Dance Accompaniment Laboratory II (2)	New
DAN	47070	Jazz Style-B (2) to:	
		Jazz Styles III	Revise
DAN	47093	Variable Title Workshop in Dance (1-3)	Inactive
DAN	47170	Jazz Style-B (2) to:	
		Jazz Styles IV	Revise
DAN	47175	Capstone Project (1-3) [experiential learning]	New
DAN	47193	Variable Title Workshop in Dance (1-3)	Inactive
DAN	47525	Student Teaching in Dance (9)	Revise

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DSCI 13410 Cognition in Technology (3) to:
23410 ..... Revise

DSCI 16010 Telecommunications Infrastructure (3) to:
26010 ..... Revise

DSCI 21010 Enterprise Architecture (3) to:
31010 ..... Revise

DSCI 23310 Human-Computer Interaction (3) to:
33310 ..... Revise

DSCI 24410 Digital Information Management and Processing (3) to:
34410 ..... Revise

DSCI 31510 Global Project Management and Team Dynamics (3) [writing intensive] to:
41510 ..... Revise

DSCI 31610 Digital Systems Security (3) to:
41610 ..... Revise

DSCI 49992 Internship in Digital Sciences (1-6) [experiential learning] ..... New

DSCI 49996 Individual Investigation in Digital Sciences (1-3) ..... New

DSCI 69992 Internship in Digital Sciences (1-6) ..... New

DSCI 69996 Individual Investigation in Digital Sciences (1-3) ..... New

ECED 40105 Appropriate Phonics Instruction for Kindergarten and Primary Children (3) .. Revise

ECED 40125 Inquiry Into Professional Practice (3) ..... Revise

ECED 40126 Development Reading and Writing: The Early Years (3) ..... Revise

ECED 40192 Internship in Preschool (6-12) ..... Revise

ECED 40292 Internship in Kindergarten/Primary (6-12) ..... Revise

ECED 50105 Appropriate Phonics Instruction for Kindergarten and Primary Children (3) .. New

ECED 50125 Inquiry Into Professional Practice (3) ..... New

ECED 50126 Development Reading and Writing: The Early Years (3) ..... New

ECED 60110 Teaching Humanities: Early Years (3) ..... New

ECED 60145 Teaching Social Studies: Early Years (3) ..... New

ECED 67292 Practicum and Internship in Early Childhood Education (1-10) ..... Revise

ECET 22140 Student Teaching Seminar (3) ..... Revise

ECON 62071 Labor Economics (3) to:
62072 Economics of Labor Markets ..... Revise

EDST 40095 Special Topics in Educational Studies (1-3) ..... New

EDST 40096 Individual Investigation in Educational Studies Program (1-3) ..... New

EDST 44003 Seminar in Educational Studies (3) ..... New

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EDST	44004	Research and Writings in Educational Studies (3)	New
EDUC	49526	Student Teaching in Health and Physical Education (12)	Revise
ENG	11011	College Writing I (3) [Kent Core Composition]	Revise
ENG	21011	College Writing II (3) [Kent Core Composition]	Revise
ENG	41009	Student Teaching (9)	Revise
ENTR	27065 47048	Entrepreneurial Experience I (3) to:	Revise
ENTR	27075 47048	Entrepreneurial Experience II (3) to:	Revise
ENTR	27192	Beginning Practicum (1-4)	New
ENTR	37040	Entrepreneurial Tools (3)	New
ENTR	37065	Entrepreneurial Finance (3)	Revise
ENTR	37192	Practicum in Entrepreneurship (1-3) to: Advanced Practicum (1-4)	Revise
ENTR	47045	Entrepreneurial Leadership I (3) to: Entrepreneurial Leadership	Revise
ENTR	47046	Entrepreneurial Leadership II (1-3)	Inactive
ENTR	47047	Strategic Dilemmas in Entrepreneurship (3)	New
ENTR	47065 37080	New Venture Creation (3) to: [writing-intense]	Revise
ENTR	47092	Entrepreneurial Executive Apprenticeship I (3)	New
ENTR	47192	Entrepreneurial Executive Apprenticeship II (3)	New
EPI	52028	Methods of Evidence Based Public Health (3)	New
EPI	60192	Practicum Experience in Epidemiology (6)	New
EPI	72028	Methods of Evidence-Based Public Health (3)	Revise
EPI	80299	Dissertation II (15)	New
EPSY	65520	Child and Adolescent Development (3)	Revise
EPSY	65521	Adult Development (3)	Revise
EPSY	65523	Life Span Development (3)	Revise
EPSY	68901	Psychological Foundations of Education I (3) to: Psychological Foundations of Education	Revise
EPSY	68905	Educational Psychology (3)	New
EPSY	75520	Child and Adolescent Development (3)	New
EPSY	75521	Adult Development (3)	New

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EPSY	75523	Life Span Development (3)	New
EPSY	77450 87450	Psychological Principles of Education (3) to:	Revise
EPSY	78901	Psychological Foundations of Education (3)	New
EPSY	78905	Educational Psychology (3)	Revise
EVHS	20002 30002	Environmental Issues II (3) to:	Revise
EVHS	20006 40006	Fire Prevention and Control (3) to:	Revise
EVHS	20020 30020	Hazardous Waste Operations and Emergency Response (4) to:	Revise
EXSC	25057	Anatomy and Physiology I (3) [Kent Core Basic Sciences]	Revise
EXSC	25058	Anatomy and Physiology II (3) [Kent Core Basic Sciences]	Revise
FDM	50050	TechStyleLAB: Digital Design and New Media in Fashion Culture (3)	New
FDM	50092	Fashion Industry Practicum (1-6)	New
FDM	50093	Workshops in Fashion (1-3)	New
FDM	50161	Advanced Fashion Design Studio I (3)	New
FDM	50300	Advanced Fashion Industry Practice (3-6)	New
FDM	53010	Fashion Exhibition Design and Curatorial Perspectives (3)	New
FDM	55010	Concepts of Sustainable Fashion (3)	New
FDM	60030	Forms of Inquiry in Fashion (3)	New
FDM	60040	Fashion: A Unifying Lens (3)	New
FDM	60199	Master of Fashion Thesis I (2-6)	New
FDM	60299	Master of Fashion Thesis II (1-6)	New
FIN	36054	Intermediate Business Finance (3)	Revise
FIN	36058	The Financial System (3)	Revise
FIN	36059	Investments (3)	Revise
GERO	44031	Social Policy and Community Resources for Older Adults (3)	Revise
HDFS	41093	Variable Topic Workshop: Human Development and Family Studies (1-3)	Revise
HDFS	51093	Variable Topic Workshop: Human Development and Family Studies (1-3)	Revise
HED	42358	Student Teaching in Health Education (9)	Revise
HED	64010	Resources and Training in Health Education and Promotion (3)	Inactive
HED	64060	Grant Writing for Health Education and Promotion (3)	Inactive
HED	84010	Resources and Training in Health Education and Promotion (3)	Inactive

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HED	84060	Grant Writing for Health Education and Promotion (3)	Inactive
HIST	50197	America's Cultural Heritage: The Arts and Society (3)	Inactive
HIST	51041	History of Germany, 1871-Present (3)	Inactive
HIST	51089	Recent America: The United States 1945-Present (3)	Inactive
HIST	52140	The Sixties: A Third World View (3)	Inactive
HIST	52141	Comparative Third World Revolutions (3)	Inactive
HIST	70197	America's Cultural Heritage: The Arts and Society (3)	Inactive
HIST	71041	History of Germany, 1871-Present (3)	Inactive
HIST	71071	American Social and Intellectual History, 1876 to Present (3)	Inactive
HIST	71089	Recent America: The United States 1945-Present (3)	Inactive
HIST	72141	Comparative Third World Revolutions (3)	Inactive
HIST	75697	Colloquium: Social History of Latin America (3)	Inactive
HONR	13597	Colloquium: The Western Identity (3) [Kent Core Additional]	Revise
HPM	80198	Directed Research in Health Policy and Management (1-15)	New
HPM	80199	Dissertation I (15)	New
HPM	80299	Dissertation II (15)	New
HPM	81000	Public Health Law and Regulation (3)	New
IAKM	60370	Semantic Analysis Methods and Technologies (3)	New
IAKM	80370	Semantic Analysis Methods and Technologies (3)	New
INS	49010	Life and Health Insurance Law, Finance and Risk Management (3)	New
INS	49011	Property and Casualty Insurance Law, Finance and Risk Management (3)	New
INS	49020	Life and Health Insurance Operations (3) [writing intensive]	New
INS	49021	Property and Casualty Insurance Operations (3) [writing intensive]	New
INS	49030	Life Insurance (3)	New
INS	49031	Health Insurance (3)	New
INS	49032	Advanced Topics in Life and Health Insurance (3)	New
INS	49041	Personal Lines Property and Casualty Insurance (3)	New
INS	49042	Commercial Lines Property and Casualty Insurance (3)	New
INS	49043	Advanced Topics in Property and Casualty (3)	New
INS	49092	Practicum in Insurance (3) to: Insurance Practicum–General [experiential learning]	Revise
INS	49192	Property and Casualty Insurance Practicum (3) [experiential learning]	New
INS	49292	Life and Health Insurance Practicum (3) [experiential learning]	New

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ITAP	16625	Business Presentations (2) to: (3)	Revise
ITAP	26691	Seminar for Administrative Professionals (2) to: (3)	Revise
ITEC	47413	Digital Video in Education (3)	Revise
ITEC	57413	Digital Video in Education (3)	Revise
ITEC	77413	Digital Video in Education (3)	New
ITEC	77450 87450	Learning with Instructional Technologies (3) to:	Revise
JAPN	35101	Advanced Intermediate Japanese I (5)	Revise
JAPN	35102	Advanced Intermediate Japanese II (5)	Revise
JAPN	45201	Advanced Japanese I (5)	Revise
JAPN	45202	Advanced Japanese II (5)	Revise
JMC	20005	Fundamentals of Media Messages (3)	Revise
JMC	20007	Media Information Gathering (3)	Inactive
JMC	26000	Grammar for Journalists (1)	Inactive
JMC	26007	Print Beat Reporting (4)	Revise
JMC	26008	Broadcast Beat Reporting (4)	Revise
JMC	30004	Writing for Electronic Media (2)	Revise
JMC	30034	Programming for Electronic Media (3)	Revise
JMC	31002	Advertising Copywriting (3) [writing intensive]	Revise
JMC	31003	Advertising Media Planning (3)	Revise
JMC	31011	Creative Advertising Strategies (3)	Revise
JMC	32001	Photojournalism (3)	Revise
JMC	32005	Video for Still Photographers (3)	Revise
JMC	33032	Audio Studio Production (3)	Revise
JMC	33033	Audio Field Production (3)	Revise
JMC	33036	Basic Media Engineering (3)	Revise
JMC	33043	Video Field Production (3)	Revise
JMC	36005	Copyediting (3)	Revise
JMC	38002	Public Relations Case Studies (3)	Revise
JMC	40010	Ethics and Issues in Mass Communication (3) [writing intensive]	Revise
JMC	40015	Media Management (3)	Revise
JMC	40091	Business Media Seminar (3)	Revise
JMC	46001	Information Graphics (3)	Revise

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JMC	46016	Magazine Publishing (3)	Revise
JMC	67076	Teaching Broadcast Journalism (3)	New
JMC	67079	Teaching Photo Editing (2)	New
JMC	67083	Teaching News Design (3)	New
JMC	67085	Teaching Photojournalism (3)	New
JMC	67087	Advising Yearbook (3)	New
JUS	25092	Field Placement (1-6) [experiential learning]	Inactive
JUS	33200	Criminal Law (3)	Revise
JUS	34200	Criminal Procedures and Evidence (3)	Revise
JUS	36702	Criminology (3)	Revise
JUS	36703	Juvenile Delinquency (3) [writing intensive]	Revise
JUS	37095	Special Topics in Justice Studies (3)	Revise
JUS	44400	Justice Administration (3)	Revise
JUS	44411	Varieties of Police Work (3)	Revise
JUS	45096	Individual Investigation (1-3)	Revise
JUS	46701	Crime, Justice and Substance Abuse (3)	Revise
JUS	46792	Internship (3-12) [experiential learning] to: (3-6)	Revise
JUS	46798	Research in Justice Studies (3-12)	Revise
JUS	47095	Special Topics in Justice Studies (3)	Revise
JUS	47211	Court Functions (3)	Revise
JUS	47311	Comparative Justice Studies (3)	Revise
JUS	48200	Data Analysis in Justice Studies (3)	Revise
LCDE	37410	Introduction to Displays and Liquid Crystal Electo-Optical Device Technology (3)	New
LCDE	47560	Flat Panel Displays: Manufacturing, Science and Technology (3)	New
LCDE	47410	Introduction to Display Materials (3)	New
LCDE	47450	Cleanroom Techniques and Liquid Crystal Device Fabrication (3)	New
LEGT	18000	Introduction to Paralegal Studies (3)	Inactive
LEGT	18001	Legal Research and Writing (3)	Inactive
LEGT	18002	Corporate Law (3)	Inactive
LEGT	18003	Family Law and Procedure (3)	Inactive
LEGT	18004	Tort Claims for Paralegals (3)	Inactive
LEGT	18005	Employment Regulations (3)	Inactive

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LEGT	21092	Internship (2) [experiential learning]	Inactive
LEGT	27091	Special Topics in Paralegal Studies (2 or 3)	Inactive
LEGT	28004	Principles and Practice of Litigation (3)	Inactive
LEGT	28005	Civil Litigation (3)	Inactive
LEGT	28006	Advanced Legal Research and writing (3)	Inactive
LEGT	28007	Estate and Probate Administration (3)	Inactive
LEGT	28008	Professional Development for Paralegals (1)	Inactive
LIS	60000	Tools for Master of Library and Information Science Success (1)	New
LIS	60001	Access to Information (3)	Revise
LIS	60002	Organization of Information (3)	Revise
LIS	60003	Information Technology for Library and Information Professionals (3)	Revise
LIS	60600	Foundations of Library and Information Science (3)	Revise
LIS	60630	Reference Sources and Services for Youth (3)	Revise
LIS	60631	Introduction to Digital Preservation (3)	Revise
LIS	60632	Technologies for Digital Preservation and Web Archiving (3)	Inactive
LIS	60633	Digital Curation (3)	Revise
LIS	60638	Digital Libraries (3)	Revise
LIS	60641	Information Storage and Retrieval Systems (3)	Revise
LIS	60645	Database Systems (3)	Revise
LIS	60648	E-Publishing on the Web (3) to: Web Site Development, Design and Management	Revise
LIS	60654	Preservation Management (3) to: Preservation and Conservation of Heritage Materials	Revise
LIS	60692	Practicum-Libraries and Information Centers (2 or 3)	Revise
LIS	60700	Foundations of Museum Studies (3)	Revise
LIS	61096	Individual Investigation (1-2) to: (1-3)	Revise
LIS	80001	Access to Information (3)	Revise
LIS	80002	Organization of Information (3)	Revise
LIS	80003	Information Technology for Library and Information Professionals (3)	Revise
LIS	80600	Foundations of Library and Information Science (3)	Revise
LIS	80631	Introduction to Digital Preservation (3)	Revise
LIS	80632	Technologies for Digital Preservation and Web Archiving (3)	Inactive
LIS	80633	Digital Curation (3)	Revise

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LIS	80638	Digital Libraries (3)	Revise
LIS	80641	Information Storage and Retrieval Systems (3)	Revise
LIS	80645	Database Systems (3)	Revise
LIS	80648	E-Publishing on the Web (3) to: Web Site Development, Design and Management	Revise
LIS	80700	Foundations of Museum Studies (3)	Revise
LIS	81096	Individual Investigation (1-2) to: (1-3)	Revise
MATH	31045	Formal Logic (3) to: Intermediate Logic	Revise
MATH	41038		
MATH	51038	Intermediate Logic (3)	New
MCED	42358	Student Teaching in Physical Education (9)	Revise
MCLS	40657	Student Teaching of a Second Language (3-9)	Revise
MERT	22009	Engineering Technology Project (3) to: (2)	Revise
MERT	43092	Engineering Technology Practicum (1-3) [experiential learning]	New
MIS	34068	Systems Analysis and Design (3)	Revise
MIS	44163	Global Business Management (3) [writing-intensive]	Revise
MIS	64013	Nonparametric Statistics (3) to: Nonparametric and Robust Statistics	Revise
MIS	64042	Management Information Systems (3) to: Globalization and Technology Strategy	Revise
MIS	74013	Nonparametric Statistics (3) to: Nonparametric and Robust Statistics	Revise
MIS	74042	Management Information Systems (3) to: Globalization and Technology Strategy	Revise
MIS	84007	Information Technology (3) to: Philosophy of Science and Business Models	Revise
MIS	84045	System Development Methodologies (3) to: Social Issues in Information Systems	Revise
MIS	84047	Manufacturing Technology and Strategy (3) to: Value and Supply Chain Management	Revise
MIS	84080	Emerging Hardware and Software Technologies (3) to: Innovation, Adoption, Diffusion	Revise
MIS	84081	Data Communications and Networking in Business (3) to: Information Systems Strategy and Innovation	Revise
MIS	84108	Advanced Topics in Human Resource Management and Organizational Behavior (3) to: Human Capital Systems and Shared Value Creation	Revise

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MIS	84262	Competitive Strategic Analysis (3) to: Business and Organizational Strategy	Revise
MIS	84263	Employee Selection and Appraisal (3) to: Human Resource Management	Revise
MIS	84266	Readings in Management Systems (3) to: Directed Research	Revise
MKTG45192		Sales Internship (3)	New
MMTG35011		Marketing Tools (3) [writing-intensive]	Revise
MMTG35021		Research for Marketing Decisions (3)	Revise
MMTG35023		Customer Analysis (3)	Revise
MMTG35024		Hands-On Technology Enhancement Laboratory (1) to: Marketing Tools Laboratory	Revise
MMTG35026		Decision-Making Skill Enhancement Laboratory (1) to: Marketing Research Laboratory	Revise
MMTG45020		Competitive Market Analysis (3)	Revise
MMTG45026		Personal Selling Methods and Practices Laboratory (1) to: Marketing Communications Laboratory	Revise
MMTG45030		Channel Management (3) to: Sales and Sales Management	Revise
MMTG45039		Promotion Management (3)	Revise
MMTG45040		Integrated Marketing Strategy (3)	Revise
MUS	32211	Music History to 1750 (3)	Revise
MUS	32212	Music History 1750 to 1900 (3) [writing intensive]	Revise
MUS	42357	Student Teaching (9)	Revise
MUS	45131	Opera: Singer-Actor Techniques (2) to: (1)	Revise
MUS	55131	Opera: Singer-Actor Techniques (2) to: (1)	Revise
MUS	55312	World Music Ensemble (1)	New
MUS	58251	Pedagogy of Music Theory (2)	Revise
MUS	61121	History of Music Theory (3)	New
MUS	61170	Music Analysis Online (3)	New
MUS	61171	Analytical Techniques I (3) to: (2)	Revise
MUS	61172	Analytical Techniques II (3) to: (2)	Revise
MUS	61173	World Music Analysis (2)	New
MUS	61181	Post-Tonal Theory (3)	New
MUS	61191	Seminar in Music Since 1900 (3)	New

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MUS	62411	Music Bibliography and Research Methods (2)	New
MUS	62414	Issues and Trends in Ethnomusicology (2)	New
MUS	62511	Music History I (3) to: (2)	Revise
MUS	62521	Music History II (3) to (2)	Revise
MUS	62531	Music History III (3) to (2)	Revise
MUS	62541	Music History IV (3) to (2)	Revise
MUS	66912	Applied Music – Graduate Guitar (2-4)	Inactive
MUS	71121	Evolution of Music Theory (3) to: History of Music Theory	Revise
MUS	71171	Analytical Techniques I (3) to: (2)	Revise
MUS	71172	Analytical Techniques II (3) to: (2)	Revise
MUS	71181	Post-Tonal Theory (3)	New
MUS	71191	Seminar in Music Since 1900 (3)	New
MUS	72511	Music History I (3) to: (2)	Revise
MUS	72521	Music History II (3) to (2)	Revise
MUS	72531	Music History III (3) to (2)	Revise
MUS	72541	Music History IV (3) to (2)	Revise
MUS	75131	Opera: Singer-Actor Techniques (2) to: (1)	Revise
MUS	78251	Pedagogy of Music Theory (2)	New
NRST	10001	Foundations of Nursing Agency (5)	Revise
NRST	10003	Nursing Agency I (6)	Revise
NRST	10010	Therapeutic Use of Self (1)	New
NRST	20205	Psychosocial Self Care Deficits (3)	New
NRST	20206	Nursing Agency II (5)	Revise
NRST	20207	Psychosocial Self-Care Deficits (4)	Revise
NRST	20208	Nursing Agency III (4)	Revise
NRST	20209	Maternal/Newborn Development Self-Care (2)	Revise
NRST	20210	Child and Family Development Self-Care (2)	Revise
NURS	40085	Inquiry and Research for Professional Nursing Practice (3) [writing intensive]	Revise
NURS	43000	Health Promotion in Professional Nursing Practice (3) [experiential learning]	Revise
NURS	47000	Capstone Clinical for Professional Nursing Practice (3) [writing intensive]	Revise
NURS	60013	Advanced Health and Physical Assessment Across the Lifespan Laboratory for Family Advanced Practice Registered Nurse (2) to: (1)	Revise

Course Changes Effective Fall 2013 *continued*

NURS	60030	Health Promotions Across the Lifespan for Family Practice (1) to: Health Promotion Across the Lifespan for Family Practice	Revise
NURS	60170	Pediatric Assessment for Advanced Practice Nurse (3)	Revise
NURS	60506	Clinical Diagnostics for Advanced Practice Nurses (3)	New
NURS	60602	Roles and Evaluation for Nursing Curriculums in Higher Education (3) to: Roles and Evaluation for Nursing Education Curricula	Revise
NURS	60604	Nursing Health Care Clinical Issues in a Specialty Area (2)	Revise
NURS	61392	Adult Gerontology Acute Care Nurse Practitioner Role Practicum (1-2)	Revise
NURS	62392	Adult Gerontology Acute Care Nurse Practitioner I Practicum (2-4) to: Adult Gerontology Acute Care Nurse Practitioner I Practicum (1-2)	Revise
NURS	63392	Adult Gerontology Acute Care Nurse Practitioner II Practicum (2-4) to: Adult Gerontology Acute Care Nurse Practitioner II Practicum (1-2)	Revise
PAS	23001	Black Experience I: Beginnings to 1865 (3) [Kent Core Humanities] [global diversity]	Revise
PAS	23002	Black Experience II: 1865 to Present (3) [Kent Core Humanities] [global diversity]	Revise
PEB	11426	Varsity Sports Training and Conditioning (1)	New
PEB	13036	Indoor Cycling (1)	New
PEB	13040	Cardio KickBoxing (1)	New
PEB	13041	HardCore Abs (1)	New
PEB	11425	Varsity Sports (1)	New
PEP	49526	Student Teaching in Physical Education (12)	Revise
PH	20001	Essentials of Epidemiology (3)	Revise
PH	20012	Sanitation and Hazardous Materials Management (3)	Revise
PH	30002	Introductory Biostatistics (3)	Revise
PH	30004	Public Health Research (3)	Revise
PH	30005	Social and Behavioral Science Theories in Public Health (3)	Revise
PH	30006	Environmental Health Science (3) to: Introduction to Environmental Health and Safety	Revise
PH	30012	Communicable Diseases (3)	Revise
PH	30014	Strategies for Prevention in Public Health (3)	Revise
PH	30015	United States Health Care System (3)	Revise
PH	30033	Public Health Policy and Decision-Making (3)	Revise
PH	30101	Solid and Hazardous Waste Management (3)	New
PH	30102	Air Quality and Pollution Control (3)	New

Course Changes Effective Fall 2013 *continued*

PH	30103	Food Protection (3)	New
PH	30105	Waste and Wastewater Management (3)	New
PH	30106	Environmental Toxicology (3)	New
PH	31005	Social Determinants of Health and Health Behavior (3)	New
PH	32005	Emerging Issues in Social and Behavioral Sciences (3)	New
PH	40092	International Health Practicum (6) to (3-6) [experiential learning]	Revise
PH	40100	Vector-Borne and Zoonotic Diseases (3)	New
PH	40101	Occupational Health and Safety (3)	New
PH	40109	Laboratory Safety and Hygiene (3)	New
PH	40112	Institutional and Recreational Environmental, Occupational Health and Safety (3)	New
PH	40200	The Built Environment (3)	New
PH	41000	Environmental and Occupational Health and Safety Management (3)	New
PH	42092	Environmental, Occupational, Health and Safety Internship (4-6) [experiential learning]	New
PH	44000	Health Disparities (3) [writing intensive]	Revise
PH	44002	Global Health Immersion: Geneva, Switzerland (3)	New
PH	44003	Environmental Health Issues in Low-and Middle-Income Countries (3)	Revise
PH	44005	Legal Aspects of Health Services Management (3)	Revise
PH	44010	Public Health Planning and Finance (3)	Revise
PH	44015	Public Health Management (3)	Revise
PH	49000	Capstone Experience in Public Health (3) [experiential learning]	Revise
PHIL	31045 41038	Formal Logic (3) to: Intermediate Logic	Revise
PHIL	41091	Seminar in World Philosophy (3)	New
PHIL	51038	Intermediate Logic (3)	New
PHIL	51091	Seminar in World Philosophy (3)	New
PHIL	69198	First Year Paper (1)	New
PHY	11660	Physical Science (3) [Kent Core Basic Sciences]	Inactive
PHY	12201	Technical Physics I (3)	Revise
PHY	12411	Introduction to Computer Hardware (3)	Inactive
PHY	13001	General College Physics I (4) [Kent Core Basic Sciences]	Revise
PHY	13011	College Physics I (2) [Kent Core Basic Sciences]	Revise

Course Changes Effective Fall 2013 *continued*

PHY	30020	Intermediate Physics Laboratory (2) [writing intensive]	Revise
PHY	46301	Introduction to Nuclear Physics (3) to: Introduction to Nuclear and Particle Physics (4)	Revise
PHY	56301	Introduction to Nuclear Physics (3) to: Introduction to Nuclear and Particle Physics (4)	Revise
PHY	60395	Advanced Topics (1-3)	Inactive
PHY	70093	Variable Title Workshop in Physics (1-6)	Inactive
PHY	70195	Special Topics (1-3)	Inactive
PHY	70395	Advanced Topics (1-3)	Inactive
PHY	88191	Chemical Physics Seminar (1)	Inactive
PLST	28001	Legal Research and Writing (3)	Revise
PLST	28003	Family Law and Procedure (3)	Revise
PLST	28004	Principles and Practice of Litigation (3)	Revise
PLST	35001	Environmental Law for Paralegals (3)	New
PLST	35003	Health Law (3)	New
PLST	35005	Labor and Employment Law for Paralegals (3)	New
PLST	35007	Energy and Natural Resource Law (3)	New
PLST	38002	Contract Law (3)	Revise
PLST	38003	Administrative Law and Process (3)	Revise
PLST	38004	Legal Ethics and Professional Responsibility (3)	Revise
PLST	38005	Tort Law (3)	Revise
PLST	38006	Applied Legal Research and Litigation (3) [writing intensive]	Revise
PLST	47111	Civil Law and Procedure (3)	Inactive
PLST	48300	Law of Corporations and Other Associations (3)	Revise
PLST	48400	Intellectual Property Law (3)	Inactive
PLST	48401	Patent Law (3)	New
PLST	48402	Copyright and Trademark Law (3)	New
POL	20001	Political Methods (3) [experiential learning]	Revise
POL	30991	Seminar: Columbus Program in Intergovernmental Issues (6-12) [experiential learning]	Revise
POL	40991	Washington Program in National Issues (15) [experiential learning]	Revise
POL	60002	Approaches to Public Policy (3) to: Scope and Epistemology	Revise

Course Changes Effective Fall 2013 *continued*

POL	60003	Policy Methods I (3) to: Quantitative Methods I	Revise
POL	60004	Policy Methods II (3) to: Quantitative Methods II	Revise
POL	60006	Foundations of Public Policy (3)	Inactive
POL	60010	Qualitative Research Methods (3)	New
POL	60107	Conflict and Consensus in the Public Sector (3)	Inactive
POL	60108	American Political Behavior (3)	New
POL	60301	Proseminar in Policy Analysis and Administration (3)	Inactive
POL	60303	Regulatory Policy (3)	Inactive
POL	60305	State and Local Government Financial Analysis (3)	Inactive
POL	60306	Leadership and Public Policy (3)	Inactive
POL	60307	Issues in American Public Policy (3)	Inactive
POL	60391	Seminar in Policy Analysis and Administration (3)	Inactive
POL	60504	U.S. Foreign Policy (3)	Inactive
POL	60505	Comparative Public Policy and Administration (3)	Inactive
POL	60506	International Political Economy and Development Policy (3)	Inactive
POL	60510	Politics of Development (3)	New
POL	60511	International Political Economy (3)	New
POL	60701	Proseminar in Issues in Contemporary Justice (3)	Inactive
POL	60703	Community and Domestic Violence (3)	Inactive
POL	60704	Theories of Crime and Delinquency (3)	Inactive
POL	60791	Seminar in Justice Politics and Policy (3)	Inactive
POL	60901	Proseminar in Conflict Analysis and Management (3)	New
POL	60902	Power, Conflict and the Politics of Gender (3)	New
POL	60903	Identity-Driven Conflicts (3)	New
POL	60904	Social Movements and Nonviolent Conflicts (3)	New
POL	60991	Seminar in Conflict Analysis and Management (3)	New
POL	69091	Seminar: Public Policy Methods (3) to: Seminar: Quantitative Methods	Revise
POL	60906	Political Violence (3)	New
POL	60907	Terrorism and Human Rights (3)	New

Course Changes Effective Fall 2013 *continued*

POL	70002	Approaches to Public Policy (3) to: Scope and Epistemology	Revise
POL	70003	Policy Methods I (3) to: Quantitative Methods I	Revise
POL	70004	Policy Methods II (3) to: Quantitative Methods II	Revise
POL	70006	Foundations of Public Policy (3)	Inactive
POL	70010	Qualitative Research Methods (3)	New
POL	70107	Conflict and Consensus in the Public Sector (3)	Inactive
POL	70108	American Political Behavior (3)	New
POL	70301	Proseminar in Policy Analysis and Administration (3)	Inactive
POL	70303	Regulatory Policy (3)	Inactive
POL	70305	State and Local Government Financial Analysis (3)	Inactive
POL	70306	Leadership and Public Policy (3)	Inactive
POL	70307	Issues in American Public Policy (3)	Inactive
POL	70391	Seminar in Policy Analysis and Administration (3)	Inactive
POL	70504	U.S. Foreign Policy (3)	Inactive
POL	70505	Comparative Public Policy and Administration (3)	Inactive
POL	70506	International Political Economy and Development Policy (3)	Inactive
POL	70510	Politics of Development (3)	New
POL	70511	International Political Economy (3)	New
POL	70701	Proseminar in Issues in Contemporary Justice (3)	Inactive
POL	70702	Justice Institutions (3)	Inactive
POL	70703	Community and Domestic Violence (3)	Inactive
POL	70704	Theories of Crime and Delinquency (3)	Inactive
POL	70705	Comparative Justice Institutions and Policy (3)	Inactive
POL	70706	Victimology (3)	Inactive
POL	70707	Law, Justice and Society (3)	Inactive
POL	70791	Seminar in Justice Politics and Policy (3)	Inactive
POL	70901	Proseminar in Conflict Analysis and Management (3)	New
POL	70902	Power, Conflict and the Politics of Gender (3)	New
POL	70903	Identity-Driven Conflicts (3)	New
POL	70904	Social Movements and Nonviolent Conflicts (3)	New
POL	70906	Political Violence (3)	New

Course Changes Effective Fall 2013 *continued*

POL	70991	Seminar in Conflict Analysis and Management (3)	New
POL	79091	Seminar: Public Policy Methods (3) to: Seminar: Quantitative Methods	Revise
POL	70907	Terrorism and Human Rights (3)	New
PSYC	30446	Cognitive Neuroscience (3)	New
PSYC	30655	Cognitive Development (3) to: Children's Thinking	Revise
PSYC	31634	Animal Cognition (3)	New
PSYC	40112	Psychological Disorders of Childhood and Adolescence (3)	New
PSYC	41364	Drugs and Behavior (3)	New
RADT	14002 14016	Introduction to Patient Care (3) to: Patient Care Management	Revise
RADT	14003	Introduction to Radiologic Technology (2)	New
RADT	14004 24006	Radiologic Physics (4) to: 	Revise
RADT	14006	Radiographic Procedures I (1)	New
RADT	14010 14005	Clinical Education I (1) to: 	Revise
RADT	14015	Clinical Education II (3)	New
RADT	14018	Radiographic Exposure and Imaging I (2)	New
RADT	14021 14017	Radiologic Procedures II (4) to: 	Revise
RADT	14022	Radiographic Exposure and Imaging II (3)	Revise
RADT	14025	Clinical Education III (3)	Revise
RADT	14075	Clinical Education IV (2)	New
RADT	24001 24028	Radiologic Pathology (3) to: 	Revise
RADT	24002 24008	Radiation Protection (3) to: Radiobiology and Radiation Protection	Revise
RADT	24014	Advanced Imaging (3)	New
RADT	24015	Clinical Education V (3)	New
RADT	24020 14024	Radiologic Procedures III (4) to: 	Revise
RADT	24025	Clinical Education VI (3)	New
RHAB	67730	Policies and Practices for Rehabilitation Counselors of the Deaf (3)	New

Course Changes Effective Fall 2013 *continued*

RIS	34045	Ultrasound Clinical Education I (2)	Revise
RIS	34060	Ultrasound Clinical Education II (4)	New
RIS	34065	Ultrasound Clinical Education III (2)	Revise
RIS	44009	Radiation Therapy Principles and Practice II (2)	New
RIS	44053	Radiation Therapy Clinical Education II (3)	New
RIS	44055	Ultrasound Clinical Education IV (1)	New
RIS	44065	Ultrasound Clinical Education V (4)	New
RIS	44080	Radiation Therapy Clinical Education V (3)	New
RTT	11000	Introduction to Respiratory Therapy (2)	Revise
RTT	11001	Respiratory Care Pharmacology (2)	Revise
RTT	11002	Cardiopulmonary Diseases (3)	Revise
RTT	11004	Therapeutics (6)	Revise
RTT	11006	Introduction to Clinical Respiratory Care (3)	Revise
RTT	21005	Pulmonary Rehabilitation and Continuing Care (2)	Revise
RTT	21010	Respiratory Therapy Capstone Course (3)	Revise
RTT	21012	Basic Research Development and Analysis (2)	Revise
SBS	60192	Practicum Experience in Social and Behavioral Sciences (6)	New
SBS	80199	Dissertation I (15)	New
SBS	80299	Dissertation II (15)	New
SOC	32210	Researching Society (3) [writing intensive]	Revise
SOC	42126	Sociological Theories (3) [writing intensive]	Revise
SOC	42559	Culture and Society (3)	New
SPAD	35065	History and Philosophy of Sport and Physical Activity (3) [writing intensive]	Revise
SPAN	58350	Don Quixote (3)	Inactive
SPAN	58370	Modernism in Spanish (3)	Inactive
SPED	19201	American Sign Language I (4)	Inactive
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	43092	Deaf Residential School Field Experience (1-3)	Revise
SPED	43101	Deaf Culture and Community (3)	Inactive
SPED	43102	Interpreting Processes Deaf/Hard-of-Hearing I (3)	Revise

Course Changes Effective Fall 2013 *continued*

SPED	43106	Classroom Setting Interpreting (3)	Revise
SPED	43108	American Sign Language Linguistics and Usage (3)	Inactive
SPED	43310	Language Development for Deaf and Hard-of-Hearing Students (3)	Revise
SPED	43311	Instruction of Deaf/Hard-of-Hearing Students with Special Needs (3)	Revise
SPED	43313	Literacy Assessment and Intervention for Deaf/Hard-of-Hearing Students (3)	Revise
SPED	43324	Curriculum Methods and Materials for Deaf/Hard-of-Hearing Students (3)	Revise
SPED	43981	Student Teaching in Special Education (4-9)	Revise
SPED	43992	Field Experience in Special Education (2-4) to: (3) [experiential learning]	Revise
SPED	44092	Field Experience for Mild/Moderate Intervention Specialist (2-3) to: (3) [experiential learning]	Revise
SPED	44192	Field Experience for Moderate/Intensive Intervention Specialist (2-3) to: (3) [experiential learning]	Revise
SPED	53092	Deaf Residential School Field Experience (1-3)	Revise
SPED	53102	Interpreting Processes Deaf/Hard-of-Hearing I (3)	Revise
SPED	53106	Classroom Setting Interpreting (3)	Revise
SPED	53310	Language Development for Deaf and Hard-of-Hearing Students (3)	Revise
SPED	53311	Instruction of Deaf/Hard-of-Hearing Students with Special Needs (3)	Revise
SPED	53313	Literacy Assessment and Intervention for Deaf/Hard-of-Hearing Students (3)	Revise
SPED	53324	Curriculum Methods and Materials for Deaf/Hard-of-Hearing Students (3)	Revise
SPED	63092	Field Experience in Special Education (3)	Revise
TAS	47900	Technical and Applied Studies Capstone (3) [experiential learning]	Revise
TECH	16010	Introduction to Computer Engineering Technology (3)	New
TECH	26301	Networking Hardware I (3)	Revise
TECH	27210	Introduction to Sustainability (3)	New
TECH	33032	Programmable Logic Controllers II (3)	New
TECH	33040	Motors and Controllers (3)	New
TECH	33056 33092	Cooperative Education-Professional Development (1-2) to: (1-3) [writing-intensive] [experiential learning]	Revise
TECH	36411 46411	Requirements Engineering and Analysis (3) to:	Revise
TECH	37010	Introduction to Bioengineering (3)	New
TECH	37110	Biofluid Mechanics (3)	New

Course Changes Effective Fall 2013 *continued*

TECH 37120	Stem Cell and Tissue Engineering (3)	New
TECH 41003	Methods and Organization in Technology (3)	New
TECH 43030	Mechatronics (3)	New
TECH 43031	Mechatronics II (3)	New
TECH 46330	Visual Basic Programming in Engineering Technology (3)	Revise
TECH 47110	Transport Phenomena in Bioengineering (3)	New
TECH 47120	Biomaterials and Biocompatibility (3)	New
TECH 47130	Bioengineering Senior Design (3)	New
TECH 47210	Sustainable Energy I (3)	New
TECH 47211	Sustainable Energy II (3)	New
TECH 51003	Methods and Organization in Technology (3)	New
TECH 56330	Visual Basic Programming in Engineering Technology (3)	Revise
TECH 56411	Requirements Engineering and Analysis Technology (3)	New
TECH 57210	Sustainable Energy I (3)	Revise
TECH 57211	Sustainable Energy II (3)	Revise
TECH 63411 66411	Wireless and Telecommunication systems Requirements Engineering (3) to:	Revise
TECH 66350	Advanced Network Management and Design Technology (3)	Revise
TECH 68110	Biofluid Mechanics (3)	New
THEA 11522	Introduction to Lighting (3)	Inactive
THEA 11524	Introduction to Costuming (3)	Inactive
THEA 11622	Introduction Scenery (2)	Inactive
THEA 21621	Scene Painting (3)	Revise
THEA 31401	Directing (3)	Revise
THEA 31560	Scenic Technology (3)	Revise
THEA 41026	Playwriting (3) [writing intensive]	Revise
THEA 41093	Variable Title Workshop in Theatre (1-6)	Inactive
THEA 41114	Gay and Lesbian Theatre (3)	Inactive
THEA 41115	LGBTQ Theatre (3)	New
THEA 41133	Theatre and Drama in America I (3)	Inactive
THEA 41191	Variable Content Seminar: Theatre History/Literature/Theory (3)	Revise
THEA 41303	Acting Foundations I/Stanislavski and Michael Chekhov (3)	Inactive
THEA 41522	Design Studio: Lighting (3)	Revise

Course Changes Effective Fall 2013 *continued*

THEA	41524	Design Studio: Costume (3)	Revise
THEA	41525	Props and Crafts (3)	Revise
THEA	41621	Presentation Media (3)	Revise
THEA	41622	Design Studio: Scenery (3)	Revise
THEA	41623	Television Production: Lighting (3)	Revise
THEA	41701	Movement Form and Space I–The Actor's Physical Instrument (3)	Inactive
THEA	51093	Variable Title Workshop in Theatre (1-6)	Inactive
THEA	51114	Gay and Lesbian Theatre (3)	Inactive
THEA	51115	LGBTQ Theatre (3)	New
THEA	51133	Theatre and Drama in America I (3)	Inactive
THEA	51623	Television Production: Lighting (3)	Inactive
THEA	57163	History of Dance as a Theatrical Phenomenon II (3)	Inactive
THEA	57174	Principles of Dance Composition I (3)	Inactive
THEA	60096	Individual Investigation – Costume History (3)	Inactive
THEA	61191	Seminar: Theatre History and Theory (3)	Inactive
THEA	61391	Seminar: Playwriting (3)	Inactive
THEA	61522	Advanced Studies in Lighting Design (3)	Inactive
THEA	61524	Advanced Studies in Costume Design for Stage and Screen (3)	Inactive
THEA	61621	Advanced Studies in Scene Painting (3)	Inactive
THEA	61622	Advanced Study: Scenery for Stage and Screen (3)	Inactive
THEA	62792	Production Dramaturgy (3)	Inactive
THEA	67070	Principles of Dance Composition II (3)	Inactive
THEA	72892	Theatre Practicum (1)	Inactive
TRST	50031	Professional Editing for Translators (3)	New
VCD	28004	Photographic Perspectives (3)	New
VCD	44001	Package and Exhibition Design (3) to: Exhibition Design	Revise

TO: Educational Policies Council

FROM: Senior Vice President and Provost Todd A. Diacon

SUBJECT: Agenda for Monday, 28 January 2013 — ADDENDUM
3:20 P.M., Kent Student Center, Rooms 204 (Undergraduate) and 310C (Graduate)

DATE: 25 January 2013

The following is an addendum to the Undergraduate EPC agenda.

ACTION ITEM

College of Applied Engineering, Sustainability and Technology *(presented by Dean Simon Song)*

18. Establishment of Computer Engineering Technology [CET] minor. Minimum total credit hours to program completion are 24.
    Effective Fall 2013 | Attachment 29

Educational Policies Council
Minutes of the Meeting
Monday, 15 October 2012

Ex-Officio Members present: Provost Todd A. Diacon; Faculty Senate Chair Paul A. Farrell; Deans Sonia J. Alemagno, Donald F. Palmer, Eboni J. Pringle, Douglas L. Steidl, Wanda E. Thomas, Stanley T. Wearden; Assistant Dean Mary Ann Haley for Timothy J. Chandler, Associate Dean Ralph Lorenz for John R. Crawford; Associate Deans Joanne M. Arhar, Thomas W. Brewer, Gail E. Bromley, Raymond A. Craig, Catherine E. Hackney, LuEtt J. Hanson, Frederick W. Schroath; Assistant Deans Thomas E. Klingler, Elizabeth A. Sinclair-Colando

Ex-officio Members not present: Deans James K. Bracken, Laura Cox Dzurec, Vincent J. Hetherington, Shin-Min (Simon) Song, Mary Ann Stephens; Director Robert A. Walker; Associate Deans Jonathan P. Fleming, I. Richmond Nettey

Faculty Senate-Appointed Representatives present: Vanessa J. Earp, Richard Feinberg, Donald (Mack) Hassler, Thomas Janson, Jonathan V. Selinger, James A. Tyner, Terrence L. Uber, William C. Ward III

Faculty Senate-Appointed Representatives not present: Susan V. Iverson, Tracy A. Laux, Michael Mikusa, Donald L. White, Linda L. Williams

Council Representatives present: Paul J. Albanese, Gregory M. Blase, Jessie Carduner, Michael W. Chunn, Pamela K. Evans, William E. Hauck, Joffrey P. Jones, Cynthia G. Roller, Denice Sheehan, Roberto M. Uribe, Belinda S. Zimmerman

Council Representatives not present: George E. Cheney, John C. Duncan, John A. Marino, Marilyn Norconk, R. Scott Olds, Adil M. Sharag-Eldin, John H. Thornton, Jonathan VanGeest

Observers present: Lindsey L. Ayers, Breanne Yonkof

Observers not present:

Consultants and Guests present: Susan M. Augustine, Stephane E. Booth, Lisa N.H. Delaney, Jennifer Sandoval, Denise A. Seachrist, Linnea Stafford, Melody Tankersly, Therese E. Tillett, E. Ronald Wright

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Provost Todd A. Diacon called the meeting to order at 3:24 p.m. in room 204 of the Kent State Student Center. He announced that Lesser Action Item 6 on page 2 had been withdrawn pending further conversations between colleges.

Action Item 1: Approval of the minutes of 17 September 2012.

Dean Donald F. Palmer moved for approval of the minutes, which was seconded by Dean Douglas L. Steidl. No discussion ensued, and the item passed unanimously.

Action Item 2: Revision of the policy for instructional activities and credit hour.

Associate Provost Stephane E. Booth explained that a mandate was received from the Department of Education that there be a consistent policy in writing about how a university defines its credit hour in relation to instructional activities. The mandate was then adopted by the Higher Learning Commission, Kent State's accreditor. She added that many groups across campus discussed the revisions to the policy, including the Graduate Studies and the Associate and Assistant (A&A) Deans Committee.

A member pointed out that the major things are recommendations for practicum and field experience in accordance with national standards. He asked what the difference between cooperative work experience and a practicum/internship. Associate Provost Booth responded by saying that there is not much difference, the terms are used interchangeably; one is paid which is defined by the Department of Labor. Director Therese E. Tillett added that cooperative work experiences usually come from the technical fields such as horticulture and construction management.

Associate Dean Pamela K. Evans moved for approval of the item, which was seconded by Dean Stanley T. Wearden. The item passed unanimously.

A member said that the practicum is being proposed as one credit hour for three clock hours of work; however, the Ohio Board of Regents (OBR) recommends seven clock hours. He asked the reason for the disparity. Associate Provost Booth responded that OBR is not recommending seven clock hours and that Kent State was been told that OBR will look at the university's revised definition when deciding its own guidelines. OBR is looking for what seemed manageable and what various colleges were saying equated to comparable work. Director Tillett added that OBR defined the seven clock hours for associate degrees 30-some years ago. The member asked what the three clock hours is based on. Associate Provost Booth replied that it was decided by talking to the departments and schools on campus. A member reminded the EPC that this is a minimum ratio.

General Discussion

With no Information or Lesser Action Items raised, Provost Diacon said that he wanted to talk about the ad hoc committee agreed upon by EPC at the last meeting charged with reviewing academic policy in light of student success. He informed the EPC that Faculty Senate approved the formation of the committee at its last meeting and he wanted to discuss how to populate it.

Faculty Senate Chair Paul A. Farrell explained that the Office of the Provost will choose administrative people, while Faculty Senate and the EPC will select faculty members. Provost Diacon said that he believes that the Student Ombuds needs to be on it because she hears what is going on. Director Tillett added that someone from the Office of Student Success, academic (professional) advisors, as well as associate advising deans should be on the committee. Chair Farrell added that Faculty Senate recommended that a student(s) be on it as well. He asked how much this committee would focus on graduate and undergraduate policies. Provost Diacon responded that while it could be done on the graduate side, he would like to tackle the undergraduate side first. He asked for ideas as to who should be on the committee.

A member suggested that both faculty and staff members from regional campuses should be included. Chair Farrell asked if there are other groups that might bring information to this group we have not thought about.

Provost Diacon said that representatives from the Bursar, Financial Aid and Registrar's Offices should be on it. He asked if appointments should be approved by EPC because he wanted to get moving on it. A member suggested that the Provost's Office compile a list and the EPC could supplement it.

Another member asked if suggested nominations could be submitted. Director Tillett replied in the affirmative, and added that all faculty nominations should also be copied to Chair Farrell in an e-mail. She suggested consideration be given to faculty role, faculty class size, faculty advisors, internship advisors and others. A member suggested that someone on the Banner Operations team should be included. Another member suggested that faculty who work with BlackBoard system and online learning be included on the list as it should be examined how technology contributes to student learning. Provost Diacon replied that this particular committee is looking at academic policy, but that doesn't mean that issues like this and others won't come out. Chair Farrell said that it would be very useful if problems identified with technology are forwarded to the University Council on Technology [a Faculty Senate committee]. He said he wanted to mention that University Council on Technology so identified technology issues could continue to be pursued.

Director Tillett suggested that the EPC think about policies that they feel hang up students and that they would like this committee to tackle. She asked that members send these concerns to her so that the committee has somewhere to start. A member suggested that the committee look at unwritten policies that happen in departments that may need to be written down.

Director Tillett announced that the Curriculum Guidelines will be published at the end of October. She added that CurricUNET [an online software for curriculum review and approval to replace the paper process] is still in development with the hope of going live in the spring. She said that the guidelines would only change due to CurricUNET insomuch as the way the proposals are submitted, policy would not change because of it. Director Tillett added that a lot of changes where done because the guidelines were several years outdated. She added that her office is available to visit the individual colleges, schools and departments to do workshop on the university curriculum process.

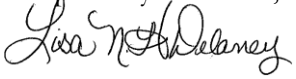
Chair Farrell asked if there are any changes to the guidelines other than what came out of the subcommittee. Director Tillett responded that the bachelor's and associate degrees were better defined, especially the associate degrees due to directive from OBR about general education. She added that a section on developmental courses was added also due to an OBR mandate. She said that more detail was added regarding course equivalency based on questions the Office of Curriculum Services has received over the years; and some of the paperwork has changed as well.

Director Tillett added that presently the OBR is revising its graduate curriculum guidelines. She said that previously there was less paperwork involved on the graduate side however, now the paperwork is the same as the undergraduate level. She said once it is approved, she will update the Curriculum Guidelines.

Chair Farrell said that he noticed a section as to what prerequisites could be supported in Banner. Director Tillett explained that prerequisites have to be functional in Banner to be called prerequisites. Non-functional prerequisites go in the end of the description. She added that with a recent update, Banner now has the ability to restrict registration by minor or concentration.

Hearing no further questions or discussion, Provost Diacon asked for a motion to adjourn. Associate Dean Evans moved for adjournment at 3:50 p.m.

Respectfully submitted,



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

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **15-Nov-12** Curriculum Bulletin _____

Effective Date **Fall 2013** Approved by EPC _____

Department **University Requirements Curriculum Committee (URCC)**

College

Proposal **Revise Policy**

Proposal Name **Revise the requirements for the Kent Core "additional" category**

Description of proposal:

Proposal eliminates the restriction that prevents students from selecting two courses from a Kent Core category to satisfy the Kent Core "additional" category. Consequently, students will be given greater freedom to choose courses from the Kent Core.

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

Removing the restriction will alleviate additional advising, lessen student confusion about what they can and cannot take, and may decrease total hours for a degree program or allow for more general electives.

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

Consulted were Senior Vice President and Provost Diacon, members of the Academic Advising Administrators' Council (AAAC) and the Office of Curriculum Services.

Approved by the members of the University Requirements Curriculum Committee (URCC) on 9 November 2012.

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 Requirements for the Kent Core "Additional" Category

Subject Specification

This proposal seeks to eliminate the restriction that prevents students from selecting more than one course from the same Kent Core category to satisfy the Kent Core "additional" category.

Background Information

The "additional" category was created by the 2006 revision of the Liberal Education Requirements (now called the Kent Core), which sought to align more closely with the Ohio Transfer Module.

The Ohio Transfer Module, established in 1990 by the Ohio Board of Regents, is a subset or a complete set of a public institution's general education requirement that represents a common body of knowledge and academic skills. The Ohio Transfer Module comprises 36-40 semester hours of courses in the following fields: English composition and oral communication; mathematics, statistics and formal/symbolic logic; arts and humanities; social and behavioral sciences; and natural sciences. Additional elective hours from among the five areas make up the total hours for a completed Ohio Transfer Module. At Kent State, those additional elective hours became the "additional" category of the Liberal Education Requirements and, now, the Kent Core, see below.

VI. ADDITIONAL COURSES (6 credit hours)
Select courses from above (no more than one course per category).
One or both of the following courses may also be selected:
Communication Studies (COMM)
TM 15000 Introduction to Human Communication (3)
Philosophy (PHIL)
11009 Principles of Thinking (3)

The intention of the distribution among Kent Core categories is to give students breadth of study in the liberal arts. Therefore, there are minimum credit hours for each category and some requirements within the categories (e.g., students must choose from two curricular areas in the "social sciences" category). To satisfy the "additional" category, students must limit selection to two courses from different categories. Therefore, for example, students cannot satisfy the "additional" category with two courses from the "social sciences," a broad category that contains disciplines ranging from anthropology to microeconomics, from gerontology to political science. Another broad category is "fine arts or humanities," which includes such diverse courses as Introduction to Shakespeare, the Black Experience, Survey of Architectural History and Music as a World Phenomenon.

Consequently, students may have taken the required number of Kent Core courses, but still not satisfy the Kent Core "additional" category because of this restriction of "no more than one course per category." There arises the issue of Kent Core courses not counting toward the Kent Core.

Students meet breadth of liberal arts study through the five Kent Core categories. The sixth, "additional," category should allow students to explore, take more courses in a field of interest or have more program requirements count as Kent Core to allow for less overall credits to graduation or for more general electives.

Alternatives and Consequences

If the requirement is retained, there are no alternates except the expectation that colleges will submit more exceptions for students' GPS degree audit to clear. Consequences are continued limit of options for students and inclusion on list of obstacles to graduation.

Specific Recommendation and Justification

It is recommended that the restriction "no more than one course per category" be removed from the Kent Core "additional" category. Removal of the restriction will give greater freedom for students to choose courses from the Kent Core without adding hurdles to satisfying the Kent Core and/or the overall degree program.

VI. ADDITIONAL COURSES (6 credit hours)
Select courses from above ~~(no more than one course per category)~~.
One or both of the following courses may also be selected:
Communication Studies (COMM)
TM 15000 Introduction to Human Communication (3)
Philosophy (PHIL)
11009 Principles of Thinking (3)

Timetable and Actions Required

University Requirements Curriculum Committee..... approved 9 November 2012
Educational Policies Council..... approval sought 28 January 2013
Faculty Senate..... approval sought 11 February 2013
Implementation in University Catalog..... fall 2013

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **10-Dec-12** Curriculum Bulletin _____

Effective Date **Fall 2013** Approved by EPC _____

Department

College **AT - Applied Engineering...Technology**

Degree ~~**BS - Bachelor of Science**~~ **Minor**

Program Name ~~**Aeronautics**~~ Program Banner Code ~~**AERN**~~

Concentration(s) **Aircraft Dispatch~~er~~** Concentration(s) Banner Code(s) ~~**CET**~~ ACD

Proposal **Establish program**

Description of proposal:

This proposal recommends establishment of a minor in Aircraft Dispatch.

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

Current total credit hours: **0** Proposed total credit hours **25**

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

_____ 12/21/12
Department Chair / School Director

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

_____ 12/21/12
College Dean (or designee)

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

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

KENT STATE UNIVERSITY

College of Applied Engineering, Sustainability and Technology

Transmittal Memo

To: Therese E. Tillet, Director of Curriculum Services

From: Dr. Simon Song, Dean, College of Applied Engineering, Sustainability and Technology

Subject: Establishment of a Minor in Aircraft Dispatch

Date: December 10, 2012

Summary statement describing the proposed action:

This proposal recommends establishment of a minor in Aircraft Dispatch.

Curricular Bodies That Have Reviewed and Approved This Action

College of Applied Engineering, Sustainability and Technology, Aeronautics Program Area

College of Applied Engineering, Sustainability and Technology, College Curriculum Committee

KENT STATE UNIVERSITY

College of Applied Engineering, Sustainability and Technology

Proposal Summary

Title:

Establishment of a Minor in Aircraft Dispatch

Subject Specification:

This proposal recommends establishment of a minor in Aircraft Dispatch. This minor will be mainly composed of existing courses from the College of Applied Engineering, Sustainability and Technology. Due to Federal Aviation Administration Requirements, two new courses will be developed and added to the curriculum.

Background Information:

Description of action, including its intended effect – Creation of a minor in Aircraft Dispatch will provide an opportunity for students within the existing Aeronautics Flight Technology and Air Traffic Control areas of concentration to make maximum use of their existing curriculum while obtaining a Federal Aviation Administration (FAA) certification. The addition of this minor will also provide support for continued growth opportunities with the Civil Aviation Flight University of China (CAFUC), with whom CAEST recently signed an agreement.

The majority of the minor consists of existing Aeronautics courses. The minor will include:

	Course Title	Credit Hours
	AERN 15740 Elements of Flight Theory	5
	AERN 25250 Elements of Aviation Weather	3
	AERN 25350/1 Fundamentals of Air Traffic Control and Lab	3
	AERN 25252 Thunderstorms and Severe Weather	3
	AERN 35644 Instrument Flight Theory	3
	AERN 35746 Commercial Pilot Theory	2
NEW	AERN 45010Aircraft Dispatcher I	3
NEW	AERN 45020 Aircraft Dispatcher II	3
	Total Credit	**25**

Conformity of action with mission of sponsoring unit – The program conforms well to the mission of the College of Applied Engineering, Sustainability and Technology and the University as a whole.

Rationale for action – The addition of an FAA Aircraft Dispatcher certificate provides increased flexibility and job potential for flight technology and air traffic control (ATC) students in particular. Due to federal hiring practices and recent changes to airline hiring requirements, these students may have to wait up to a year after graduation before being hired. Additionally, both of these careers fields are dependent upon the student passing, and continuing to pass, an annual FAA medical exam. This certificate will provide graduates employment opportunities in the event that he or she loses their medical qualification.

In the fall of 2012, Kent State signed an articulation agreement with the Civil Aviation Flight University of China (CAFUC) in the field of air traffic control. CAFUC also offers its students an Aircraft Dispatchers degree; the addition of this minor in Aeronautics pairs well with the Aeronautical Studies area of concentration, providing additional opportunities for international student growth.

Effect on current programs, offerings, students, staff – Both ATC and Flight Technology students are already required to take at least 50% of the proposed minor. Recent changes to Aeronautics curriculum give both areas of concentration the flexibility to add the minor with moderate effect on the overall curriculum. Another course in this minor is also part of the Aviation Weather minor, which provides students yet another level of flexibility. With respect to staff, the FAA requires that applied aircraft dispatch courses be taught by a certified Aircraft Dispatcher. Aeronautics personnel will be required to obtain this certification. This has been discussed with the Dean of CAEST who has given his support.

Scope of action– Complete the minor program approval process while applying to the FAA for approval as an authorized aircraft dispatcher program; advertise the minor in catalogs and web pages.

Fiscal and staffing impact of action – The FAA requires that applied aircraft dispatch courses be taught by a certified Aircraft Dispatcher. Aeronautics personnel will be required to obtain this certification. This has been discussed with the Dean of CAEST who has given his support.

Evidence of need and sustainability – According to the Bureau of Labor and Statistics (2012), the demand for airline and commercial pilots is expected to grow 11 percent from 2010 to 2020. This coincides with an increase in fleet size, which leads to an increased market for aircraft dispatchers. The expected growth in the job market is also supported by the Aircraft Dispatchers Federation.

Alternatives and consequences:
Approval of this minor would make Kent State the only University-level program in the state (there are two others – one near Dayton at Sinclair Community College and one in Cincinnati at

a flight training academy). Failure to approve means loss of potential in international student growth and failure to provide expanded opportunities for student learning.

Specific recommendation and justification:
Approve the minor as proposed.

Timetable and actions required:

Approval by Aeronautics Program Area – December 6, 2012
Approval by College of Applied Engineering and Technology CCC – December 13, 2012
Approval by Kent State University EPC – January 24, 2013
Effective – Fall 2013

Courses for Minor in Aircraft Dispatch

AERN 15740 Elements of Flight Theory (5): Basic instruction in all areas which gives the student aeronautical knowledge required for a private pilot certificate.

AERN 25250 Elements of Aviation Weather (3): Aviation weather provides an up-to-date and expanded course for professional pilots and others whose interest in weather is primarily in its application to flight.

AERN 25350 Fundamentals of Air Traffic Control (2): Introduction to the National Airspace System (NAS) and the orders, manuals and procedures associated with the purposes and directives of the air traffic control environment to include purposes and responsibilities of the ATC system. Co-requisite: AERN 25351.

AERN 25351 Fundamentals of Air Traffic Control Lab (1): Introductory laboratory course on air traffic management and the National Airspace System, the orders, manuals and procedures associated with the purposes and directives of the air traffic control environment, to include purposes and responsibilities of the ATC system. Co-requisite: AERN 25350.

AERN 25252 Thunderstorms and Severe Weather (3): Analysis and forecast of thunderstorm and severe convective weather activity development and movement. Analysis of atmospheric information and clouds, radar, computer models, and charts. A study of mid-latitude cyclones and some focused study on tropical depressions, hurricanes, tornadoes, dust and sand storms. Study includes geographic effects and cyclone life cycles. Provides an in-depth look at the development of severe weather products for aviation such as AIRMET, SIGMET and Convective SIGMET. Prerequisite: AERN 25250 or GEOG 31062.

AERN 35644 Instrument Flight Theory (3): Comprehensive instruction presenting theoretical and practical aspects of instrument and weather flying. Prerequisites: AERN 15740 and TECH 25250.

AERN 35746 Commercial Pilot Theory (2): Comprehensive instruction covering all areas necessary to exercise the privileges of a commercial pilot. Prerequisites: AERN 35644

*AERN 45010 Aircraft Dispatcher I (3): This is the first of two courses designated for the practical application of knowledge necessary to perform aircraft dispatcher functions. Topics include decision making, human error and teamwork. This course is required for endorsement to take the FAA aircraft dispatcher knowledge exam. Prerequisites: AERN 25252 and AERN 35746.

*AERN 45020 Aircraft Dispatcher II (3): This is the second of two courses designated for the practical application of previously acquired knowledge necessary to perform aircraft dispatcher functions. Topics as applied to dispatch functions include: briefing techniques, preflight, weather analysis and flight planning. Required for an endorsement to take the FAA aircraft dispatcher practical test. Prerequisites: AERN 45010.

*New Course

Name: Maureen R McFarland

Submission Date: 12/10/2012

Organization: Dean AEST

Course Catalog Update

<< Go back to Course Catalog Update form

Print

Course Catalog UpdateInformation:

Reference Number: CCU005121 **Date:** 05-DEC-12

Level: of **Currently On The Worklist Of:** ,unassigned

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:M.R. McFarland		
Requested Effective Term:201380		
Campus: Kent		
College:AEST-Technology		
Department:TECH-Technology		
Course Subject:AERN-Aeronautics		
Course Number:45020		
Course Title: Aircraft Dispatcher II		
Title Abbreviation: Aircraft Dispatch II		
Slash Course and Cross-list Information:		
Credit Hours		
Minimum Credit/Maximum Credit:3to3		
Contact Hours: Lecture - Minimum Hours/Maximum Hours:45or45		
Contact Hours: Lab - Minimum Hours/Maximum Hours:		
Contact Hours: Other - Minimum Hours/Maximum Hours:		
Attributes		
Is this course part of the LER, WIC or Diversity requirements: No		
If yes, course attributes: 1. 2. 3.		
Can this course be repeated for credit: Repeat	**Course Limit:**	**OR Maximum Hours:**6
Course Level: Undergraduate	**Grade Rule:**B-Standard letter	
Rationale for an IP grade request for this course (if applicable):		
Schedule Type(s): 1. LEC-Lecture 2. 3.		
Credit by Exam:N-Credit by exam-not approved		
Prerequisites & Descriptions		
Current Prerequisite/Corequisite/Catalog Description:		
Catalog Description (edited): This is the second of two courses desginated for the practical application of previously acquired knowledge necessary to perform aircraft dispatcher functions. Topics as applied to dispatch functions include: briefing techniques, preflight, weather analysis and flight planning. Required for an endorsement to take the FAA aircraft dispatcher practical test.		
Prerequisites (edited):AERN 45010.		
Corequisites (edited): None		
Registration is by special approval only: No		
Content Information		
Content Outline:		

Content Hours per Course Topic	Topic Description
5	Briefing techniques
15	Applied weather analysis for preflight to include: satellite imagery, upper and lower altitude charts, significant en route reports and forecasts, surface charts and surface observations.
5	Aircrew qualifications and limitations
5	Aircraft systems, performance and limitations and operations manuals
15	Applied aircraft dispatch flight planning to include: economics of flight overview, decision to operate the flight, ATC flight plan filing, and flight documenation

Display/Hide Delimited Course Outline

Total Contact Hours:45

Textbook(s) used in this course: Pilot's Handbook of Aeronautical Knowledge; ATP Dispatcher Knowledge Test Book; Aviation Weather Services, Federal Aviation Regulations and Flight Crew Manual, FAR AIM, ASA Aircraft Dispatcher Oral Exam Guide

Writing Expectations: Short papers and essays

Instructor(s) expected to teach: As designated by Aeronautics

Instructor(s) contributing to content:M.R. McFarland

Proposal Summary

Explain the purpose for this proposal:

This course is one of two final courses necessary for a minor in Aircraft Dispatch. Federal regulations dictate that applied dispatch be part of an approved aircraft dispatcher program.

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

As part of a minor, this course will not be required for students. However, the addition of an aircraft dispatcher certificate allows graduates to apply for jobs as an aircraft dispatcher. This is particularly beneficial for a Flight Technology or Air Traffic Control student as their wait time, due to federal hiring practices and rules, can be up to 1 year after graduation. Having an aircraft dispatcher certificate provides students with an opportunity for immediate employment.

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

None

Explain how this proposal affects enrollment and staffing:

Aeronautics faculty will be required to have their Aircraft Dispatchers certificate in order to teach this course.

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

None

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Name: Maureen R McFarland

Submission Date: 12/10/2012

Organization: Dean AEST

Course Catalog Update

<< Go back to Course Catalog Update form

Print

Course Catalog UpdateInformation:

Reference Number: CCU005122 **Date:** 05-DEC-12

Level: of **Currently On The Worklist Of:** ,unassigned

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:M.R. McFarland		
Requested Effective Term:201380		
Campus: Kent		
College:AEST-Technology		
Department:TECH-Technology		
Course Subject:AERN-Aeronautics		
Course Number:45010		
Course Title: Aircraft Dispatcher I		
Title Abbreviation: Aircraft Dispatch I		
Slash Course and Cross-list Information: Aircraft Dispatch I		
Credit Hours		
Minimum Credit/Maximum Credit:3to3		
Contact Hours: Lecture - Minimum Hours/Maximum Hours:45to45		
Contact Hours: Lab - Minimum Hours/Maximum Hours:		
Contact Hours: Other - Minimum Hours/Maximum Hours:		
Attributes		
Is this course part of the LER, WIC or Diversity requirements: No		
If yes, course attributes: 1. 2. 3.		
Can this course be repeated for credit: Repeat	**Course Limit:**	**OR Maximum Hours:**6
Course Level: Undergraduate	**Grade Rule:**B-Standard letter	
Rationale for an IP grade request for this course (if applicable):		
Schedule Type(s): 1. LEC-Lecture 2. 3.		
Credit by Exam:N-Credit by exam-not approved		
Prerequisites & Descriptions		
Current Prerequisite/Corequisite/Catalog Description:		
Catalog Description (edited): This is the first of two courses designated for the practical application of knowledge necessary to perform aircraft dispatcher functions. Topics include decision making, human error and teamwork. This course is required for endorsement to take the FAA aircraft dispatcher knowledge exam.		
Prerequisites (edited):AERN 25252 and AERN 35746.		
Corequisites (edited): None		
Registration is by special approval only: No		
Content Information		
Content Outline:		

Content Hours per Course Topic	Topic Description
15	Human factors and decision making to include: situation assessment, generation and evaluation of alternatives, tradeoffs and prioritization, and contingency planning.
5	Support tools and technologies for the aircraft dispatcher
10	Human error in aircraft dispatch to include: individual and organizational causes, technology-induced error, prevention, detection and recovery.
10	Human error in aircraft dispatch to include: communication and information exchange, cooperative and distributive problem solving, and resource management.
5	Workload and activities for: flightcrew, maintenance, operations control staff and air traffic control

Display/Hide Delimited Course Outline

Total Contact Hours:45

Textbook(s) used in this course: Pilot's Handbook of Aeronautical Knowledge; ATP Dispatcher Knowledge Test Book; Aviation Weather Services, Federal Aviation Regulations and Flight Crew Manual, FAR AIM, ASA Aircraft Dispatcher Oral Exam Guide

Writing Expectations: Short papers and essays

Instructor(s) expected to teach: As designated by Aeronautics

Instructor(s) contributing to content:M.R. McFarland

Proposal Summary

Explain the purpose for this proposal:

This course is one of two final courses necessary for a minor in Aircraft Dispatch. Federal regulations dictate that applied dispatch be part of an approved aircraft dispatcher program.

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

As part of a minor, this course will not be required for students. However, the addition of an aircraft dispatcher certificate allows graduates to apply for jobs as an aircraft dispatcher. This is particularly beneficial for a Flight Technology or Air Traffic Control student as their wait time, due to federal hiring practices and rules, can be up to 1 year after graduation. Having an aircraft dispatcher certificate provides students with an opportunity for immediate employment.

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

No direct impact.

Explain how this proposal affects enrollment and staffing:

Aeronautics faculty will be required to have their Aircraft Dispatchers certificate in order to teach this course.

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

None

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **12-Nov-12** Curriculum Bulletin _____

Effective Date **Fall 2013** Approved by EPC _____

Department ~~AST - TECH~~

College **AT - Applied Engineering...Technology**

Degree **Minor (non degree)**

Program Name **BIOENGINEERING** Program Banner Code BENG

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

Proposal **Establish program**

Description of proposal:

This proposal recommends establishment of a minor in bioengineering

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):

College of Applied Engineering, Sustainability, and Technology

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REQUIRED ENDORSEMENTS

Darrin Boyd _____ 12/21/12

Department Chair / School Director

_____ ___/___/___

Campus Dean (for Regional Campuses proposals)

[signature] _____ 12/19/12

College Dean (or designee)

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

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

KENT STATE UNIVERSITY

College of Applied Engineering, Sustainability, and Technology

Proposal Summary

Title:

Establishment of a Minor in Bioengineering

Subject Specification:

This proposal recommends establishment of a minor in bioengineering. This minor will be composed of new and existing courses in Technology.

Background Information:

Description of action, including its intended effect – Creation of a minor in bioengineering will provide a unique opportunity for students with majors in Technology, Physics, Chemistry, Biology, etc., to increase their repertoire and obtain a knowledge base in a highly sought-after market (biomedical industries). Bioengineering and related fields (Biomedical Engineering) have been ranked as the top areas in respect to employability and entry-level salaries for several years by major review organizations such as U.S. News & World Report.

The minor will include the following courses:

TECH 37010	Introduction to Bioengineering	3 NEW
TECH 37110	Biofluid Mechanics	3 NEW
~~TECH 37020~~	~~Introduction to Biomechanics~~	~~3 NEW~~
TECH 37120	Stem Cell and Tissue Engineering	3 NEW
TECH 43050	Inventive Problem Solving	3
TECH 47120	Biomaterials and Biocompatability	3 NEW
TECH 47110	Transport Phenomena in Bioengineering	3 NEW
ATTR/ EXSC 35054	Biomechanics	3
Total		21

Conformity of action with mission of sponsoring unit – The program conforms well to the mission of the College of Applied Engineering, Sustainability, and Technology and the University as a whole, since the minor is applicable in most disciplines on campus.

Rationale for action – Bioengineering and related biomedical fields are projected to grow by 72% by 2018. Specific areas of need in this technology sector include tissue engineering, medical devices, and drug delivery, to name a few. The implementation of a bioengineering minor at Kent State University will allow students with majors in Technology, Physics, Chemistry, Biology, etc., who are interested in pursuing a career in the medical technology / engineering field to expand their curricula with courses that will provide a professional advantage and that will complement their existing major curricula.

Effect on current programs, offerings, students, staff – It is expected and hoped that this will attract more students to these courses. The current staff and imminent two additional faculty hires are capable of handling the load.

Scope of action,– Complete the minor program approval process, advertise the minor in catalogs and web pages, teach larger classes.

Fiscal and staffing impact of action – None currently but additional sections and staff may be needed in time.

Evidence of need and sustainability – Unemployment percentage is too high, energy shortage, slow GDP growth relative to population growth, environmental/sustainability challenges and health issues.

Alternatives and consequences:

Specific recommendation and justification:

Approve the minor as proposed.

Timetable and actions required:

Approval by Applied Science and Technology Program Area – November, 2012
Approval by College of Technology CCC – December 13, 2012
Approval by Kent State University EPC – January 28, 2013
Effective – Fall 2013

TILLETT, THERESE

From: Malcuit, Christopher
Sent: Friday, January 18, 2013 7:59 PM
To: Kim, Min-Ho
Cc: TILLETT, THERESE; PEER, KIMBERLY; ROWAN, LYNNE
Subject: Re: Biomechanics

Follow Up Flag: Follow Up
Flag Status: Completed

Categories: EPC

TECH 37020 replaced with ATTR/EXSC 35054

Dear Therese,

We will also be replacing this course in the bioengineering minor, and will be submitting a new GPS for the concentration as soon as our program coordinator has a chance to review. I should have it to you by Tuesday, latest.

Best,
Chris

On Jan 18, 2013, at 5:58 PM, "Kim, Min-Ho" <mkim15@kent.edu> wrote:

> Dear Therese,
>
> Yes, you should replace TECH 37020 Biomechanics course, not Biofluid mechanics (TECH 37110).
>
> Thank you,
> Min-Ho
>
> Min-Ho Kim, Ph.D
> Assistant Professor of Bioengineering
> College of Applied Engineering, Sustainability, and Technology
> Kent State University
> Kent, OH 44242
> Email: mkim15@kent.edu
> Phone: 330-672-1445

From: TILLETT, THERESE
Sent: Friday, January 18, 2013 5:55 PM
To: PEER, KIMBERLY; ROWAN, LYNNE
Cc: Malcuit, Christopher; Kim, Min-Ho
Subject: RE: Biomechanics

You're correct. I was looking at the wrong one. It's TECH 37020 Introduction to Biomechanics.

Therese E. Tillett | Director of Curriculum Services | Office of the Provost
Kent State University | 384 University Library | 1125 Risman Dr | Kent, OH 44242
Tel: 330-672-8558 | Fax: 330-672-2645 | ttillet1@kent.edu | www.kent.edu
Curriculum Services: www.kent.edu/provost/curriculum

From: PEER, KIMBERLY
Sent: Friday, January 18, 2013 5:43 PM
To: TILLETT, THERESE; ROWAN, LYNNE
Cc: Malcuit, Christopher; Kim, Min-Ho
Subject: RE: Biomechanics

Therese,
I don't think you are replacing Biofluid Mechanics - I think you are replacing intro to Biomechanics - I believe they are two different (TECH) courses from my understanding. Please check with Christopher and Min-Ho to confirm.

Kimberly S. Peer, EdD, ATC, FNATA
ATEP Graduate and UG Coordinator/Associate Professor
350 Midway Drive
Room 266A MACC Annex
Kent State University
Kent, OH 44242
Phone 330 672 0231
kpeer@kent.edu

From: TILLETT, THERESE
Sent: Friday, January 18, 2013 5:10 PM
To: PEER, KIMBERLY; ROWAN, LYNNE
Cc: Malcuit, Christopher; Kim, Min-Ho
Subject: RE: Biomechanics

Thank you, Kim, for the update.

If there is no objection, I will amend the proposals I was given for the Bioengineering minor and concentration, replacing TECH 37110 Biofluid Mechanics with ATTR/EXSC 35054 Biomechanics. I will also return the course proposal for TECH 37110.

Best, Therese

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From: PEER, KIMBERLY
Sent: Friday, January 18, 2013 1:37 PM
To: TILLETT, THERESE; ROWAN, LYNNE
Cc: Malcuit, Christopher; Kim, Min-Ho
Subject: Biomechanics

Dear Therese,
Jay and I met with Chris and Min-Ho regarding the redundancy in the Biomechanics course in their Bioengineering proposal. After our discussion, we all agreed that our Biomechanics course (ATTR/EXSC 35054) will meet the needs of this program. We discussed working collaboratively to ensure applications in lab that will meet the needs of the Bioengineering students.

Overall, it was a positive meeting and we anticipate further collaborations in the future. Thanks for your help and guidance in this matter.

TILLETT, THERESE

From: GLEESON, JAMES
Sent: Tuesday, January 15, 2013 9:24 AM
To: TILLETT, THERESE
Cc: MANLEY, MARK; HALEY, MARY ANN; BLANK, JAMES
Subject: Re: Bioengineering and Liquid Crystal and Display Engineering programs

Physics was consulted on only one of these: the minor in liquid crystal and display engineering. The other three we saw for the first time in this email. Below, are some comments from Mark Manley. In addition, we would like to point out something that we would have raised during earlier consultation had it occurred. For the bioengineering programs, they are requiring PHY 13001 and 13021. For a program which bears some relation to engineering, we find it counter-intuitive that less physics is required than in BSCI (which requires PHY 13001, 13002, 13021, 13022).

JG

I have reviewed these proposals and am writing to provide my comments.

First, let me comment on the proposed minor and concentration in Liquid Crystal and Display Engineering. These programs will require the creation of four new TECH courses that will be offered in CAEST, but taught by faculty from the LCI. The four courses are LCDE 37410 (Intro. to Displays and Liquid Crystal Electro-Optical Device Technology), LCDE 4/57410 (Introduction to Display Materials), LCDE 4/57450 (Cleanroom Techniques and Prototype Device Fabrication), and LCDE 4/57560 (Flat Panel Displays: Manufacturing Science and Technology). I see no significant encroachment issues related to these courses. The only physics requirements of these programs is PHY 23101 (General University Physics I) and PHY 23102 (General University Physics II), and this seems appropriate and should not cause us any problems. One course listed as an elective choice is PHY 40092 (Internship in Physics). Since that course was created strictly for physics majors, I would encourage the CAEST faculty to create a similar course within the Applied Engineering major. The proposal states that they want to grow this student by attracting new students, rather than by cannibalizing students from the Physics and Chemistry undergraduate programs. It is unclear to me whether this will be possible, especially since these programs seem highly specialized and it not clear whether or not there will be a broad market for graduates with such specialized skills.

The only physics requirements for the proposed concentration in Bioengineering are PHY 13001 (General College Physics I) and PHY 13021 (General College Physics Lab I). This seems reasonable to me and I foresee no problems concerning this requirement. I am not sure how this program would relate to the existing Biotechnology program on

campus. About six new courses are proposed. The only one that causes me potential concern is TECH 37020 (Introduction to Biomechanics), which has the catalog description: "Apply the principles of Newtonian mechanics and the mechanics of materials to understand the functionality of human biological systems at the cellular and tissue levels. Lectures will teach the principles of engineering mechanics, mechanics of soft and hard tissue associated with musculoskeletal system, and cell mechanics and rheology." I doubt if there are significant encroachment issues, but I suggest checking with John Portman to see what he thinks. I have no concerns at all regarding the proposed minor in Bioengineering.

Best regards,
Mark

From: <TILLETT>, THERESE <ttillet1@kent.edu>

Date: Thursday, January 10, 2013 1:31 PM
To: "BLANK, JAMES" <jblank@kent.edu>, "GLEESON, JAMES" <jgleeson@kent.edu>, "Yokoyama, Hiroshi" <hyokoyam@kent.edu>, "CHIEN, LIANG-CHY" <lchien@kent.edu>, "TUBERGEN, MICHAEL" <mtuberge@kent.edu>
Cc: "HALEY, MARY ANN" <mhaley@kent.edu>
Subject: Bioengineering and Liquid Crystal and Display Engineering programs

Hello,

I've received the attached proposals from the College of Applied Engineering, Sustainability and Technology to offer undergraduate minors and bachelor's degree concentrations in Bioengineering and in Liquid Crystal and Display Engineering. While the documents state some of you or your department was consulted, I don't have any documentation to the effect.

Would you reply by e-mail and let me if you support/do not support the proposed programs.

Thank you, Therese

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TILLETT, THERESE

From: TUBERGEN, MICHAEL
Sent: Friday, January 11, 2013 2:54 PM
To: TILLETT, THERESE
Cc: BLANK, JAMES; HALEY, MARY ANN
Subject: RE: Bioengineering and Liquid Crystal and Display Engineering programs

Hi Therese,

We were consulted with respect to these two curriculum proposals. Chemistry and Biochemistry have no objection them as they now stand.

Regards,

Mike

From: TILLETT, THERESE
Sent: Thursday, January 10, 2013 1:32 PM
To: BLANK, JAMES; GLEESON, JAMES; Yokoyama, Hiroshi; CHIEN, LIANG-CHY; TUBERGEN, MICHAEL
Cc: HALEY, MARY ANN
Subject: Bioengineering and Liquid Crystal and Display Engineering programs

Hello,

I've received the attached proposals from the College of Applied Engineering, Sustainability and Technology to offer undergraduate minors and bachelor's degree concentrations in Bioengineering and in Liquid Crystal and Display Engineering. While the documents state some of you or your department was consulted, I don't have any documentation to the effect.

Would you reply by e-mail and let me if you support/do not support the proposed programs.

Thank you, Therese

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Curriculum Services: www.kent.edu/provost/curriculum

TILLETT, THERESE

From: BLANK, JAMES
Sent: Thursday, January 10, 2013 6:39 PM
To: TILLETT, THERESE; GLEESON, JAMES; Yokoyama, Hiroshi; CHIEN, LIANG-CHY; TUBERGEN, MICHAEL
Cc: HALEY, MARY ANN; VENEY, SEAN
Subject: RE: Bioengineering and Liquid Crystal and Display Engineering programs

I am not sure we looked at all the syllabi for courses in the bioengineering coursework. I followed an email exchange dealing with some of the LC display related coursework that went to chemistry and physics.

In the bioengineering concentration, I earlier looked at two courses being prepared by the bioengineering hires, although I do not recall receiving final materials. I am copying Sean Veney, BSCI's undergrad coordinator who will know if we did receive this material. Alot flew across my desk in November and December as I dealt with being chair and transitioning into the deans position. So, I may have missed material sent to me.

jim

From: TILLETT, THERESE
Sent: Thursday, January 10, 2013 1:31 PM
To: BLANK, JAMES; GLEESON, JAMES; Yokoyama, Hiroshi; CHIEN, LIANG-CHY; TUBERGEN, MICHAEL
Cc: HALEY, MARY ANN
Subject: Bioengineering and Liquid Crystal and Display Engineering programs

Hello,

I've received the attached proposals from the College of Applied Engineering, Sustainability and Technology to offer undergraduate minors and bachelor's degree concentrations in Bioengineering and in Liquid Crystal and Display Engineering. While the documents state some of you or your department was consulted, I don't have any documentation to the effect.

Would you reply by e-mail and let me if you support/do not support the proposed programs.

Thank you, Therese

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Tel: 330-672-8558 | Fax: 330-672-2645 | ttillet1@kent.edu | www.kent.edu
Curriculum Services: www.kent.edu/provost/curriculum

Name: Therese E Tillett Submission Date: 1/16/2013

Organization: Curriculum Services

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU004987 **Date:** 29-NOV-12

Level: 2.00 **of** 2.00 **Currently On The Worklist Of:** Shin-Min Song, ssong3

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: Min-Ho Kim

Requested Effective Term: 201380

Campus: Kent

College: AT-College of Applied Engineering, Sustainability and Technology

Department: AEST-Applied Engineering, Sustainability and Technology

Course Subject: TECH-Technology

Course Number: 37010

Course Title: Introduction to Bioengineering

Title Abbreviation: Introduction to Bioengineering

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit/Maximum Credit: 3 or 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 or 3

Contact Hours: Lab - Minimum Hours/Maximum Hours: or

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): Introduce the general field of bioengineering and the role of engineering in solving problems in biology and medicine with an emphasis on the engineering tools and concepts. Lectures will be divided into guest faculty seminars and respective analysis discussion of research methodology and approach.

Prerequisites (edited): BSCI 10120 (or equivalent with instructor permission)

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
2	Introduction
6	Anatomy and physiology
8	Biomechanics and biofluid mechanics
8	Biomaterials and Tissue engineering
5	Bioinstrumentation

5	Sensor and signal processing
5	Computational bioengineering modeling
6	Biomedical imaging

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Introduction to Biomedical Engineering, by John Enderle et al., Elsevier press

Writing Expectations: None

Instructor(s) expected to teach: Faculty members approved by College of Applied Engineering, Sustainability, and Technology

Instructor(s) contributing to content: Min-Ho Kim, Chris Malcuit

Proposal Summary

Explain the purpose for this proposal:

The purpose of this proposal is to create a key course critical for the establishment of a concentration in bioengineering at KSU. This will provide a unique opportunity for students to increase their repertoire and obtain a knowledge base in that rapidly expanding and highly thought-after biomedical industries market place.

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

This proposal will add a new type of curriculum to CAEST and will accordingly be part of a larger curriculum concentration within the AST program.

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

This proposal will supplement curricula in various programs including Biological Sciences, Chemistry and Biochemistry, Physics, for example. The material covered in this course will be synergistic to some of the activities in these areas and will increase the student?s repertoire of information and provide a key advantage if they wish to pursue a career or post graduate work in biomedical sciences.

Explain how this proposal affects enrollment and staffing:

This proposal is expected to increase enrollment in CAEST and is not currently expected to require additional staffing.

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

CAEST AST program, BSCI, Chemistry, Chemical Physics, Public Health faculty and administrators were consulted in the preparation of this course.

Curriculum Services Information:

Approved by EPC:	**Curriculum Bulletin:**
Cross-list Banner Code:	**OBR Course Level:**
OBR Program Code:	**OBR Subsidy Code:**
CIP Code:	**Term Start:**
	Term End:

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
11/29/2012	Min-Ho Kim	No comments available.

History:

Date	User	Status
12/23/2012	Roberto M Uribe-Rendon	Approved
11/29/2012	Min-Ho Kim	Submitted

Name: Therese E Tillett

Submission Date: 1/16/2013

Organization: Curriculum Services

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU004985 **Date:** 29-NOV-12

Level: 2.00 **of** 2.00 **Currently On The Worklist Of:** Shin-Min Song, ssong3

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: Min-Ho Kim

Requested Effective Term: 201380

Campus: Kent

College: AT-College of Applied Engineering, Sustainability and Technology

Department: AEST-Applied Engineering, Sustainability and Technology

Course Subject: TECH-Technology

Course Number: 37110

Course Title: Biofluid Mechanics

Title Abbreviation: Biofluid Mechanics

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit/Maximum Credit: 3 or 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 or 3

Contact Hours: Lab - Minimum Hours/Maximum Hours: or

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): Course provides understanding of physiological and pathological phenomena associated with heart and circulatory system by applying basic fluid mechanics principle. This course will analyze the fundamental relations in fluid mechanics and their application to biological fluids in physiological and pathological processes and introduce its role in biomedical research and technology.

Prerequisites (edited): BSCI 10120 (or equivalent with instructor permission)

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
6	Basic fluid mechanics concepts
8	Review of cardiovascular and pulmonary circulatory physiology
7	Blood rheology

6	Mechanics of blood flow in macro- and micro-circulation
6	Pressure and blood flow measurement
4	Modeling of blood flow
8	Applications

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Applied Biofluid Mechanics, by Lee Waite, McGraw Hill

Writing Expectations: None

Instructor(s) expected to teach: Min-Ho Kim

Instructor(s) contributing to content: Min-Ho Kim

Proposal Summary

Explain the purpose for this proposal:

The purpose of this proposal is to create a key course critical for the establishment of a concentration in bioengineering at KSU. This will provide a unique opportunity for students to increase their repertoire and obtain a knowledge base in that rapidly expanding and highly thought-after biomedical industries market place.

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

This proposal will add a new type of curriculum to CAEST and will accordingly be part of a larger curriculum concentration within the AST program.

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

This proposal will supplement curricula in various programs including Biological Sciences, Chemistry and Biochemistry, Physics, for example. The material covered in this course will be synergistic to some of the activities in these areas and will increase the student?s repertoire of information and provide a key advantage if they wish to pursue a career or post graduate work in biomedical sciences.

Explain how this proposal affects enrollment and staffing:

This proposal is expected to increase enrollment in CAEST and is not currently expected to require additional staffing.

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

CAEST AST program, BSCI, Chemistry, Chemical Physics, Public Health faculty and administrators were consulted in the preparation of this course.

Curriculum Services Information:

Approved by EPC:	**Curriculum Bulletin:**
Cross-list Banner Code:	**OBR Course Level:**
OBR Program Code:	**OBR Subsidy Code:**
CIP Code:	**Term Start:**
	Term End:

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
11/29/2012	Min-Ho Kim	No comments available.

History:

Date	User	Status
12/23/2012	Roberto M Uribe-Rendon	Approved
11/29/2012	Min-Ho Kim	Submitted

Name: Therese E Tillett Submission Date: 1/16/2013

Organization: Curriculum Services

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU004991 **Date:** 29-NOV-12

Level: 2.00 **of** 2.00 **Currently On The Worklist Of:** Shin-Min Song, ssong3

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: Dr. Christopher Malcuit

Requested Effective Term: 201380

Campus: Kent

College: AT-College of Applied Engineering, Sustainability and Technology

Department: AEST-Applied Engineering, Sustainability and Technology

Course Subject: TECH-Technology

Course Number: 37120

Course Title: Stem Cell and Tissue Engineering

Title Abbreviation: Stem Cell and Tissue Eng

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

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

Contact Hours: Other - Minimum Hours/Maximum Hours:

Attributes

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

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

Can this course be repeated for credit: No Repeat | **Course Limit:** | **OR Maximum Hours:**

Course Level: Undergraduate | **Grade Rule:** B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

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

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): The implementation of laboratory-generated tissues and cellular systems for addressing biomedical and diagnostic needs. The principles of cell and tissue development in model systems, strategies for the design and implementation of such systems and case studies.

Prerequisites (edited): BSCI 30140 (or equivalent with instructor permission)

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
2	Course Introduction
6	Cell sourcing & culture
6	Stem cell differentiation
5	Bioreactor design
5	Cellular Self Assembly

8	Cellular tubes, pumps, sheets, supports
5	Compliance & engraftment
4	The host immune response
4	FDA Guidelines on Good Tissue and Manufacturing Practices in Cell Therapy

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Stem Cell Engineering: Principles and Applications, Springer

Writing Expectations: Quizzes, 3-4 problem sets, and a final proposal (approximately 2500 words).

Instructor(s) expected to teach: Those approved by the College of Applied Engineering, Sustainability, and Technology

Instructor(s) contributing to content: Dr. Christopher Malcuit

Proposal Summary

Explain the purpose for this proposal:

The purpose of this proposal is to create a key course critical for the establishment of a concentration in bioengineering at KSU. This will provide a unique opportunity for students to increase their repertoire and obtain a knowledge base in the rapidly expanding and highly sought-after biomedical industries market place.

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

This proposal will add a new type of curriculum to CAEST and will accordingly be part of a larger curriculum concentration within the AST Program.

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

This proposal will supplement curricula in various programs including Biological Sciences, Chemistry and Biochemistry, Physics, for example. The material covered in this course will be synergistic to some of the activities in these areas and will increase the student's repertoire of information and provide a key advantage if they wish to pursue a career or post graduate work in the biomedical sciences.

Explain how this proposal affects enrollment and staffing:

This proposal is expected to increase enrollment in CAEST and is not currently expected to require additional staffing.

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

CAEST AST Program, BSCI, Chemistry, Chemical Physics, Public Health faculty and administrators were consulted in the preparation of this course.

Curriculum Services Information:

Approved by EPC:	**Curriculum Bulletin:**
Cross-list Banner Code:	**OBR Course Level:**
OBR Program Code:	**OBR Subsidy Code:**
CIP Code:	**Term Start:**
	Term End:

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
12/11/2012	Christopher Malcuit	No comments available.

History:

Date	User	Status
12/23/2012	Roberto M Uribe-Rendon	Approved
12/11/2012	Christopher Malcuit	Submitted

Name: Therese E Tillett Submission Date: 1/16/2013

Organization: Curriculum Services

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU004992 **Date:** 29-NOV-12

Level: 2.00 **of** 2.00 **Currently On The Worklist Of:** Shin-Min Song, ssong3

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: Dr. Christopher Malcuit

Requested Effective Term: 201380

Campus: Kent

College: AT-College of Applied Engineering, Sustainability and Technology

Department: AEST-Applied Engineering, Sustainability and Technology

Course Subject: TECH-Technology

Course Number: 47120

Course Title: Biomaterials and Biocompatability

Title Abbreviation: Biomaterials and Biocompat

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): Analysis of the fundamental properties of materials used in tissue engineering andthe medical device fields, with emphasis on biocompatibility (mechanical and structural compliance, supportive scaffolding niche). Case study areas in the areas such as wound healing, prosthetics, stents, and drug delivery devices

Prerequisites (edited): CHEM 10060, PHY 13001

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
8	Overview of Biomaterials
8	Blood coagulation and Immune response
12	Polymeric Biomaterials
6	Biomaterials for Drug and Gene Delivery

Name: Therese E Tillett

Submission Date: 1/16/2013

Organization: Curriculum Services

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU004844 **Date:** 16-NOV-12

Level: 2.00 **of** 2.00 **Currently On The Worklist Of:** Shin-Min Song, ssong3

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: Min-Ho Kim

Requested Effective Term: 201380

Campus: Kent

College: AEST-Technology

Department: AEST-Applied Engineering, Sustainability and Technology

Course Subject: TECH-Technology

Course Number: 47110

Course Title: Transport phenomena in Bioengineering

Title Abbreviation: Biotransport

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit/Maximum Credit: 3 or 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 or 3

Contact Hours: Lab - Minimum Hours/Maximum Hours: or

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:** 3 | **OR Maximum Hours:** 3

Course Level: Undergraduate | **Grade Rule:** B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

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

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): Presents basic understanding and theories of fluid and molecular transport in biological systems, which is critical for applications in medicine and biotechnology. Lectures will teach fundamentals of molecular diffusion, convective transport, and reaction kinetics applied to biological system. The real biological problems associated with transport phenomena, including blood flow, oxygen transport, drug delivery systems, tissue engineering, and artificial organs, will be introduced.

Prerequisites (edited): BSCI 10120 (or equivalent with instructor permission)

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
6	Physical properties of the body fluids and the cell membrane
9	Solute transport in biological system

6	The physical and flow properties of blood
6	Oxygen transport in biological system
6	Pharmocokinetic analysis
6	Extracorporeal devices
3	Biotransport phenomena in tissue engineering
3	Biotransport phenomena in bio-artificial organs

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Basic transport phenomena in biomedical engineering, by Ronald Fournier, Taylor & Francis

Writing Expectations: None

Instructor(s) expected to teach: Faculty member approved by College of Applied Engineering, Sustainability, and Technology

Instructor(s) contributing to content: Min-Ho Kim

Proposal Summary

Explain the purpose for this proposal:

The purpose of this proposal is to create a key course critical for the establishment of a concentration in bioengineering at KSU. This will provide a unique opportunity for students to increase their repertoire and obtain a knowledge base in that rapidly expanding and highly thought-after biomedical industries market place.

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

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Explain how this proposal affects enrollment and staffing:

This proposal is expected to increase enrollment in CAEST and is not currently expected to require additional staffing.

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

CAEST AST program, BSCI, Chemistry, Chemical Physics, Public Health faculty and administrators were consulted in the preparation of this course.

Curriculum Services Information:

Approved by EPC:	**Curriculum Bulletin:**
Cross-list Banner Code:	**OBR Course Level:**
OBR Program Code:	**OBR Subsidy Code:**
CIP Code:	**Term Start:**
	Term End:

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
11/30/2012	Min-Ho Kim	

11/29/2012	Roberto M Uribe-Rendon	Return to initiator per coordinator request

History:

Date	User	Status
12/23/2012	Roberto M Uribe-Rendon	Approved
11/30/2012	Min-Ho Kim	Submitted
11/29/2012	Roberto M Uribe-Rendon	Returned For Edit
11/29/2012	Min-Ho Kim	Submitted

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **November 14, 2012**
Curriculum Bulletin

Effective Date **Fall 2013** Approved by EPC

Department

College **AT - Applied Engineering...Technology**

Degree **Minor (non degree)**

Program Name **Liquid Crystal and Display Engineering** Program Banner Code LCDE

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

Proposal **Establish program**

Description of proposal:
We propose to establish a minor in Liquid Crystal and Display Engineering

Does proposed revision change program's total credit hours? ☐ Yes ☒ No
Current total credit hours: Proposed total credit hours **23-26**

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):
Physics, Chemistry, Chemical Physics Interdisciplinary Program

---

REQUIRED ENDORSEMENTS

Darin Boyd 1/4/2013
Department Chair / School Director

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

1/4/13
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 a Minor in CAEST in the area of
Liquid Crystal and Display Engineering

Description of Action, Including Intended

Optical displays are integral to many devices, and liquid crystal displays are a dominant device family within the industry. Recent data indicates that over 1.2 billion devices that have displays such as mobile phones, computers and notebooks where sold in 2011. There are also a large number of appliances and other devices that use optical displays. Thus, the manufacturing of displays is very big business. The manufacturing of optical displays is related to the already existing Engineering and Technology Management and Manufacturing Systems concentrations of the Applied Engineering Bachelor of Science major. Creation of a Liquid Crystal and Display Engineering minor will complement these existing programs, and provide well educated graduates to a still rapidly growing industry.

Conformity of action with mission of sponsoring unit – The program conforms well to the mission of the College of Applied Engineering, Sustainability, and Technology and the University as a whole which is to enhance technological literacy, education and training essential to the knowledge economy, socio-economic well-being and to the workforce development of the state of Ohio in general and Northeast Ohio in particular. Our vision is to have cutting edge programs that serve the region, country and world and to prepare graduates to be highly productive leaders in the general area of technology. This proposed program is part of this much broader focus.

Rationale for action – The need for a new type of engineer who understands displays, automation, and cleanrooms is becoming apparent to a growing segment of the display market. The proposed minor addresses this need in a strong, well-focused manner that complements current Physics and Chemistry programs and the strengths at Kent State University. In 2010, there were 5 billion mobile phone subscriptions; there is also a large market in computers, notebook like devices, automobiles and appliances, so the need for physicists and chemists who also understand displays and display manufacturing should continue for decades.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

This will make better use of faculty members currently teaching courses in the CAEST concentration in manufacturing systems by having more students in those courses that overlap both programs. It will also provide greater enrollment in courses in the nascent Mechatronics program and generally in the area of applied engineering for the same reasons. It will provide a venue for undergraduate teaching for faculty members in the Chemical Physics Interdisciplinary Program, thus providing some salary relief in this area.

This program will require the establishment of four (4) new courses in the general area of liquid crystal optical displays and devices with a focus on developing graduates who are equipped to enter the display industry upon graduation. These courses will be offered in CAEST, but taught by world-renowned experts from the Liquid Crystal Institute. Thus, until significant growth is encountered in several years, this program will require no new faculty members. These courses are also part of our proposed concentration in Liquid Crystal and Display Engineering.

We anticipate that this program will have minimal effect on current students. The mathematics, physics and chemistry requirements for this program are consistent with current programs in Chemistry and

Physics. Hence, this program is designed to provide a multidisciplinary program for Physics and Chemistry students who will not be going to graduate school. This will be the first program of its type in the world, and with strong connections to local and global industries in a few years we expect to have an international student body that will be well prepared for the rigorous mathematics and physical science requirements of this program.

Fiscal, Enrollment, Facilities and Staffing Considerations

The initial fiscal effect will be neutral to positive. Clearly, it will be positive if there are new students better filling current courses that have empty seats. Should the enrollment be smaller than projected, seats will still be filled, but to a smaller extent. A start-up schedule has been developed that will provide for the students in the concentration and allow minors to start taking courses in fall 2013.

The new courses are often extensions of formal and informal courses provided at the LCI. For example, Introduction to Display and Electro-optical Device Technology will be a combination lab/ lecture course and will use laboratory facilities at the LCI and builds off a current program. The cleanroom course will be a combination lecture/lab courses and use LCI facilities for the laboratory aspects. It is based on current efforts in cleanroom training at the LCI. The course on display materials and production will need greater development time, but represent areas that are of interest and expertise of current faculty members. We believe that the current facilities are sufficient for this use, unless there is overwhelming response to this program such that there are fifty students per year.

This is a new minor, in a new area Display Engineering. Displays are part of nearly every modern product. The technology is evolving, improving, and growing at an accelerating rate. Thus, a growing number of devices use displays leading to a large market for optical displays. Discussions with industry indicate that there is a need for a person with the skill set we propose to develop. This is a person above a display processor, who works in a cleanroom and does what she is told, and a full blown Ph.D. or graduate engineer who develops new displays, suggests changes in manufacturing methodology and generally handles the most technical aspects of the development and production of displays. The actual numbers are difficult to determine. We optimistically expect starting with 1-2 minors in year one and increasing to roughly 2-4 minors per year once we are in the steady state. However, this minor provides a strong career path for those students who take General Chemistry and University Physics and find the mathematics and theoretical aspects are not well matched to their more hands-on inclinations. It is a terrible waste of human potential if these scientifically and technically interested students see no career path in science because they do not see themselves earning a Ph.D.

Evidence of Need and Sustainability if Establishing

This is a new type of position, which has no historical data on salaries. Based on position titles of our graduates, we anticipate the graduates of this program will hold titles such as industrial engineer, mechanical engineer, and scientist. The bureau of labor lists the median salary (in 2010) of technicians in electronics, industrial, and mechanical engineering with associate degrees (below the level of the graduates of the proposed program) in the range $48,000 to $56,000 depending on specialization. The median salary of engineers in these fields is about $75,000. Non-Ph.D chemists and material scientists have a median salary of about $70,000. However, the median salary of biological technicians with a Bachelor's degree is closer to $39,000. Cleanroom processors in the semiconductor industry typically have an associate's degree and a median salary of approximately $33,000 per year. These latter two positions indicate the lowest salary levels where a graduate of this program might be employed. Taken in total, these data indicate a graduate of this program with a solid skill set and industrial experience should expect a salary in the range of $60,000-70,000 per year, somewhat more than a technician with an associate's degree and a bit less than an engineer with a degree in engineering.

Cleanrooms in the semiconductor industry are becoming more automated and robots and machines that have fewer contamination and variability issues, higher productivity, and higher yield are replacing people. In fact, the BLS predicts a **decrease** in semiconductor processors of 18% through 2020. Automation will move into the display industry were the same cost and production issues arise as in the semiconductor industry. Thus, a person with knowledge of computer automation, robotics and related issues **as well as** an understanding of displays and cleanrooms will become extremely valuable. This is the person we will educate, and industry has told us they need.

Of course, the situation will change. A rapid increase in automation, new manufacturing techniques and the like will all occur over the coming years. However, we have very strong fundamental advantages:

- This is the first program of its type in the world,
- Association with the LCI, a world leader,
- Strong industry-university relationships through LCI and CAEST,
- Only four new courses are required, parts of these exist in other venues already; thus allowing a rapid start-up,
- Builds on and uses current courses in advanced manufacturing,
- Fills unoccupied seats in sections presently offered in multiple departments.

Provisions for Phase-Out if Inactivating

NA

Alternatives and consequences:

Lower enrolment growth at KSU, fewer students will benefit from these courses, reduced KSU impact on NEO and region.

Timetable and Actions Required: *a chronology of actions required to approve the proposal with an anticipated implementation date for each action*

Approval by Applied Science and Technology Program Area – November 30, 2012
Approval by College of Applied Engineering, Sustainability and Technology CCC – December 14, 2012
Approval by Kent State University EPC – January 27, 2013
Effective – Fall 2013

Text for Catalog

Liquid Crystal and Display Engineering Minor
Kent State University 2013 Catalog > College of Applied Engineering, Sustainability and Technology > Minors > Liquid Crystal And Display Engineering Requirements

COLLEGE: College of Applied Engineering, Sustainability and Technology

DEPARTMENT: College of Applied Engineering, Sustainability and Technology
119 Van Deusen Hall
E-mail: cotinfo@kent.edu
Tel: 330-672-2892
Fax: 330-672-2894
Web: www.kent.edu/caest/

The Liquid Crystal and Display Engineering minor gives students an introduction to the body of knowledge expected of an entry-level professional that work in the liquid crystal technology and display industry. The minor is particularly appropriate for a student who is major or has a strong interest is Physics or Chemistry.

Type Legend: **DD** Diversity–Domestic; **DG** Diversity–Global; **ELR** Experiential Learning; **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 ....

Liquid Crystal and Display Engineering MINOR REQUIREMENTS (24 credits)					
Type	**Course**		**Title**	**Credits**	
	LCDE*	37410	Introduction to Displays And Liquid Crystal Electro-Optical Device Technology	3	NEW
	LCDE*	47410	Introduction to Display Materials	3	NEW
	LCDE*	47450	Clean Room Techniques and Prototype Device Fabrication	3	NEW
	LCDE*	47560	Flat Panel Displays: Manufacturing Science and Technology	3	NEW
			Pick four (4) of the following —	11–14	
	TECH	33031	Programmable Logic Controllers	3	
	TECH	33222	Digital Design for Computer Engineering	3	
	TECH	33700	Quality Techniques	3	
	TECH	43221	Digital Control Systems and Instrumentation	~~3~~ 4	
WIC/ELR	TECH+^	33056 92	Cooperative Education-Professional Development (2) or	2	
ELR	PHY+^	40092	Internship in Physics (2)	~~3~~	
	CHEM+	20481 or 30481	Basic Organic Chemistry 1 or Organic Chemistry	4 or 3	
			MINIMUM TOTAL	**23-~~26~~**	

Minimum cumulative 2.500 GPA required for minor.

as prerequisites

* All LCDE courses require PHY 23101, and 23102, CHEM 10061 and CHEM 10063, and MATH 12002 and 12003. These courses are common to almost all Chemistry and Physics programs.

+ Only one of these three courses may be taken as part of the minor.

^ The content of Cooperative Education or Internship must be in an area of applied liquid crystal and/or display engineering.

KENT DISPLAYS INCORPORATED

December 14, 2012

Dr. Grant McGimpsey
Kent State University
Kent, Ohio 44242

Dear Dr. McGimpsey,

We are writing this letter in support of the emerging Liquid Crystal Engineering Concentration/Minor at Kent State University. We have been involved in early discussions and motivations for the development of such a concentration/minor at the University. We are delighted to know that the University is looking into setting up such a concentration/minor. We believe strongly in such education and training for our emerging work force and see that it benefits greatly the region, state, and the industry.

Kent Displays is a manufacturer and developer of flexible low power cholesteric liquid crystal based Reflex displays and consumer prodcuts. The displays are manufactured in Kent, Ohio in state of the art continuous web based roll-to-roll manufacturing line(s). KDI also licenses display technologies worldwide for a variety of products and applications. KDI has recently been selling the award winning LCD writing tablet product called the Boogie Board®.

KDI has hired scores of professionals from Kent State from diverse areas such as the Liquid Crystal Institute, Chemistry, Architecture, Communications, Graphics Arts, and the School of Technology. We are strongly engaged in internship programs with the University and continue to look forward to furthering this relationship. Indeed, there is a strong need at KDI, and other organizations in the industry, for trained professionals at the undergraduate level having specific engineering skills in liquid crystals, displays, electronics, etc. The university is ideally suited to develop these skills through the existing expertise in these fields via the new concentration/minor. KDI will be first in line to higher graduates from such training. Indeed, others will as well.

If there are questions, I will be delighted to discuss further and will promise to stay engaged with the efforts in order to bring the industry perspective and needs to the discussion table.

Sincerely,

Asad Khan, Ph.D.
Chief Technology Officer

akhan@kentdisplays.com

343 Portage Boulevard
Kent, Ohio 44240 USA
+1 330.673.8784
Fax: 330.673.4408

Reflex™

December 14, 2012

Dear Dr. McGimpsey,

This letter is in support of your proposed liquid crystal engineering concentration at Kent State University.

AlphaMicron is a research and development company that has initiated entering the commercial market for electronically tintable eyewear. Its e-Tint technology is currently sold to eyewear industry globally and AlphaMicron expects to expand its production in the coming years.

As part of this effort, and as you are aware, AlphaMicron has been promoting the concept of Kent State establishing a Liquid Crystal Engineering and/or concentration in school of Technology for the past few years based on our real need. Liquid crystal technology is of major interest to this region, the State of Ohio, and many related electronics industries globally. The presence of the Liquid Crystal Institute has resulted in establishment of several liquid crystal related industry locally which rely heavily on the students graduating from Kent State University. AlphaMicron is almost entirely composed of Kent State graduates and alumni and we believe this trend will continue in the foreseeable future.

One of the main obstacles we face as a liquid crystal company is qualified engineers and technicians with some experience in the field of liquid crystals. This cannot currently be found anywhere in the USA. To overcome this obstacle we are routinely forced to hire people with little or no experience in the field and attempt to train them in-house. This is taxing on a small company and not best suited for growth. A program that addresses this issue will help alleviate this problem and can have a very positive impact on this region.

We sincerely hope that you consider offering this concentration and I would be happy to discuss this need further and/or provide any assistance to achieve this goal.

Sincerely,

Bahman Taheri, CEO

BT:dlw

ALPHAMICRON, INC | 1950 RTE.59, KENT OH 44240 | T 330-676-0646 F 330-676-0649 | WWW.ALPHAMICRON.COM

SAMSUNG 삼성디스플레이 Samsung Display Co. Ltd.

Display beyond Imagination
First & Best, Smart & Together

December 7, 2012

Shin-Min Song, Ph.D., Professor and Dean
College of Applied Engineering, Sustainability and Technology
Kent State University
375 Terrace Drive
Kent, Ohio 44242-0001

Dear Dean Song,

I am pleased to provide this letter of support for the creation of a program in liquid crystal and display engineering in Kent State University. I serve as Senior Vice President of Samsung Display Co. Ltd. [SDC] and we have witnessed and participated in the rapid growth of the display industry. The needs of college graduates with display engineering and technology background have grown rapidly and they will continue to be in high demand in the future. In cope with this trend, several universities in Korea and other countries in Asia have developed a program in display engineeringin in recent years.

Samsung Display Co. Ltd. has two businesses which are LCD Business and OLED Business. The OLED Business is the only company in the world that can produce OLED display for smart phone and will produce OLED TV soon. SDC is the world No. 1 company in display industry with a revenue of more than $30 billions and more than 30,000 employees. Because SDC is currently investing approximately $2 billons to build new plants and will continuously invest in the future, SDC will continuously hire many college graduates with BS, MS and PhD degrees in liquid crystal, OLED display, and display engineering fields. As a keynote speaker at SID 2012, I made a presentation on "Next Revolution on Displays: Display Transformer" which is the fourth revolution on display technology that Display Transformer will define multi-purpose Smart Displays including flexible and transparent displays, smart window, smart e-Board, and digital art displays for Smart Society. I firmly believe that, with the creation of the Smart Displays, display industry will have a healthy growth forever.

Based on my experience in the display industry and my projection of the future of this industry, your college has made an important and prudent decision to establish a program in liquid crystal and display engineering at this time.

Sincerely yours,

Sung Tae Shin

Sung Tae Shin, Ph.D., Senior Vice President,
LCD R&D Center, Samsung Display Co. Ltd.,
#95 Samsung 2-ro, Giheung-Gu Yongin-city,
Gyeonggi-Do, Korea 446-711

TILLETT, THERESE

From: GLEESON, JAMES
Sent: Tuesday, January 15, 2013 9:24 AM
To: TILLETT, THERESE
Cc: MANLEY, MARK; HALEY, MARY ANN; BLANK, JAMES
Subject: Re: Bioengineering and Liquid Crystal and Display Engineering programs

Physics was consulted on only one of these: the minor in liquid crystal and display engineering. The other three we saw for the first time in this email. Below, are some comments from Mark Manley. In addition, we would like to point out something that we would have raised during earlier consultation had it occurred. For the bioengineering programs, they are requiring PHY 13001 and 13021. For a program which bears some relation to engineering, we find it counter-intuitive that less physics is required than in BSCI (which requires PHY 13001, 13002, 13021, 13022).

JG

I have reviewed these proposals and am writing to provide my comments.

First, let me comment on the proposed minor and concentration in Liquid Crystal and Display Engineering. These programs will require the creation of four new TECH courses that will be offered in CAEST, but taught by faculty from the LCI. The four courses are LCDE 37410 (Intro. to Displays and Liquid Crystal Electro-Optical Device Technology), LCDE 4/57410 (Introduction to Display Materials), LCDE 4/57450 (Cleanroom Techniques and Prototype Device Fabrication), and LCDE 4/57560 (Flat Panel Displays: Manufacturing Science and Technology). I see no significant encroachment issues related to these courses. The only physics requirements of these programs is PHY 23101 (General University Physics I) and PHY 23102 (General University Physics II), and this seems appropriate and should not cause us any problems. One course listed as an elective choice is PHY 40092 (Internship in Physics). Since that course was created strictly for physics majors, I would encourage the CAEST faculty to create a similar course within the Applied Engineering major. The proposal states that they want to grow this student by attracting new students, rather than by cannibalizing students from the Physics and Chemistry undergraduate programs. It is unclear to me whether this will be possible, especially since these programs seem highly specialized and it not clear whether or not there will be a broad market for graduates with such specialized skills.

The only physics requirements for the proposed concentration in Bioengineering are PHY 13001 (General College Physics I) and PHY 13021 (General College Physics Lab I). This seems reasonable to me and I foresee no problems concerning this requirement. I am not sure how this program would relate to the existing Biotechnology program on

campus. About six new courses are proposed. The only one that causes me potential concern is TECH 37020 (Introduction to Biomechanics), which has the catalog description: "Apply the principles of Newtonian mechanics and the mechanics of materials to understand the functionality of human biological systems at the cellular and tissue levels. Lectures will teach the principles of engineering mechanics, mechanics of soft and hard tissue associated with musculoskeletal system, and cell mechanics and rheology." I doubt if there are significant encroachment issues, but I suggest checking with John Portman to see what he thinks. I have no concerns at all regarding the proposed minor in Bioengineering.

Best regards,
Mark

From: <TILLETT>, THERESE <ttillet1@kent.edu>

Date: Thursday, January 10, 2013 1:31 PM
To: "BLANK, JAMES" <jblank@kent.edu>, "GLEESON, JAMES" <jgleeson@kent.edu>, "Yokoyama, Hiroshi" <hyokoyam@kent.edu>, "CHIEN, LIANG-CHY" <lchien@kent.edu>, "TUBERGEN, MICHAEL" <mtuberge@kent.edu>
Cc: "HALEY, MARY ANN" <mhaley@kent.edu>
Subject: Bioengineering and Liquid Crystal and Display Engineering programs

Hello,

I've received the attached proposals from the College of Applied Engineering, Sustainability and Technology to offer undergraduate minors and bachelor's degree concentrations in Bioengineering and in Liquid Crystal and Display Engineering. While the documents state some of you or your department was consulted, I don't have any documentation to the effect.

Would you reply by e-mail and let me if you support/do not support the proposed programs.

Thank you, Therese

Therese E. Tillett | Director of Curriculum Services | Office of the Provost
Kent State University | 384 University Library | 1125 Risman Dr | Kent, OH 44242
Tel: 330-672-8558 | Fax: 330-672-2645 | ttillet1@kent.edu | www.kent.edu
Curriculum Services: www.kent.edu/provost/curriculum

TILLETT, THERESE

From: TUBERGEN, MICHAEL
Sent: Friday, January 11, 2013 2:54 PM
To: TILLETT, THERESE
Cc: BLANK, JAMES; HALEY, MARY ANN
Subject: RE: Bioengineering and Liquid Crystal and Display Engineering programs

Hi Therese,

We were consulted with respect to these two curriculum proposals. Chemistry and Biochemistry have no objection them as they now stand.

Regards,

Mike

From: TILLETT, THERESE
Sent: Thursday, January 10, 2013 1:32 PM
To: BLANK, JAMES; GLEESON, JAMES; Yokoyama, Hiroshi; CHIEN, LIANG-CHY; TUBERGEN, MICHAEL
Cc: HALEY, MARY ANN
Subject: Bioengineering and Liquid Crystal and Display Engineering programs

Hello,

I've received the attached proposals from the College of Applied Engineering, Sustainability and Technology to offer undergraduate minors and bachelor's degree concentrations in Bioengineering and in Liquid Crystal and Display Engineering. While the documents state some of you or your department was consulted, I don't have any documentation to the effect.

Would you reply by e-mail and let me if you support/do not support the proposed programs.

Thank you, Therese

Therese E. Tillett | Director of Curriculum Services | Office of the Provost
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Tel: 330-672-8558 | Fax: 330-672-2645 | ttillet1@kent.edu | www.kent.edu
Curriculum Services: www.kent.edu/provost/curriculum

TILLETT, THERESE

From: BLANK, JAMES
Sent: Thursday, January 10, 2013 6:39 PM
To: TILLETT, THERESE; GLEESON, JAMES; Yokoyama, Hiroshi; CHIEN, LIANG-CHY; TUBERGEN, MICHAEL
Cc: HALEY, MARY ANN; VENEY, SEAN
Subject: RE: Bioengineering and Liquid Crystal and Display Engineering programs

I am not sure we looked at all the syllabi for courses in the bioengineering coursework. I followed an email exchange dealing with some of the LC display related coursework that went to chemistry and physics.

In the bioengineering concentration, I earlier looked at two courses being prepared by the bioengineering hires, although I do not recall receiving final materials. I am copying Sean Veney, BSCI's undergrad coordinator who will know if we did receive this material. Alot flew across my desk in November and December as I dealt with being chair and transitioning into the deans position. So, I may have missed material sent to me.

jim

From: TILLETT, THERESE
Sent: Thursday, January 10, 2013 1:31 PM
To: BLANK, JAMES; GLEESON, JAMES; Yokoyama, Hiroshi; CHIEN, LIANG-CHY; TUBERGEN, MICHAEL
Cc: HALEY, MARY ANN
Subject: Bioengineering and Liquid Crystal and Display Engineering programs

Hello,

I've received the attached proposals from the College of Applied Engineering, Sustainability and Technology to offer undergraduate minors and bachelor's degree concentrations in Bioengineering and in Liquid Crystal and Display Engineering. While the documents state some of you or your department was consulted, I don't have any documentation to the effect.

Would you reply by e-mail and let me if you support/do not support the proposed programs.

Thank you, Therese

Therese E. Tillett | Director of Curriculum Services | Office of the Provost
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Tel: 330-672-8558 | Fax: 330-672-2645 | ttillet1@kent.edu | www.kent.edu
Curriculum Services: www.kent.edu/provost/curriculum

TILLETT, THERESE

From: CHIEN, LIANG-CHY
Sent: Friday, January 11, 2013 1:39 AM
To: TILLETT, THERESE
Subject: FW: Re: Liquid Crystal Engineering Concentration/Minor
Attachments: 121210-Support Letter(Samsung Display Co) .pdf

Hello Taerese,

I have been in the loop in the establishment of undergraduate minors and bachelor's degree concentrations in Liquid Crystal and Display Engineering in constituting the LC & Display related classes for LC&DE concentration and soliciting letters of support manifested by the following emails.

LC

On Dec 9, 2012, at 7:58 PM, "SUNGTAE SHIN" <sung.shin@samsung.com> wrote:

Dear Dean Shin-Min Song

I hope that you will befunded to set the program, and
it is my pleasure for me to give a Supporting Letter.
If you want to revise the letter for your purpose, please feel free to tell me, and
if you want to receive the document of Keynot Speech at SID 2012,
I can sent it to you.
If you have other things I can do and have any suggestion, please feel free to tell me.
Thank you very much for your consideration.

Sincerely yours,

Dr. Sung Tae Shin.

------- Original Message -------
Sender : Song, Shin-Min<ssong3@kent.edu>
Date : 2012-12-09 22:30 (GMT+09:00)
Title : RE: Liquid Crystal Engineering Concentration/Minor

Dear Dr. Shin,

I made a typo in point 3 below. It should be ALCDE (Applied Liquid Crystal and Display Engineering) instead of ALDCE. Sorry for the confusion.

Simon

From: CHIEN, LIANG-CHY
Sent: Friday, December 07, 2012 12:32 AM
To: Song, Shin-Min
Subject: FW: FW: Liquid Crystal Engineering Concentration/Minor

Dear Simon,

I received a response from Senior Vice President of Samsung Display Incorporate who is willing to help on the LCE concentration/minor. I am on my way to Hong Kong for a conference. Could you provide Dr. Shin an example letter of support for him to modify and paste onto a Samsung Display letterhead?

Best,
LC

From: SUNGTAE SHIN [mailto:sung.shin@samsung.com]
Sent: Thursday, December 06, 2012 11:37 PM
To: CHIEN, LIANG-CHY
Subject: Re: FW: Liquid Crystal Engineering Concentration/Minor

Dear Prof. L. C. Chien

It is pleasure for me to receive your mail.
I hope that everything is going to well for your family and research.
I wonder how I can help Dean Song, Shin-Min.
I wonder if I can get an example letter for Support Letter,
because I didn't know and never meet Dean Song.

If you have any suggestion, please feel free to tell me.
Thank you very much for your consideration.

Sincerely yours,

Sung Tae Shin.
------- Original Message -------
Sender : CHIEN, LIANG-CHY<lchien@kent.edu>
Date : 2012-12-06 20:57 (GMT+09:00)
Title : FW: Liquid Crystal Engineering Concentration/Minor

Dear Dr. Shin,

I would highly appreciate you and Samsung Display for help on behalf of Dean Shin-Min Song to write a support letter for the newly established liquid crystal engineering concentration/minor at Kent State's College of Applied Engineering, Sustainability and Technology (CAEST).

The objective of this concentration and minor is to train applied engineers who understand displays, automation and cleanroom techniques and become part of the workforce for the growing segment of the display market. The proposed minor addresses the needs of display industry in a well-focuses manners by taking the strength of liquid crystal and electro-optical materials and devices research and education at Kent State University.

Best Regards,

- LC

Dr. Sung Tae Shin Senior Vice President,
LCD R&D Center, Samsung Display Co. Ltd.,
#95 Samsung 2-ro, Giheung-Gu Yongin-city,
Gyeonggi-Do, Korea 446-711
E-mail : sung.shin@samsung.com
Tel. : 82-31-209-7171 Fax. : 82-31-209-4123
HP : 82-10-8802-1328

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **15-Nov-12** Curriculum Bulletin _____

Effective Date **Fall 2013** Approved by EPC _____

Department ~~AST~~

College **AT - Applied Engineering...Technology**

Degree **Minor (non degree) Minor Minor**

Program Name **Sustainability** Program Banner Code SUST

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

Proposal **Establish program**

Description of proposal:
Establish a minor in the CAEST

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

Current total credit hours: ~~20-21~~ Proposed total credit hours **19-21**

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):
College of Arts and Sciences, College of Business, College of Architecture, College of the Arts, College of Education, Health and Human Services.

REQUIRED ENDORSEMENTS

Damian Boyd — 12/21/12
Department Chair / School Director

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

_____ 12/19/12
College Dean (or designee)

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

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

KENT STATE UNIVERSITY

College of Applied Engineering, Sustainability and Technology

Proposal Summary

Title:

Establishment of a Minor in Sustainability

Subject Specification:

This proposal recommends establishment of a Minor in Sustainability in the College of Applied Engineering, Sustainability and Technology (CAEST). This Minor will be initially composed of courses from the College of Applied Engineering, Sustainability and Technology (CAEST), College of the Arts, College of Architecture and Environmental Design (CAED), College of Arts and Sciences, College of Business Administration (COB), and College of Education, Health, and Human Services.

Background Information:

President Lefton shared that "Sustainability efforts require a level of ingenuity and integrity that's hard to find in many institutions, but that abounds on every Kent State campus." (State of the University Address, 9/25/08). That expression of KSU leadership in the field of Sustainability was followed by the mobilization of intellectual and teaching components, as well as co-curricular activities. The Industrial Advisory Board of the CAEST established a subcommittee on Sustainability in the Fall semester of 2011 to promote activities in accordance with the new mission of the College. The subcommittee consists of members from industry and faculty from CAEST, CAED, COB and Sustainability Manager of KSU Facilities Planning and Operations. One aspect of this subcommittee's work is the establishment of academic programs in the area of Sustainability; the proposed minor is the first step towards achieving this goal. Creation of a Minor in Sustainability will provide visibility to employers for students who have acquired knowledge in green technologies as well as their undergraduate majors and minors. This expertise is of particular interest for industries that promote environmental protection. The interdisciplinary nature of the Sustainability Minor promotes students outside of CAEST to work together in scholarly ways to learn about and create new means of establishing practices that serve the joint social, economic, and environmental needs of communities and organizations.

Since July 2012, members of the sustainability subcommittee have contacted many people in the university to discuss about the idea of creating a Minor in Sustainability and solicit their participation. They have contacted the Provost, the Faculty Professional Development Center, all the college deans and more than fifteen department chairs and directors. They received strong support from majority of people contacted; a few people asked for more information or exchanged thoughts; and no one opposed it.

The members of sustainability subcommittee met with the Provost in July 2012 to discuss about the concept of a minor in sustainability. He was very supportive to this idea and indicated that he would provide funding to assist the integration of sustainability contents into courses. In a follow up meeting with the Provost in December, he was pleased to see the progress of this minor and confirmed that he would provide funding to support up to 30 faculty members to integrate sustainability contents into the course contents at the level of $750 per person.

Effect on current programs, offerings, students, staff

It is expected that the implementation of this Minor will attract more students to courses dealing with sustainability issues. The Sustainability Minor will extend to students and faculty the opportunity to delve deeply into a range of timely and significant sustainability issues, such as technology solutions to threats to planetary health and resource availability, social rights and responsibilities, long-term economic well-being, as well as the intersection of these issues. As such, this minor will provide a clear set of options for students who seek concentrated study in sustainability, and its presence on a transcript could provide a competitive advantage to students who apply for work in organizations that value sustainability.

Because sustainability-related issues are relevant to an array of disciplines across our university, we reached out to a variety of Departments and Colleges to identify appropriate courses to incorporate into the Minor. Many of our faculty have been integrating sustainability-related concepts and examples into their existing courses for some time; the minor will offer to these faculty members, and to others, the opportunity to formalize and enhance sustainability-related pedagogical efforts. For example, the proposed CAEST courses that have already been taught on a provisional basis have received positive student feedback. At the present time there is no need to add additional teaching staff.

Evidence of need

According to the U.S. Bureau of Labor and Statistics on Green Technologies Practices (http://www.bls.gov/gtp/gtp_t05.pdf) the percent of industries employing people in green technology areas is of the order of 16.3%, the major number in the construction, utilities, and waste management sectors, and that number will continue to increase in the future. Further, more than two thirds of Fortune 500 companies formally report their sustainability efforts (http://www.environmentalleader.com/category/sustainability-reports/), which reflects the growing commitment of employers to sustainability and their need to hire employees who are prepared to support sustainability-related organizational initiatives. The implications of

sustainable practices extends beyond local and national borders and offers perspective employees a means of critically thinking, problem solving, and communicating while address real issues.

Alternatives and consequences:

This minor has the potential to attract and retain students who would otherwise be lost to another institution that offers formalized study of sustainability. As such, it should lead to enrollment growth and retention. Although we are not the first institution of higher education in northeast Ohio to offer a Minor in Sustainability, our minor will be among the first to incorporate the three components of this subject, and other universities will likely copy our lead. By positioning ourselves as a leader in sustainability curriculum we strengthen our capacity to compete against alternative programs. Also, the development of curriculum activities in the area of Sustainability supports the newly developed mission for the CAEST.

Specific recommendation and justification:

The specific recommendation is to create a Sustainability Minor with courses providing basic knowledge in sustainability issues related to social, economic and environmental domains, as well as introducing systems thinking and advanced courses for analysis and application opportunities. The Minor, composed of six courses and a "Plus-1" credit hour Experiential Learning Requirement, provides a range of learning opportunities at many different levels of work (i.e., Bloom's Taxonomy). The outcomes for the Minor include:

1. Students demonstrating an understanding of the 3 domains of sustainability (social, environmental and economic) and their interrelationships.
2. Students applying systems thinking to analyze sustainability-related issues in an integrated manner, within the academic discipline of the course.
3. Students creating integrated sustainability solutions, including technology, and evaluating their merits, with consideration of each sustainability domain as well as the interrelationships among domains.

The six courses within the Minor consist of three lower division courses and three upper division courses meeting the following sustainability course criteria:

- Lower Division Elective Course:
    - must articulate Learning Objectives that meet at least Learning Outcome 1
    - sustainability must be a substantial unit or a continuous thread of the course;
    - must have at least 20% of content relating to sustainability subjects
- Upper Division Elective Course:
    - must articulate Learning Objectives that meet 2 of the 3 Learning Outcomes
    - sustainability must be a clear focus of the course;
    - must have at least 50% of content in relating to sustainability subjects

Specifically, the Minor in Sustainability will initially include the following courses:

1. Choose at least ~~nine~~ six credit hours from the following lower division courses:

Course No.	Title	Credit Hours
TECH 27210	Introduction to Sustainability^	3 (new course)
BSCI 10002	Life on Planet Earth	3
CHEM 10030	Chemistry in our World	3
ECON 22060	Principles of Microeconomics	3
ENTR 27056	Introduction to Entrepreneurship	3
GEOG 10160	Introduction to Geography	3
PHY 13001	General College Physics I*	4
PHY13021	General College Physics Laboratory I*	1
PHY 21430	Frontiers in Astronomy	3
MIS 24163	Principles of Management	3
SOC 12050	Introduction to Sociology	3

> required course in minor

Choose 6 credits from the following

2. Choose at least nine credit hours from the following upper division courses:

ANTH 48217	Anthropology and Sustainability**	3
ARCS 30421	The Environmental Imperative	3
ECON 32084	Economics and the Environment	3
FDM 35012	Sustainability in Fashion	3
GEOG 36065	Cities and Urbanization	3
GEOG 41073	Conservation of Natural Resources	3
JMC 37005	Environmental Media	3
MIS 44009	Business Case for Sustainability	3
MIS 44062	Supply Chain Management	3
RPTM 36083	Environmental Education and Conservation	3
TECH 47210	Sustainable Energy I	3 (new course)
TECH 47211	Sustainable Energy II	3 (new course)

3. Experiential Learning one-hour Plus-1 Credit ^ # **1**

(to be attached to any course in or out of Minor that provides a culminating project demonstrating all 3 Student Learning Outcomes of the Minor.)

TOTAL NUMBER OF CREDITS: **19-21**

^ Minor Requirement

* These two courses are co-requisite of each other and will be counted as a single course to meet the requirements of the Minor.

The ELR "add-on" to an existing course allow students to append experiential learning to any undergraduate course that does not have an existing activity. Students use reflective analysis to document the integration of course objectives with the engaged learning experience. This one hour "add-on" course must be approved by both the course instructor and the coordinator of this Minor.

** This has been taught as a Special Topics course during the last three years. The process to formalize the course and assign it a number as a regular course will be undertaken in the Spring of 2013.

It is intended that meetings and/or workshops on Sustainability Minor Curriculum will be held by CAEST and Faculty Professional Development Center to assist instructors to develop and/or modify courses to meet the above sustainability course criteria. It is also intended that this Minor will be broad in nature and continuously evolving, with courses added to or removed from the above lists upon authorization from the coordinator of the Minor, EPC and the Provost.

Timetable and actions required:

Approval by Applied Science and Technology – November 28, 2012
Approval by College of Applied Engineering and Technology CCC – December 13, 2012
Approval by Kent State University EPC – January 28, 2013
Effective – Fall 2013

College: Applied Engineering Sustainability and Technology

Department: Applied Science and Technology
119 Van Deusen Hall
Tel: 330-672-2892
Fax: 330-672-2894
email: cotinfo@kent.edu
Web: http://www.kent/edu/

The Sustainability minor gives students a basic knowledge of Sustainability and allows them to address a specific area within Sustainability.
The minor consists of basic courses addressing the three main components of Sustainability and an integrated series of upper division courses related to applications of this basic principle.

Type Legend: KBS Kent Core Basic Science; KSS Kent Core Social Science

MINOR IN SUSTAINABILITY (19 credit hours)				
TYPE	Course		Title	Credits
1	**Minor Requirement (three credit hours)**			
	TECH	27210	Introduction to Sustainability +	3
2	**Choose at least six credit hours from the following lower division courses:**			**6**
KBS	BSCI	10002	Life on Planet Earth	3
KBS	CHEM	10030	Chemistry in our World	3
KSS	ECON	22060	Principles of Microeconomics	3
	ENTR	27056	Introduction to Entrepeneurship	3
KSS	GEOG	10160	Introduction to Geography	3
KBS	PHY	13001	General College Physics I* and	4
KBS		13021	General College Physics Laboratory I*	1
KBS		21430	Frontiers in Astronomy	3
	MIS	24163	Principles of Management	3
KSS	SOC	12050	Introduction to Sociology	3
3	**Choose at least nine credit hours from the following upper division courses:**			**9**
	ANTH	48217	Anthropology and Sustainability**	3
	ARCS	30421	The Environmental Imperative	3
	ECON	32084	Economics of the Environment	3
	FDM	35012	Sustainability in Fashion	3
	GEOG	36065	Cities and Urbanization	3
	JMC	37005	Environmental Media	3
		41073	Conservation of Natural Resources	3
	MIS	44009	Business Case for Sustainability	3
		44062	Supply Chain Management	3
	RPTM	36083	Environmental Education and Conservation	3
	TECH	47210	Sustainable Energy I+	3
		47211	Sustainable Energy II+	3
4			**Experiental Learning one-hour Plus-1 Credit^**	1
	MINIMUM TOTAL NUMBER OF CREDIT HOURS:			**19**

* These two courses are co-requisite of each other and MUST BE TAKEN TOGETHER ~~will be counted as a single course to meet the requirements.~~of the Minor for the purpose of this Minor.

+ New course

^The ELR "add-on" to an existing course allow students to append experiential learning to any undergraduate course that does not hve an existing activity.

This one hour "add-on" course must be approved by both the course instructor and the coordinator of this Minor.

** This has been taught as a special topics course for 3 years; The process to formalize the course and assign a number will be undertaken in Spring 2013.

Note: In addition to courses in the above list, students may also select other courses as approved.

10-31-2012
Draft
Learning Outcomes for the Sustainability Minor at Kent State University

Structure:

- 3 overarching learning outcomes that courses can reflect
- a matrix* structure that incorporated Individual, Local, and Global columns

Overarching Learning Outcomes:

1. Students demonstrated an understanding of the 3 domains of sustainability (social, environmental and economic) and their interrelationships.
2. Students applied systems thinking to analyze sustainability-related issues in an integrated manner, within the academic discipline of the course.
3. Students created integrated sustainability solutions and evaluated their merits, with consideration of each sustainability domain as well as the interrelationships among domains.

To merit a sustainability designation:

- Core Course:
  - must articulate Learning Objectives that meet at least Learning Outcome 1
  - sustainability must be a substantial unit or a continuous thread of the course;
- Upper Division Elective Course:
  - must articulate Learning Objectives that meet 2 of the 3 Learning Outcomes
  - sustainability must be a clear focus of the course.

11-20-2012
Draft
Contents for the Sustainability Minor at Kent State University

A course in Sustainability Minor needs to demonstrate significant coverage in terms of contact hours of one or some main subjects in sustainability areas.

To merit a sustainability designation:

- Core Course:
  - must have 30%* of contact hours (or contents) addressing main subjects of sustainability.
- Upper Division Elective Course:
  - must have 50%* of contact hours (or contents) addressing main subjects of sustainability.

*: These percentages are subject to further discussion and may be modified.

Minor in Sustainability Courses

ARCS 30421 The Environmental Imperative

Course begins with a historical introduction to the transformative role played by environmental technologies in modern architecture. This discussion is then brought into the present through an introduction to a wide range of contemporary thinking about sustainability in architecture and urbanism. Prerequisite: ARCS 10121.
3.000 Credit hours
3.000 Lecture hours

BSCI 10002 Life on Planet Earth

Explores the fascinating breadth of life on Earth including the unique ecology and survival strategies of animals, plants and microbes in their natural habitats. Prerequisite: none.
3.000 Credit hours
3.000 Lecture hours

CHEM 10030 Chemistry in our World

A course for non science majors which utilizes environmental and consumer topics to indtroduce chemical principles and develop critical thinking skills. Prerequisite: none
3.00 credit hours
3.00 Lecture hours

ECON 22060 Principles of Microeconomics

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 one course from MATH 10023-49999; or ALEKS math upper-level minimum score of 30; or ALEKS math single assessment score of 45.
3.000 Credit hours
3.000 Lecture hours

ECON 32084 Economics of the Environment

Examines economic theory of environmental and resource economics in a fashion that is understandable by students with varied backgrounds in economics. Emphasis on microeconomic theory and its application to environmental issues. Topics covered include "market failure" and its impact on the environment; cost benefit analysis; and input-output analysis. Designed for those interested in the environment or who may be planning careers in environmental or natural sciences. Prerequisite: ECON 22060.
3.000 Credit hours
3.000 Lecture hours

FDM 35012 Sustainability in Fashion

Analysis and development of design process thinking through the lens of sustainability and socially responsibility in fashion. Readings, documentaries and lectures are discussed in class. Interdisciplinary teams create a product that supports sustainable fashion futures. Prerequisite: none.
3.000 Credit hours
0.800 Lecture hours
4.200 Lab hours

GEOG 10160 Introduction to Geography

Emphasizes processes that generate diverse global human and environmental patterns. Interaction of geographical elements as expressed in spatial organization of cities, land use and cultural and political regions. Prerequisite: none.
3.000 Credit hours
3.000 Lecture hours

GEOG 36065 Cities and Urbanization

Course examines what is a city, how it has evolved over time under changing economic conditions, what is its internal structure and how this has been influenced by transportation developments. Special attention is paid to the causes and consequences of social diversity within the city and how cities differ throughout the world. Prerequisite: None.
3.000 Credit hours
3.000 Lecture hours

GEOG 41073 Conservation of Natural Resources

Evaluation of past and current problems associated with the management of natural resources and the environments associated with their utilization. Prerequisite: None.
3.000 Credit hours
3.000 Lecture hours
Levels: Undergraduate

MIS 24163 Principles of Management

Introductory course in management and organizational design. The leading contributions in the area are reviewed and practical implications are developed. The course covers the principles that most management professors have come to expect in an introductory course: planning, organizing, leading, and controlling. In addition, the students need to be aware of critical issues managers must be aware of to succeed: diversity, globalization, ethics, technology, among them. The course serves as an introduction to many upper level business courses. Prerequisite: minimum sophomore standing.
3.000 Credit hours
3.000 Lecture hours

MIS 44009 The Business Case for Sustainability

Lays the foundation for sustainable development and the balance issues between economic, social and environmental interests. It frames the business enterprise within the natural and social environments, and surveys a variety of intersection points and the challenges they pose. Systems thinking and long term perspective are used to understand the potential consequences of organizational choices regarding goals and strategies, given consideration of how the natural environment increasingly drives the business environment. Prerequisites: minimum cumulative 2.500 GPA; and junior standing.
3.000 Credit hours
3.000 Lecture hours

PHY 13001 General College Physics I

Principles of mechanics, heat and sound. Three-hour lecture, one-hour recitation. Pre- or corequisite: MATH 11022 or 12002 or 12021. Corequisite: PHY 13021.
4.000 Credit hours
3.000 Lecture hours
1.000 Other hours

PHY 13021 General College Physics Laboratory I

Introductory lab to accompany PHY 13001 or PHY 13011. Corequisite: PHY 13001 or PHY 13011.
1.000 Credit hours
1.000 Lab hours

PHY 21430 Frontiers in Astronomy

Modern description of astrophysical observations, the results of these observations and the physical principles based on them. Not counted toward requirements for major in physics. Prerequisite: None.
3.000 Credit hours
3.000 Lecture hours

RPTM 36083 Environmental Education and Conservation

Environmental education helps people better understand the natural world and to develop attitudes and behaviors conducive to environmental conservation. Teaches students the foundations, principles and techniques of environmental education thus enabling students to prepare and present effective environmental education programs. Prerequisite: RPTM 26081.
3.000 Credit hours
3.000 Lecture hours

SOC 12050 Introduction to Sociology

Scientific approach to understanding social interaction, institutions and organization. Prerequisite: none.
3.000 Credit hours
3.000 Lecture hours

TECH 27210 Introduction to Sustainability (new course)

Introduces the students to the concepts of sustainability and its three pillars, economic growth, environmental protection, and social equality. Students taking the course will understand the language and concepts of sustainability and will acquire the knowledge to further study sustainable technologies.
Prerequisites: none
3.000 Credit hours
3.000 Lecture hours

TECH 47210 Sustainable Energy I (new course)

A comprehensive overview of energy sources and energy systems, with an emphasis on renewable energy and the implementation and sustainability of various forms of energy. Examines the characteristics of conventional non-renewable energy systems, along with alternate, renewable energy sources and systems. Includes fundamental energy concepts and the conversion, delivery, distribution, and storage of energy. Explores the technological application of various sources of energy and compares their benefits and limitations. Also presents an overview of present U.S. and global energy needs and demands, and the sustainable energy technologies that may be used to meet future energy demands.
Prerequisites: none
3.000 Credit hours
3.000 Lecture hours

TECH 47211 Sustainable Energy II (new course)

An in-depth study of the analysis, selection, and implementation of various energy and power sources, with an emphasis on the use of renewable, sustainable energy systems. Focuses on determining energy needs, and on assessing and comparing energy systems with respect to efficiency, technical feasibility, available resources, cost and sustainability characteristics. Includes economics of energy systems, methods for determining costs, and cost benefit analysis of various energy and power systems. Also includes the social, economic and environmental impact associated with the development, implementation and use of various forms of energy. Prerequisites: TECH 47210 Alternative Energy I
3.000 Credit hours
3.000 Lecture hours

Name: Roberto M Uribe-Rendon Submission Date: 12/10/2012

Organization: Dean AEST

Course Catalog Update

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STU0004

Course Catalog Update Information:

Reference Number: CCU004792 **Date:** 14-NOV-12

Level: of **Currently On The Worklist Of:** , unassigned

Owner: Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: R. Uribe

Requested Effective Term: 201380

Campus: Kent

College: AEST-Technology

Department: AEST-Applied Engineering, Sustainability and Technology

Course Subject: TECH-Technology

Course Number: 27210

Course Title: Introduction to Sustainability

Title Abbreviation: Sust Intro

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

Attributes

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

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

Can this course be repeated for credit: No Repeat	**Course Limit:**	**OR Maximum Hours:**
Course Level: Undergraduate	**Grade Rule:** B-Standard letter	

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

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

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): Introduces the students to the concepts of sustainability and its three pillars, namely, economic growth, environmental protection, and social equality. Students taking the course will understand the language and concepts of sustainability and will acquire the knowledge to further study sustainable technologies.

Prerequisites (edited): None

Corequisites (edited): None

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
3	Introduction; the IPAT equation; human consumption patterns and challenges

3	Climate and global change. The Milankovitch cycles and the climate of the Quaternary. Modern climate change and projections
6	Biosphere. Biogeochemical cycles and the flow of energy in the Earth system. Biodiversity, species loss and and ecosystem function.
6	Physical resources; water, pollution and minerals.
3	Modern Environmental Management. Systems on waste management and the Laws on the Environment
9	Sustainable energy systems. Energy sources and carrier. The conversion of biomass into biofuel; Energy uses
6	Problem solving, metrics and tools. Life cycle assessment, derivative life cycle concepts. DSustainability metrics; footprinting
6	Sustainability infraestructure. The Sustainable City; Buildings; Energy practices; transportation; stormwater management
3	Sustainability ethics, culture and history

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Sustainability: A Comprehensive Foundation; University of Illinois Open Source Textbook (2012)

Writing Expectations: None

Instructor(s) expected to teach: CAEST approved faculty

Instructor(s) contributing to content: R. Uribe

Proposal Summary

Explain the purpose for this proposal:

The main purpose is to propose a new course in the area of Sustainability that will serve as an introductory course to the area and to provide foundations for some other courses that will address issues in the same area and which will be part of a proposal to establish a Minor in Sustainability within the CAEST

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

Given the current trends in green technology and construction it is believed that the implementation of this course and some other activities in the area of Sustainability will increase the enrollment in the College

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

There is no effect on other academic units

Explain how this proposal affects enrollment and staffing:

There is no effect on staffing. It is believed that enrollment will increase given the interest in Sustainability issues.

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

College of Arts and Sciences; College of Business Administration

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Submit

You must click the submit button to submit your catalog update request for approval. After the document is successfully submitted, a printable confirmation page will appear.

Name: Darwin L Boyd Submission Date: 11/13/2012

Organization: Dean AEST

Course Catalog Update

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Course Catalog Update Information: **STU0004**

Reference Number: CCU004783 **Date:** 13-NOV-12

Level: of **Currently On The Worklist Of:** , unassigned

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: Boyd

Requested Effective Term: 201380

Campus: Kent

College: AT-College of Applied Engineering, Sustainability and Technology

Department: AEST-Applied Engineering, Sustainability and Technology

Course Subject: TECH-Technology

Course Number: 47211

Course Title: Sustainable Energy II

Title Abbreviation: Sustainable Energy II

Slash Course and Cross-list Information: 47211 will be slashed with 57211

Credit Hours

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

Attributes

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

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

Can this course be repeated for credit: No Repeat	**Course Limit:**	**OR Maximum Hours:**
Course Level: Undergraduate	**Grade Rule:** B-Standard letter	

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

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

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): An in-depth study of the analysis, selection, and implementation of various energy and power sources, with an emphasis on the use of renewable, sustainable energy systems. Focuses on determining energy needs, and on assessing and comparing energy systems with respect to efficiency, technical feasibility, available resources, cost and sustainability characteristics. Includes economics of energy systems, methods for determining costs, and cost-benefit analysis of various energy and power systems. Also includes the social, economic and environmental impact associated with the development, implementation and use of various forms of energy.

Prerequisites (edited): TECH 47210

Corequisites (edited): None

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
1	Course Introduction and Overview

3	Sustainable Energy Technologies
3	Energy and Power System Sustainability Issues and Measures
12	Characteristics, Design and Comparison of Energy Systems
6	Economics of Energy
3	Social, Environmental and Economic Impact
2	Public Policy and Legislation
3	Energy Conservation and Methods to Increase Efficiency
6	Energy Planning and Management
3	Energy Consumption Patters; Energy Estimation and Forecasting Models
3	Current Renewable Energy Research

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Alternative Energy Resources: The Quest for Sustainable Energy (latest edition). Kruger, Paul. John Wiley and Sons

Writing Expectations: Written Exams

Instructor(s) expected to teach: Those approved by the College of Applied Engineering, Sustainability and Technology

Instructor(s) contributing to content: Boyd, Duncan

Proposal Summary

Explain the purpose for this proposal:

Create an undergraduate version of existing graduate course.

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

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Submit

You must click the submit button to submit your catalog update request for approval. After the document is successfully submitted, a printable confirmation page will appear.

Stop Workflow

Name: Darwin L Boyd Submission Date: 11/13/2012

Organization: Dean AEST

Course Catalog Update

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Course Catalog Update Information: **STU0004**

Reference Number: CCU004782 **Date:** 13-NOV-12

Level: of **Currently On The Worklist Of:** , unassigned

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: Boyd

Requested Effective Term: 201380

Campus: Kent

College: AT-College of Applied Engineering, Sustainability and Technology

Department: AEST-Applied Engineering, Sustainability and Technology

Course Subject: TECH-Technology

Course Number: 47210

Course Title: Sustainable Energy I

Title Abbreviation: Sustainable Energy I

Slash Course and Cross-list Information: 47210 will be slashed with 57210

Credit Hours

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

Attributes

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

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

Can this course be repeated for credit: No Repeat	**Course Limit:**	**OR Maximum Hours:**
Course Level: Undergraduate	**Grade Rule:** B-Standard letter	

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

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

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): A comprehensive overview of energy sources and energy systems, with an emphasis on renewable energy and the implementation and sustainability of various forms of energy. Examines the characteristics of conventional non-renewable energy systems, along with alternate, renewable energy sources and systems. Includes fundamental energy concepts and the conversion, delivery, distribution, and storage of energy. Explores the technological application of various sources of energy and compares their benefits and limitations. Also presents an overview of present U.S. and global energy needs and demands, and the sustainable energy technologies that may be used to meet future energy demands.

Prerequisites (edited): None

Corequisites (edited): None

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
3	Course Introduction and Overview

12	Review of Energy and Power Fundamentals
15	Energy Sources and Systems
6	Energy Storage Systems
3	Energy and the Environment
6	Energy Use and Needs

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Integration of Alternative Sources of Energy (latest edition). Farret, Felix A., Simoes, M. Godoy. Wiley-IEEE Press.

Writing Expectations: Written Exams

Instructor(s) expected to teach: Those approved by the College of Applied Engineering, Sustainability and Technology

Instructor(s) contributing to content: Boyd, Duncan

Proposal Summary

Explain the purpose for this proposal:

Create an undergraduate version of existing graduate course.

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

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Submit

You must click the submit button to submit your catalog update request for approval. After the document is successfully submitted, a printable confirmation page will appear.

Stop Workflow

HUMANITY'S LOOM

renewing our home, one building at a time

November 27, 2012

Professor Roberto Uribe
College of Applied Engineering, Sustainability and Technology
Kent State University

Dear Professor Uribe:

Please accept this letter as my strong endorsement and support for the proposed minor in sustainability. As an owner of sustainable businesses, with my MBA in Sustainable Business, I support the notion from both the business and educational prospective.

Sustainable businesses make decisions with a focus on the long-term implication, minding the need to preserve future generation's ability to provide for themselves and live healthfully on this planet. Embedded in that lens of decision making is striking a careful balance between human needs, planetary needs and profitability. A student of sustainability learns how to recognize and then apply balanced decision-making by being challenged to consider the impact of a decision across disciplines. Thus, it is critically important that the minor, as does the one proposed, include coursework outside of the College of Applied Engineering, Sustainability and Technology.

Having served on the industry subcommittee that supported and guided the development of the proposed minor, I have confidence and first-hand anecdotal knowledge that supports the assertion that there is demand among faculty and students for this minor. I look forward to supporting the students who pioneer sustainable education at Kent State University.

With warm regards,

Laura E. Steinbrink

Laura E. Steinbrink, MBA, LEED-AP

p:866.650.4114 | www.humanitysloom.com
4330 muirfield way | suite 105 | cleveland | ohio 44145

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TREMCO®
Commercial Sealants & Waterproofing

Michael Schmeida, MSc, LEED® AP
Divisional Sustainability & Regulatory Affairs Manager
216.292.5058 (office)
mschmeida@tremcoinc.com (email)

November 25, 2012

Professor Roberto M. Uribe
College of Applied Engineering Sustainability and Technology
Kent State University

Dear Professor Uribe:

As a member of the Industry Advisory Committee on Sustainability, a college lecturer, standards developer, regulatory expert and practicing sustainability professional, I want to offer 100% endorsement of a Sustainability Minor within the College of Applied Engineering, Sustainability and Technology (AEST) at Kent State University

In initiating this program the AEST is taking a leadership role in developing students in their chosen professions that can speak the new language of business… a language revolving around the three tenets of sustainability. Having students that are well-prepared to enter their chosen profession with the essential skills required of a new business world insures Kent State and the AEST stays not only relevant, but sets itself above other institutions.

I salute Kent State, the AEST and the efforts of the individual faculty and staff members involved in developing this program and wish all luck in proceeding forward in this program.

Sincerely,

Michael Schmeida, MSc, LEED-AP
Divisional Sustainability and Regulatory Affairs Manager-
Tremco Commercial Sealants and Waterproofing

INDUS
International Inc.

November 23, 2012

Professor Roberto M. Uribe
College of Applied Engineering
Sustainability and Technology
Kent State University

Dear Professor Uribe.

Thank you for asking me to comment on the proposed sustainability minor (attached). I am a member of the board of the Corporate Sustainability Network, www.csnohio.net, a network of more than 25 large corporations who have been collaborating in sustainability for the past decade. The proposed sustainability minor very effectively captures the three inter-related elements of People, Planet, and Profit that corporations around the world have recognized as necessary to grow and prosper. To prepare our students for future challenges both in their work and in their life, it is necessary that they understand the inter-related economical, environmental, and social challenges facing our increasingly global society. I believe your proposed sustainability minor does this very well.

Very truly yours,

Michael Salkind, Principal
Indus International, www.indusin.com
216-721-2606
Michael.salkind@indusin.com

From: Mahony, Daniel
Sent: Monday, November 26, 2012 8:30 AM
To: Song, Shin-Min
Subject: Re: Sustainability Minor

Simon -

I do not think we have any classes that would fit in the minor, but we think it is a good idea and you have our support.

Dan

Dr. Dan Mahony
Dean and Professor
College of Education, Health and Human Services
Kent State University
408 White Hall
Kent, OH 44242
330-672-2202
dmahony@kent.edu

Dear Simon,

Thanks for your e-mail. The College of the Arts has a "Sustainability in Fashion" course that fits your criteria. Since concepts of sustainability apply to the Arts and Design areas as well as to the sciences, humanities and business areas, etc., I think this would add a nice elective course to the minor.

I've asked that the course information be sent to you and Prof. Uribe-Rendon.

Thanks - and have a good Thanksgiving holiday.

John

Dr. John R. Crawford
Dean and Professor
College of the Arts
Kent State University

From: Kent, Richard
Sent: Monday, November 26, 2012 3:28 PM
To: Song, Shin-Min
Cc: WILSON, KATHRYN; DUBOIS, CATHY; REYNOLDS, CURTIS L; JOHNSON, ERIC
Subject: FW: Sustainability: ECON 22060

Dear Dean Song, attached are documents related to having ECON 22060, Principles of Economics, which is a Core course, as part of the Sustainability Minor.

If you need further information please contact me.

Dick

Richard J. Kent
Professor of Economics and Chair
Kent State University
(330) 672-1084
rkent@kent.edu

IQ ADVISORS, LLC

Independent Advisory Services for Building Projects and Sustainability Initiatives

November 25, 2012

Professor Roberto M. Uribe
College of Applied Engineering
Sustainability and Technology
Kent State University

Dear Professor Uribe.

Having been a part of the Industry Advisory Committee on Sustainability for the past nine months, I have grown increasingly excited at the impending implementation of establishing a minor in sustainability at Kent State University.

As a 30 year veteran of the construction management and real estate industry, I can attest first hand to the urgent need right now to educate and train our future leaders in the responsible incorporation of sustainability initiatives both in the built environment and the broader world at large.

Institutions like Kent State must lead in this regard. This unique offering will form the solid foundation of building awareness and understanding of the role of sustainability as it relates to the triple bottom line metric most familiarly known as the 3 P's, People, Planet, and Profit-----all 3 equally balanced in a manner that creates the most sustainable future for all.

I remain fervently committed to assisting you and our group in seeing this program rolled out successfully, and, hopefully, look to build upon its foundation in the very near future.

Very truly yours,

Tim Panzica, LEED AP- President
IQ Advisors, LLC
216-469-0512
timpanzica@iqadvisorsllc.com

FERUT ARCHITECTS

November 27, 2012

Professor Roberto M. Uribe
College of Applied Engineering Sustainability and Technology
Kent State University

Dear Professor Uribe:

As a member of the Advisory Committee on Sustainability, practicing architect, and assistant professor in the College of Architecture and Environmental Design, I fully support the implementation of a Sustainability Minor within the College of Applied Engineering, Sustainability and Technology (AEST) at Kent State University

As an architect who focuses on sustainable design, I work with many clients who are well versed and informed in regards to sustainability. It is incumbent upon the educational community to stay ahead of the curve and provide state of the art and cutting ideas in the public sector. The Sustainability Minor provides one of the tools for our Kent students to reach this goal.

I have had the opportunity to work with AEST faculty in committee meetings and on collaborative projects (Habit for Humanity) and am most impressed with their desire to give their students a practical and forward thinking education. They will be successful in this endeavor.

Sincerely,

Joseph Ferut, Jr.

Joseph Ferut, Jr.
Architect

2928 Whispering Shores Drive, Vermilion, OH 44089 Phone (440) 963-7261 www.ferutarch.com

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 11/28/2012 Curriculum Bulletin _____

Effective Date Fall 2013 Approved by EPC _____

Department:

College: CAEST

Degree: Minor

Program Name: Unmanned Aircraft Systems Program Code: ~~AV~~UAS

Concentration(s):

Proposal: Create a Minor in Unmanned Aircraft Systems

Description of proposal:

1. Create a minor in Unmanned Aircraft Systems

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

Current total credit hours: Proposed total credit hours 16

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

None/Not Applicable.

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

None/Not Applicable

REQUIRED ENDORSEMENTS

_____ 12/21/12

Department Chair / School Director / Campus Dean

_____ 12/21/12

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. John C. Duncan, College of Applied Engineering, Sustainability and Technology
Subject: Creation of a Minor in Unmanned Aircraft Systems

Date: November 28, 2012

Proposal Summary

Title: Creation of a Minor in Unmanned Aircraft Systems

Subject Specification: The purpose of this proposal is to recommend the creation of a minor in Unmanned Aircraft Systems. The minor will be comprised of six new AERN courses encompassing 16 credit hours of course work. This minor is intended to be an option specifically designated for students enrolled in any of the five aeronautics degree concentrations.

Background Information: The use of Unmanned Aerial Vehicles/Unmanned Aircraft Systems has been increasing steadily over the past five years and is forecast to grow tremendously over the next ten to twenty years. Recent Congressional directives to the Federal Aviation Administration (FAA) have mandated that the FAA develop and implement policies, operational procedures, and regulations that will provide for the integration of commercial and private airborne remotely piloted vehicles (RPVs) into the airspace and operating environment of the National Airspace System (NAS) by the end of the year 2015. After 2015 the UAS sector is expected to grow at an exponential rate, creating a high demand for UAS pilots/operators, UAS sensing systems, UAS sensor operators and analysts, UAS airframe and systems designers and manufacturers, UAS maintainers, and UAS ground-support systems. Once the NAS is open to commercial and public UAS operations after 2015 it is expected that there will be a period of rapid and significant expansion of UAS operations in such areas as: wildlife and environmental research; oceanography; navigation; geologic research; natural disaster response; law enforcement; emergency management; customs and border patrol operations; weather research; weather monitoring and forecasting; search and rescue; traffic monitoring; homeland security; agricultural research and surveying of crops, soils, and livestock; crop dusting; wildfire surveillance; wildlife survey; power line and pipeline survey; perimeter security; road patrol; oil, gas, and mineral exploration; payload transport; water study; and aerial photography for fields like real estate, construction, and accident investigation.

Forecasts and predictions concerning UAS use by military, government, and business include the following:

- More than 23,000 UAS jobs could be created over the next 15 years. (Source: *Unmanned Aircraft System Integration into the United States National Airspace System: An Assessment of the Impact on Job Creation in the U.S. Aerospace Industry*; the Association for Unmanned Vehicle Systems (UAVSI); 2010.) UAVSI is the ultimate international authority on UAS and RPV issues.

- The worldwide market for unmanned aerial vehicles (UAVs) will grow to a cumulative total of $71 billion from 2010 to 2020 (Source: *sUAS News*; Gary Mortimer; 12 October 2010.)
- Teal Group's 2011 market study estimates that UAV spending will almost double over the next decade from current worldwide UAV expenditures of $5.9 billion annually to $11.3 billion, totaling just over $94 billion in the next ten years (Source: *sUAS News*; Mike Smith; 1 March 2011). Teal Group is a major consultant group specializing in aerospace and defense market analysis, prediction, and forecasts.

Alternatives and Consequences: Failure to implement this proposal will place the aeronautics program behind leading institutions that already have UAS curriculum in place or are moving to implement curricula to address the needs for this area. In addition, failure to implement this proposal will inhibit the faculty's ability to competitively engage in UAS research, development, and training activities.

The creation of the this minor will open up opportunities to CAEST faculty in research and development in the areas of UAS integration into the National Airspace System (NAS), sense and avoid systems and procedures, operator/pilot training, and the design and development of unmanned aircraft, unmanned aircraft systems, and UAS sensors. Furthermore, this program will position the college to take advantage of pilot and sensor operator education and training as formalized pilot and sensor operator training guidelines emerge from the ongoing FAA efforts in developing policy, procedures, rules, and regulations regarding UAS airspace integration, UAS operations, and pilot and aircraft certification.

Specific Recommendation and Justification: See Attachments A and B.

Timetable and Actions Required:

- College of Applied Engineering, Sustainability and Technology (Aeronautics) AERN curricular group Approval: December 2012
- CAEST's CCC Approval: December 2012
- EPC Approval: January 2013
- Activation: Fall Semester, 2013

Curricular Bodies That Have Reviewed and Approved This Action

Approved: December 6, 2012
AERN curricular group

Approved: December 13, 2012
College of Applied Engineering, Sustainability and Technology Curriculum Committee (CCC)

Attachment A:

Summary of Curriculum Changes for the Minor in Unmanned Aircraft Systems

- Establishment of a new minor in Unmanned Aircraft Systems (16 hours)

- The creation of five new courses:
  1. AERN 25800 Introduction to Unmanned Aircraft Systems (3 credit hours)
  2. AERN 35810 Unmanned Aircraft Systems (3 credit hours)
  3. AERN 35830 UAS Sensing and Sensor Systems (3 credit hours)
  4. AERN 35840 UAS Command, Control, and Communications (3 credit hours)
  5. AERN 45800 UAS Flight Operations Theory (4 credit hours)

Attachment B:

UAS Minor Requirements:

Course Title		Credit Hours
*AERN 25800	Introduction to Unmanned Aircraft Systems	3
*AERN 35810	Unmanned Aircraft Systems	3
*AERN 35830	UAS Sensing and Sensor Systems	3
*AERN 35840	UAS Command, Control, and Communications	3
*AERN 45800	UAS Flight Operations Theory	4
		TOTAL: 16

*New Course

UAS Minor Prerequisites:

Course Title		Credit Hours
AERN 15740	Elements of Flight Theory	5
or		
*AERN 15745	Non-Pilot Elements of Flight Theory	3
AERN 25250	Elements of Aviation Weather	3
AERN 25350	Fundamentals of Air Traffic Control	2
AERN 25351	Fundamentals of Air Traffic Control Laboratory	1
AERN 35644	Instrument Flight Theory	3
or		
*AERN 35650	Non-Pilot Instrument Theory	3
AERN 45150	Applied Flight Dynamics I	3

*New Course

Note 1: All aeronautics concentrations include all of the prerequisite courses for the UAS minor. Aeronautics majors would need 16 additional credit hours (AERN 25800, 35810, 35830, 35840, and 45800) to complete the requirements for the minor.

Note 2: A minimum cumulative 2.000 GPA in the minor is required for completion/graduation.

Name: John C Duncan

Submission Date: 12/12/2012

Organization: Dean AEST

Course Catalog Update

<< Go back to Course Catalog Update form

Print

Course Catalog UpdateInformation:

Reference Number: CCU004146

Date: 06-JUL-12

Level: of

Currently On The Worklist Of: ,unassigned

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: Dr. John C. Duncan

Requested Effective Term:201380

Campus: Kent

College:AT-College of Applied Engineering, Sustainability and Technology

Department:AEST-Applied Engineering, Sustainability and Technology

Course Subject:AERN-Aeronautics

Course Number:35810

Course Title: Unmanned Aircraft Systems

Title Abbreviation: Unmanned Aircraft Systems

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit/Maximum Credit:3to3

Contact Hours: Lecture - Minimum Hours/Maximum Hours:3to3

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): Course provides an understanding of the theory of operation, architecture, and performance characteristics of various airborne-onboard systems and subsystems utilized in unmanned aerial vehicles. Also includes examination of aircraft materials, structural components, and configuration.

Prerequisites (edited):AERN 25800 Introduction to Unmanned Aircraft Systems

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
2	Overview of Data Communications & Data Link Systems
2	Overview of Digital Processors and On-board Computers; Modular On-board Processing Systems

3	Overview of Navigation and Flight Management Systems
3	Overview of UAV Sensors and Sensing Systems
2	Overview of UAV On-board Transmitters and Receivers
2	Overview of Voice Communications Systems
6	Airframe Materials, Structural Components, Geometry, and Configuration
2	Anti-icing & De-icing Systems
3	Autopilot & Flight Control Systems
3	Avionics
3	Electrical Systems
2	Emergency Recovery Systems
2	Fire Protection Systems
2	Fuel Systems
2	Heating, Cooling, & Pressurization Systems
3	Propulsion Systems
3	Reference Systems & Inertial Navigation

Display/Hide Delimited Course Outline

Total Contact Hours:45

Textbook(s) used in this course: Unmanned Aircraft Systems: UAVS Design, Development, and Deployment, Latest edition; Reg Austin; Wiley

Writing Expectations: Written exams and reports

Instructor(s) expected to teach: Those approved by the Aeronautics faculty.

Instructor(s) contributing to content: John C. Duncan, Ray Weber

Proposal Summary

Explain the purpose for this proposal:

New course for proposed UAS curriculum.

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

No effect.

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

No effect.

Explain how this proposal affects enrollment and staffing:

No effect.

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

Not applicable.

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

[Submit]

You must click the submit button to submit your catalog update request for approval. After the

Name: John C Duncan

Submission Date: 12/12/2012

Organization: Dean AEST

Course Catalog Update

<< Go back to Course Catalog Update form

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Course Catalog UpdateInformation:

Reference Number: CCU004150

Date: 06-JUL-12

Level: of

Currently On The Worklist Of: ,unassigned

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: Dr. John C. Duncan

Requested Effective Term:201380

Campus: Kent

College:AT-College of Applied Engineering, Sustainability and Technology

Department:AEST-Applied Engineering, Sustainability and Technology

Course Subject:AERN-Aeronautics

Course Number:45800

Course Title:UAS Flight Operations Theory

Title Abbreviation:UAS Flight Operations Theory

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit/Maximum Credit:4to4

Contact Hours: Lecture - Minimum Hours/Maximum Hours:4to4

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): Classroom instruction to provide the general information and knowledge necessary to prepare students to pilot and operate unmanned aircraft. Emphasis is placed on the acquisition of knowledge required to engage in UAS flight operations, specifically focused on piloting UAVs and managing UAV sensors. This course provides students with the background knowledge required to begin flight training and to perform real-time mission management operations for high performance unmanned aircraft systems.

Prerequisites (edited):AERN 25350; AERN 25351; AERN 35644 OR AERN 35650; AERN 35830; AERN 35840; AERN 45150

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
20	UAS General Operations Information
10	UAS Ground Support Operations

30	Unmanned Aerial Vehicle (UAV) OperatorPilot

Display/Hide Delimited Course Outline

Total Contact Hours:60

Textbook(s) used in this course: Text: Unmanned Aircraft Systems: UAVS Design, Development and Deployment, Latest edition; Reg Austin; Wiley

Writing Expectations: Written exams and reports.

Instructor(s) expected to teach: Those approved by the Aeronautics faculty.

Instructor(s) contributing to content: John C. Duncan

Proposal Summary

Explain the purpose for this proposal:

New course for proposed UAS curriculum.

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

No effect.

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

No effect.

Explain how this proposal affects enrollment and staffing:

No effect.

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

Not applicable.

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Submit

You must click the submit button to submit your catalog update request for approval. After the document is successfully submitted, a printable confirmation page will appear.

Stop Workflow

Name: John C Duncan

Submission Date: 12/12/2012

Organization: Dean AEST

Course Catalog Update

<< Go back to Course Catalog Update form

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Course Catalog UpdateInformation:

Reference Number: CCU004147

Date: 06-JUL-12

Level: of

Currently On The Worklist Of: ,unassigned

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: Dr. John C. Duncan

Requested Effective Term:201380

Campus: Kent

College:AT-College of Applied Engineering, Sustainability and Technology

Department:AEST-Applied Engineering, Sustainability and Technology

Course Subject:AERN-Aeronautics

Course Number:35830

Course Title:UAS Sensing and Sensor Systems

Title Abbreviation:UAS Sensing and Sensor Systems

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit/Maximum Credit:3to3

Contact Hours: Lecture - Minimum Hours/Maximum Hours:3to3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

Attributes

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

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

Can this course be repeated for credit: No Repeat | **Course Limit:** | **OR Maximum Hours:**

Course Level: Undergraduate | **Grade Rule:**B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

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

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): An in-depth study of sensors and remote sensing systems used to support Unmanned Aircraft operations. Course emphasizes the theory, technical characteristics, capabilities, and operational use of various sensors and sensing systems. Course also investigates sensor data generation and sensing system image interpretation and analysis.

Prerequisites (edited):AERN 25800 Introduction to Unmanned Aircraft Systems

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
2	Review of Electromagnetic Signals & RF Signal Propagation
2	Analog and Digital Signals; Transducers and Sensors

3	Sensor Telemetry and Data Link Systems
2	Digital Processors and On-board Computers
3	Data Security and Integrity
3	Data Compression and Storage
5	Digital Image Interpretation and Analysis
3	Radar: • Radar Fundamentals• Side-Looking Radar (SLR)• Synthetic Aperture Radar (SAR)• Ground Moving Target Indicator (GMTI)• Radar Terrain Following & Avoidance
5	Radar Imagery:• Radar Image Characteristics• Radar Image Interpretation
2	Laser Systems: • Light-Laser Detection and Ranging (LIDAR)• Laser Designators and Laser Spot Trackers
3	Digital Imaging
3	Video Systems: • EO-FLIR-Radar Streaming Video• High Resolution Video Systems •
2	Photographic Systems
3	Visual Image Interpretation
2	SIGINT-COMINT-ELINT Systems
2	UAS Security Issues

Display/Hide Delimited Course Outline

Total Contact Hours:45

Textbook(s) used in this course: Remote Sensing and Image Interpretation Latest edition; Lillesand, Kiefer, & Chipman; Wiley

Writing Expectations: Written exams and reports.

Instructor(s) expected to teach: Those approved by the Aeronautics faculty.

Instructor(s) contributing to content: John C. Duncan, Ray Weber

Proposal Summary

Explain the purpose for this proposal:

New courses for proposed UAS curriculum.

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

No effect.

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

No effect.

Explain how this proposal affects enrollment and staffing:

No effect.

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

Not applicable.

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Name: John C Duncan

Submission Date: 12/12/2012

Organization: Dean AEST

Course Catalog Update

<< Go back to Course Catalog Update form

Print

Course Catalog UpdateInformation:

Reference Number: CCU004148

Date: 06-JUL-12

Level: of

Currently On The Worklist Of: ,unassigned

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: Dr. John C. Duncan

Requested Effective Term:201380

Campus: Kent

College:AT-College of Applied Engineering, Sustainability and Technology

Department:AEST-Applied Engineering, Sustainability and Technology

Course Subject:AERN-Aeronautics

Course Number:35840

Course Title:UAS Command, Control, and Communications

Title Abbreviation:UAS Command/Control/Comm

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit/Maximum Credit:3to3

Contact Hours: Lecture - Minimum Hours/Maximum Hours:3to3

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): Course explores the technological and operational aspects of ground-based and airborne command, control, and communications systems used in unmanned aircraft systems. Topics include UAV sense-and-avoid systems, data link systems, voice communications systems, telemetry systems, navigation systems, and manual and automatic flight control systems.

Prerequisites (edited):AERN 35644 Instrument Flight Theory OR AERN 35650 Non-Pilot Instrument Theory; AERN 35810 Unmanned Aircraft Systems

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
1	Review of RF Signals Fundamentals and RF Signal Propagation
2	Carrier Signal Modulation

3	Signal Modulation Techniques; Signal Multiplexing; PCM (Pulse Code Modulation) Formatting
2	Secure Systems
4	LOS Operations & Beyond LOS Operations
6	Active and Passive Acquisition and Tracking Systems; Airborne Sense and Avoid (ABSAA) Systems; Ground-Based Sense and Avoid (GBSAA) Systems; Obstacle and Terrain Avoidance Systems
5	Aircraft Data Link Systems; Sensor Data Link Systems; Telemetry Standards; Telemetry Systems; Telemetry Data Link Systems;
1	Voice Communications Systems
2	Networks and Interfaces
2	Data Compression and Storage
2	Data Security and Integrity
2	Satellite Links; SATCOM
2	Identification Systems (IFF, AIS, TCAS, ADS-B, Link 16)
2	Ground-based C3 Systems
3	Navigation Systems; GPS; Inertial Navigation
2	Digital Processors and On-board Computers; Modular On-board Processing Systems; Data Bus Standards
2	Flight Management Systems and Mission Planning Systems
2	Predictable Autonomous Operations

Display/Hide Delimited Course Outline

Total Contact Hours:45

Textbook(s) used in this course: Unmanned Aircraft Systems: UAVS Design, Development and Deployment, Latest edition; Reg Austin; Wiley

Writing Expectations: Written exams and reports.

Instructor(s) expected to teach: Those approved by the Aeronautics faculty.

Instructor(s) contributing to content: John C. Duncan, Ray Weber

Proposal Summary

Explain the purpose for this proposal:

New course for proposed UAS curriculum.

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

No effect.

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

No effect.

Explain how this proposal affects enrollment and staffing:

No effect.

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

Not applicable.

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Name: Raymond E Weber

Submission Date: 11/27/2012

Organization: Dean AEST

Course Catalog Update

<< Go back to Course Catalog Update form

Print

Course Catalog Update Information: **STU0004**

Reference Number: CCU004581 **Date:** 25-OCT-12

Level: of **Currently On The Worklist Of:** , unassigned

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: Raymond Weber

Requested Effective Term: 201380

Campus: Kent

College: AEST-Technology

Department: AEST-Applied Engineering, Sustainability and Technology

Course Subject: AERN-Aeronautics

Course Number: 15745

Course Title: Non-pilot Elements of Flight Theory

Title Abbreviation: Flight Theory for Nonpilots

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: A-Credit by exam-available

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): Basic instruction in areas (including Federal Regulations, navigation, communication, NAS, weather, basic aerodynamics, aero-medical factors, etc.), which gives the student basic level of aeronautical knowledge from the pilots operational side. THIS COURSE DOES NOT MEET THE REQUIREMENTS FOR PART 141 OPERATIONS AND WILL NOT COUNT TOWARD 141 PRIVATE PILOT FLIGHT TRAINNING.

Prerequisites (edited): None

Corequisites (edited): None

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
2	FAA introduction
3	Basic Aerodynamics

3	Basic Aircraft Systems
3	Flight Instruments
3	Aircraft Weight And Balance
3	Aircraft Performance
2	Airports
3	Airspace
4	Basic Meteorology
3	Weather Services
4	FAR's
2	Basic of Air Navigation
3	Radio Navigation
2	Radio Communications
2	Cross Country Operations
3	Basic Human Factors

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: As selected by the Instructor

Writing Expectations: 3 single spaced one page papers

Instructor(s) expected to teach: As assigned by the Aeronautics Faculty

Instructor(s) contributing to content: Raymond Weber

Proposal Summary

Explain the purpose for this proposal:

This course is to provide a foundational knowledge of flight theory to non-pilot students. This would allow for a more broad set of knowledge. This course will also allow for the flight students to have a focused course on flight knowledge.

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

This would replace AERN 15740 for all areas of concentrations with the exception of Flight Technology.

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

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Submit

You must click the submit button to submit your catalog update request for approval. After the document is successfully submitted, a printable confirmation page will appear.

Name: Richard L Mangrum Submission Date: 11/1/2012

Organization: Flight & Air Traffic Control

Course Catalog Update

Print

Course Catalog Update Information: STU0004

Reference Number: CCU004653 **Date:** 01-NOV-12

Level: of **Currently On The Worklist Of:** , unassigned

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: Richard Mangrum

Requested Effective Term: 201380

Campus: Kent

College: AEST-Technology

Department: AEST-Applied Engineering, Sustainability and Technology

Course Subject: AERN-Aeronautics

Course Number: 35650

Course Title: Non-Pilot Instrument Flight Theory

Title Abbreviation: NP Instrument Flight Theory

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): Comprehensive instruction on Theory of Instrument Flight for Non-Pilot majors. This course does not satisfy the Federal Aviation Regulation requirements for endorsement to take the Airman Knowledge Exam for an Instrument Rating.

Prerequisites (edited): AERN 15740 or 15745 and AERN 25250

Corequisites (edited): None

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
4	VOR Facilities, VOR Orientation, Limitations, DME
3	IFR Holds, hold entries, and wind correction while holding

3	Non-Directional Radio Beacon Facilities, capabilities, limitations, ADF, ADF errors
3	ILS, ILS components, Category of ILS, ILS capabilities and limitations, SDF, LDA
5	IFR Approaches, Approach Procedures, Types of Approaches, Approach Categories, Approach Plates, Approach Minimums and Pilot Qualifications
4	RADAR, RNAV, GPS, ADS-B, NexGen
5	ATC System, ATC Clearances, Composite Flight Plans, Clearance Void Time, ATC Expectations of Pilots with IFR Clearances
4	National Airspace Sytem, SID, STARS, Low Enroute Charts, Jet Routes
5	Federal Aviation Regulations parts 1, 61, 91, IFR Currency, Aircraft Requirements, Fuel and Alternate Requirements, Communications Requirements, IFR Emergencies
3	IFR Flight Planning
5	Weather concepts, IFR Weather, Weather Reports, Weather Charts, Forecasts, Observations, Warnings and Watches, Frontal Development, Severe Weather, Weather Briefings and Sources of Weather Information
1	Flight Physiology

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: FAA Instrument Flying Handbook current edition, Aeronautical Information Manual current edition, Federal Aviation Regulations current edition

Writing Expectations: None

Instructor(s) expected to teach: AERN Faculty as assigned

Instructor(s) contributing to content: Richard Mangrum

Proposal Summary

Explain the purpose for this proposal:

The number of non-flight AERN majors requiring this course is sufficient to offer a section that does not contain pilot specific information while still providing the subject matter coverage necessary for non-flight students.

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

No affect - the flight specific course is already required and this course will substitute for that requirement and be taken be non-flight majors.

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

No affect

Explain how this proposal affects enrollment and staffing:

Enrollment management will be better by alleviating scheduling pressure of non-flight students who currently have to enroll in the flight specific version of the course along with the flight students. No staffing affects - AERN currently has faculty who can teach the course.

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

None

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

A non-flight version of instrument theory for ATC students as discussed in the AERN meeting of October 26th.

991 more characters

You have successfully submitted this Course Catalog Update.

To see this document in the history view, open the application from the "Workflow & Utilities" channel on the "My Action Items" tab in Flashline.

Name: John C Duncan

Submission Date: 12/12/2012

Organization: Dean AEST

Course Catalog Update

<< Go back to Course Catalog Update form

Print

Course Catalog UpdateInformation:

Reference Number: CCU004141

Date: 06-JUL-12

Level: of

Currently On The Worklist Of: ,unassigned

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: Dr. John C. Duncan

Requested Effective Term:201380

Campus: Kent

College:AT-College of Applied Engineering, Sustainability and Technology

Department:AEST-Applied Engineering, Sustainability and Technology

Course Subject:AERN-Aeronautics

Course Number:25800

Course Title: Introduction to Unmanned Aircraft Systems

Title Abbreviation: Intro to Unmanned Aircraft Sys

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit/Maximum Credit:3to3

Contact Hours: Lecture - Minimum Hours/Maximum Hours:3to3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

Attributes

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

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

Can this course be repeated for credit: No Repeat | **Course Limit:** | **OR Maximum Hours:**

Course Level: Undergraduate | **Grade Rule:**B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

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

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): An overview of unmanned aircraft systems. Course topics include the history, development, and evolution of unmanned aircraft; current and forecast trends and issues; capabilities and performance of unmanned aircraft; UAS applications; regulations governing unmanned aircraft systems; unmanned aircraft flight operations; and opportunities and career paths in unmanned aircraft systems.

Prerequisites (edited): None

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
6	History, development, and evolution of Unmanned Aircraft Systems.
6	UAS categories, classifications-groups, types, characteristics, and capabilities.

6	UAS operations and support systems (GSC, C3, launch and recovery).
6	The different applications, roles, and uses of Unmanned Aircraft Systems.
6	The regulatory environment governing Unmanned Aircraft Systems.
3	Airworthiness and Certification
3	Airspace Integration
3	UAS industry career specialties, opportunities, and trade-professional organizations.
6	Current and future trends, issues, and concerns associated with Unmanned Aircraft Systems.

Display/Hide Delimited Course Outline

Total Contact Hours:45

Textbook(s) used in this course: Unmanned Aircraft Systems: UAVS Design, Development, and Deployment, Lastest edition; Reg Austin; Wiley.

Writing Expectations: Written exams and reports.

Instructor(s) expected to teach: Those appoved by the Aeronautics faculty.

Instructor(s) contributing to content: John C. Duncan, Ray Weber

Proposal Summary

Explain the purpose for this proposal:

New course for proposed UAS curriculum.

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

No effect.

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

No effect.

Explain how this proposal affects enrollment and staffing:

No effect.

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

Not applicable.

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Submit

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Stop Workflow

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **8-Nov-12** Curriculum Bulletin _____

Effective Date **Fall 2013** Approved by EPC _____

Department	**Theatre and Dance**
College	**CA - The Arts**
Degree	**BA - Bachelor of Arts**
Program Name	**Dance Studies** Program Banner Code **DSTU**
Concentration(s)	Concentration(s) Banner Code(s)
Proposal	**Establish program**

Description of proposal:

The School of Theatre and Dance seeks to create a Bachelor of Arts degree in Dance Studies in order to offer students with more diverse interests to incorporate one or more additional areas of study while continuing professional level dance training in college.

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

Current total credit hours: Proposed total credit hours **120**

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

The current BFA in Dance is heavily focused on career preparation in either performance and choreography or dance education. While this is an attractive option for some students, there is an increasingly large population of well-trained dancers who desire a credential or minor in another area in order to expand their career options. Since the degree requirements for the BA are based within those already offered in the BFA, current staffing is adequate for the need. There are no duplication issues to address.
As with the BFA an audition is required for admission to the BA program.

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

NA

REQUIRED ENDORSEMENTS

Cynthia [signature] 11/9/12
Department Chair / School Director

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

Ralph Lorenz 12/19/12
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 THE BACHELOR OF ARTS DEGREE
IN
DANCE STUDIES
Fall 2012

1. SUBJECT SPECIFICATION:

The School of Theatre and Dance seeks to establish a Bachelor of Arts Degree major in Dance Studiesin addition to the existing and approved Dance major in the Bachelor of Fine Arts Degree.

Major Code: DAN
Proposed designation: DSTU

2. SPECIFIC RECOMMENDATION AND JUSTIFICATION

Approval of a Bachelor of Arts in Dance Studies is requested in order to allow students with more diverse interests to incorporate one or more additional areas of study while continuing professional-level dance training.

The field of dance continues to broaden and diversity in areas such as world dance fusion forms, aerial dance, community dance, dance for the camera, dance for special populations, dance in health (fitness, mental health, medicine, aging and spirituality), etc. All of these require knowledge and information in areas outside the usual purview of dance. The specific focus of the BFA dance programs provides only limited opportunity for investigation into other disciplines and a BA degree would attract a growing population of students who have multiple interest areas.

4. PURPOSE AND BACKGROUND INFORMATION

Dance classes at Kent State University were originally offered in the Women's Physical Education Department, which eventually became the School of Physical Education, Recreation and Dance. This history ("Natural Dancing" classes) in part accounts for the unit's modern dance focus, which continues to this day.

The dance minor, then the Bachelor of Science degree in Dance was established by the early 1980's.

In 1994, dance merged academically to become the School of Theatre and Dance, and began to offer the Bachelor of Fine Arts Degree in Dance with concentrations in Performance and in Dance Education (PK-12 licensure preparation). This was a more appropriate degree within the College of Fine and Professional Arts (now College of the Arts) and for the professional nature of the program.

In 2002, Dance was approved for membership by the National Association of Schools of Dance and full membership accreditation was conferred in 2007.

In 2010, dance physically relocated to the Music and Speech Center (now the Center for the Performing Arts).

The Dance program continues to offer the BFA, the dance minor, the Kent Core Arts requirement offering Dance as an Art Form and also teaches beginning through intermediate dance classes in modern, ballet, tap, jazz and other dance styles to interested KSU students from across disciplines.

5. CONFORMITY WITH MISSION

The establishment of a Bachelor of Arts degree in Dance Studies is consistent with and supports the unit's mission "to develop technically sound, intellectually diverse and creatively expressive dance artists and educators who can contribute significantly to the art form and society in general."

6. RATIONALE FOR ACTION

Over the years, Dance has a successful track record of producing professional dancers in modern and jazz, and educators at every level from pre-school to high schools, colleges and universities and private studios.

However, the unit has also had a large number of students who have graduated with double majors or multiple minors, in addition to BFA alumni who have found employment in other dance/arts related areas.

The unit also offers a somewhat unique dance minor; prospective minors must audition for admission and must meet the same entrance standards as the BFA majors. These are students who have danced since childhood and who wish to continue doing so at a challenging level; however, they also seek the stimulation of other areas which offer greater career opportunities.

The BA degree option might be most attractive to these individuals.

This degree will also facilitate matriculation in four years and possibly less if students enter the program with a large number of Core requirements having already been met.

5. EFFECTS ON CURRENT PROGRAMS

The course requirements for the Bachelor of Arts degree are derived from those in the existing BFA program. While the addition of BA students would increase class sizes to some degree, no additional faculty or staff would be needed to implement the program.

6. ALTERNATIVES AND CONSEQUENCES

The Bachelor of Arts degree in Dance Studies addresses many current needs and provides an attractive option:

A. For students with a great deal of dance training but an interest in another area or seeking to increase employment potential;
B. For less experienced dancers who found the art form later in their school career or who come from families who could not provide private instruction but who demonstrate career potential through audition or non-major classes;
C. For students in the Post-Secondary Education Option Program or those who complete college requirements while in high school, this can facilitate graduation in less than four years.
D. The breadth and flexibility of the BA program option more strongly supports the demands of expanding career options in the field of dance.

Failure to approve the Bachelor of Arts Degree in Dance Studies makes Kent State University a less attractive option for students interested in this type of degree.

7. SPECIFIC RECOMMENDATION AND JUSTIFICATION

Approval of the Bachelor of Arts in Dance Studies by Fall of 2013 is recommended.

School of Theatre and Dance: October 2012
College of the Arts College Curriculum Committee: November 16, 2012
EPC: January 28, 2013

Ohio | Board of Regents

John R. Kasich, Governor
Jim Petro, Chancellor

University System of Ohio

Request for Approval

Submitted By
Kent State University

Establishment of a Bachelor of Arts Degree in Dance Studies

13 March 2013

KENT STATE UNIVERSITY

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The template has been modified from the original to accommodate request 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 below.

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REQUEST

Date of submission: 13 March 2013

Name of institution: Kent State University

Degree/degree program: Bachelor of Arts degree in Dance Studies

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 March 2013 *(anticipated approval date)*

Proposed start date: Fall 2013

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 leads to licensure: No
Program leads to endorsement: No

SECTION 1: INTRODUCTION

1.1 Brief summary of the request

Since 1997, Kent State has offered the BFA degree in Dance to students with a strong interest in professional career preparation. The degree program comprises two concentrations—Dance Performance and Dance Education. Offering a BA degree in Dance Studies to balance the BFA degree will allow students with more diverse interests to incorporate one or more additional areas of study while continuing professional-level dance training.

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). The next review will be in academic year 2013-2014.

The School of Theatre and Dance was reaccredited by the National Association of Schools of Dance in 2008. The next review will be in academic year 2017-18.

2.3 Notification of appropriate agencies (if applicable)

The National Association of Schools of Dance has been informed of the Kent State's intention to create a BA degree. As per association guidelines, plan approval will be sought after institutional approval and prior to the admission of students into the program. The national association meets in mid-September 2013, and no students will be admitted to the program before receiving approval.

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 and administrative leadership and divisions for Kent State University can be found at www.kent.edu/about/administration.

SECTION 4: ACADEMIC LEADERSHIP—PROGRAM

4.1 Organizational structure

The School of Theatre and Dance, within the College of the Arts, offers a BA degree in Theatre Studies (concentrations in performance, production, theatre management and theatre and society), a BFA degree in Theatre Studies (concentrations in musical theatre and design and technology), a BFA degree in Dance (concentrations in dance education and dance performance), an MFA degree in Theatre Studies (concentrations in acting and design and technology) and undergraduate minors in dance, theatre, scene design, theatre sound, scenic technology, theatre management, dance accompaniment (fall 2013), theatre and social change, costume design technology, and lighting design and technology. The school also offers a variety of introductory, beginning and intermediate classes for students of all majors, and several courses in the Kent Core (general education requirement), Ohio Transfer Module and Transfer Assurance Guides (TAG).

The school comprises two divisions. The director of the dance division reports to the director of the School of Theatre and Dance, who reports to the dean of the College of the Arts. The dean, in turn, reports to the provost and senior vice president for academic affairs. This chain of leadership will not change for the proposed BA degree program.

Five full-time, three to four part-time faculty members and one staff member report to the school director. The dance division director coordinates dance-specific activities; sets and oversees implementation of the dance curricular offerings and faculty scheduling; creates the division's yearly calendar and recommends faculty appointments for various support activities, including supervision of the three to four dance concerts each year and coordinates advertising, recruitment and audition activities. Due to the dance education concentration within the BFA degree, and the occasional dancer interested in the Master of Arts in Teaching degree, the division also maintains a close working relationship with the university's College of Education, Health and Human Services.

Decisions exclusive to the dance program are largely made by the dance faculty, and dance faculty serve on school committees. There is close cooperation between dance and theatre programs since students often overlap. The school works as a whole in terms of curriculum, development, student success and faculty advisory bodies and also on the co-curricular component of student learning, i.e. theatrical and dance productions, which require design, house management, box office and backstage support.

4.2 Program development

1949 Establishment of dance courses, offered in the Women's Physical Education Department

1971 Establishment of a minor in Dance

1978 Approval by the Ohio Board of Regents to establish a Bachelor of Science degree in Dance, administered by the School of Physical Education, Recreation and Dance in the College of Fine and Professional Arts

1989 Implementation of audition requirement for entrance into professional dance program

1994 Merger with School of Theatre to create the School of Theatre and Dance in the College of Fine and Professional Arts

1994 Establishment of a Dance Education concentration within the Dance major

1997 Approval by the Ohio Board of Regents to revise the degree designation, from Bachelor of Science to Bachelor of Fine Arts

2002 Establishment of a Dance Performance concentration within the Dance major

2002 Approval for associate membership in the National Association of Schools of Dance

2007 Reorganization and renaming of College of Fine and Professional Arts to College of the Arts

2007 Approval for membership in the National Association of Schools of Dance

2010 Relocation to new studios and office spaces in the Kent Campus Music and Speech Center (2013: will be renamed Kent Center for the Performing Arts)

The roles of dance in the university, and society at large, are many and varied. Movement entertains, communicates, fosters community, preserves culture, and integrates, develops and maintains health. In addition, through its artistic manifestations, movement provides a lens through which thought is explored and revealed. As such, it contributes individually and collectively to the act of creativity, to intellectual development, and through its physical challenges, to the understanding and development of the human race. It is a way of knowing self and others and through its non-verbal language, communicates to everyone at some level.

To become a dancer takes years of intense training, and students who are interested in a career in performing, choreography or education have that option through the current Bachelor of Fine Arts degree. However, just like every other discipline, the field of dance grows and changes, reflecting the interests of people today. Incoming students have greater access to dance traditions and approaches all around the globe, and they have had greater access to opportunities for dance training.

Some well-trained dancers know that the performing path is not for them but wish to continue to develop their instrument to the best of their abilities, not unlike musicians who enjoy playing but don't want to try to earn money by doing it. These individuals either seek to incorporate other interests with dance to pursue related careers (e.g., arts or dance studio management; fitness or leisure opportunities; writing or filming dance), or else they wish to create new hybrids of careers that haven't yet been fully explored (e.g., nutrition, holistic approaches to movement, or new forms of dance/movement theatrics).

These students are the audience for a Bachelor of Arts degree in Dance Studies, a program that will give them a broad knowledge base in dance that simply does not exist either in the public schools or commercial dance studios, including choices among dance techniques and knowledge about dance technology, dance history, music for dancers, composition, dance science, etc. A BA degree in Dance Studies aligns well with Kent State's strong liberal education tradition.

The School of Theatre and Dance attracts dancers who wish to continue to expand their knowledge of dance technique with an eye toward performance, choreography and educational pursuits. However, the school also loses these students because their parents want to be assured of future employment, and the professional dance world is perceived as risky and unstable. In that light, a student in the BA in Dance Studies program will be able to to add a minor or another major in different subject area, thereby increasing their career prospects.

As the BFA degree in Dance meets the standards for accreditation set forth by the National Association of Schools of Dance, the BA degree in Dance Studies has likewise been developed with accreditation standards in mind. The proposal for the Dance Studies major will be submitted for accreditation plan approval at the association's September 2013 meeting, after approval through the university system and prior to admitting students into the program. The school is anticipating that the association will grant final approval for the new major at the next accreditation review, in 2017.

SECTION 6: CURRICULUM

6.1 Brief description of the proposed program as it would appear in the institution's catalog:

The Bachelor of Arts in Dance Studies allows students who have some previous dance experience and a strong interest in another subject area, within or outside of the arts, the opportunity to combine the two into one degree option. The curriculum provides students with a solid foundation in dance techniques and dance academics while allowing flexibility to incorporate another area or minor. The degree program encourages exploration of areas that can be combined with dance to enhance opportunities for future employment.

Current description of the BFA degree in Dance (www.kent.edu/catalog/2012/ca/ug/danc):

The Bachelor of Fine Arts in Dance offers concentrations in dance education and dance performance. Dance Education focuses on developing dancers who have a clear understanding of both dance as an art form and dance as creative arts education. The degree has a multi-age

focus and is designed for students interested in receiving an Ohio certificate for teaching dance in the public schools. The dance education concentration prepares students to apply for teacher licensure in grades pre-K–12.

Dance Performance develops technically sound, intellectually diverse and creatively expressive dance artists and educators who can contribute significantly to the art form and society. The curriculum provides students with opportunities for strong and varied technical preparation in modern dance forms, classical ballet, jazz styles, improvisation and composition as well as opportunities for performance and the presentation of original choreography. The program also provides students with experiences in other art forms and disciplines, with required courses in acting, music and anatomy.

6.2 Program goals and objectives

The BA degree in Dance Studies will prepare students to continue to advance their dance technique in modern dance, ballet and jazz and develop creative and performing skills. They will explore a wide range of movement-related subjects that will contribute to their understanding of the role of dance throughout history, examine its current manifestations and contexts in societies, and integrate this knowledge with another area of personal interest.

With the opportunity to combine dance with studies in other subjects, graduates with a BA degree in Dance Studies will have the knowledge base to become the future dance therapists, health practitioners, medical specialists (trainers, kinesiologists, dance physiologists), special education dance teachers, photographers, journalists, critics, videographers, designers and studio owner and operators.

6.3 Program requirements/course descriptions

Program Comparison Table	**BFA Dance Dance Performance**	**BFA Dance Dance Education**	**NEW BA Dance Studies**
DANCE PROGRAM REQUIREMENTS	**CREDITS**	**CREDITS**	**CREDITS**
ATTR 25057 Human Anatomy and Physiology I	3	see note below	not required
DAN 17050 Introduction to Dance	1	1	1
DAN 17051 Modern Dance Technique I-A	3	3	3
DAN 17052 Ballet I-A	2	2	2
DAN 17053 Principles of Dance Mechanics I	2	2	2
DAN 17151 Modern Dance Technique I-B	3	3	3
DAN 17152 Ballet I-B	2	2	2
DAN 27057 Dance for Children	not required	3	not required
DAN 27057 Dance for Children ***or*** DAN 37058 Methods and Materials of Dance	not required	not required	3
DAN 27070 ~~Introduction to Jazz Styles A~~ *title changed to Jazz Styles I*	2	see note below	2
DAN 27071 Modern Dance Technique II-A	3	3	3
DAN 27072 Ballet II-A	2	2	2
DAN 27074 Dance Composition I	3	3	3
DAN 27170 ~~Introduction to Jazz Styles B~~ *title changed to Jazz Styles II*	2	see note below	2
DAN 27171 Modern Dance Technique II-B	3	3	3
DAN 27172 Ballet II-B	2	2	2
DAN 27174 Dance Composition II	2	2	2
DAN 27076 Dance as an Art Form *fulfills Kent Core Fine Arts*	not required	not required	3
DAN 37053 Principles of Dance Mechanics II	2	2	not required

Program Comparison Table	BFA Dance Dance Performance	BFA Dance Dance Education	NEW BA Dance Studies
DAN 37067 Ballet III-A	2	see note below	technique elective
DAN 37068 Modern Dance Technique III-A	3	see note below	technique elective
DAN 37070 Dance Composition III	2	see note below	not required
DAN 37071 Movement Notation	2	2	not required
DAN 37072 Dance and Technology ***NEW***	not required	not required	2
DAN 37167 Ballet III-B	2	see note below	technique elective
DAN 37168 Modern Dance Technique III-B	3	see note below	technique elective
DAN 37170 Dance Composition IV	1	see note below	not required
DAN 37192 Dance Practicum *fulfills experiential learning requirement*	2 *course taken twice*	1	1
DAN 37271 Dance Ensemble	see note 1	not required	not required
DAN 37310 Music for Dancers ***NEW***	not required	not required	3
DAN 47060 Professional Aspects in Dance	2	not required	not required
DAN 47063 Dance History I	3	3	3
DAN 47070 ~~Jazz Style-A~~ *title changed to Jazz Styles III*	2	see note below	technique elective
DAN 47054 Modern Dance Technique IV-A	technique elective	not required	technique elective
DAN 47154 Modern Dance Technique IV-B	technique elective	not required	technique elective
DAN 47055 Ballet IV-A	technique elective	not required	technique elective
DAN 47155 Ballet IV-B	technique elective	not required	technique elective
DAN 47156 Dance Production	3	3	not required
DAN 47156 Dance Production (3) ***or*** THEA 11732 Fundamentals of Production II: Costumes, Lighting and Projections (2)	not required	not required	2-3
DAN 47163 Dance History II *fulfills writing-intensive requirement*	3	3	3
DAN 47170 Jazz Styles-B *title changed to Jazz Styles IV*	2	see note below	technique elective
DAN 47174 Senior Choreography Project	1	not required	not required
DAN 47175 Capstone Project ***NEW*** *fulfills experiential learning requirement*	not required	not required	1
DAN 47192 Internship in Dance *fulfills experiential learning requirement*	not required	2 *course taken twice*	not required
MUS 11110 Music Fundamentals	3	3	not required
THEA 11303 The Art of Acting	3	not required	not required
THEA11733 Fundamentals of Production Laboratory III: Costumes (1) ***or*** THEA 11734 Fundamentals of Production Laboratory IV: Lighting, Sound and Projections (1)	not required	not required	1
Dance or Theatre Electives	6	not required	not required
EDUCATIONAN MINOR REQUIREMENTS	**CREDITS**	**CREDITS**	**CREDITS**
CI 47330 Reading and Writing in Adolescence/ Adulthood	not required	3	not required
CULT 29535 Education in a Democratic Society	not required	3	not required
DAN 37058 Methods and Materials of Dance	not required	3	not required
DAN 47525 Student Teaching in Dance *fulfills experiential learning requirement*	not required	9	not required
EPSY 29525 Educational Psychology	not required	3	not required
ITEC 19525 Educational Technology	not required	3	not required
PEP 49525 Inquiry into Professional Practice in Physical Education	not required	3	not required
SPED 23000 Introduction to Exceptionalities	not required	3	not required

Program Comparison Table	BFA Dance Dance Performance	BFA Dance Dance Education	NEW BA Dance Studies
UNIVERSITY REQUIREMENTS	**CREDITS**	**CREDITS**	**CREDITS**
US 10097 Destination Kent State: First Year Experience	1	1	1
Kent Core Composition	6	6	6
Kent Core Mathematics and Critical Reasoning	3	3	3
Kent Core Humanities or Fine Arts	9	9	6
Kent Core Social Sciences (two curricular areas)	6	6	6
Kent Core Basic Sciences (includes one lab)	6	6	6
Kent Core Additional	6	6	6
Declared Minor or General Electives	not required	not required	29
MINIMUM HOURS TO GRADUATE	**129**	**130**	**121**

Note: Dance Education Concentration Electives

Elective Group I (2 credit hours)
DAN 17007 Studio Tap I (1)
DAN 17013 Studio African Dance I (1)
~~DAN 17014 Studio African Dance II (1)~~
inactivated for fall 2013
DAN 17016 Studio Swing Dance (1)
PEB 10103 International Folk Dance (1)
PEB 10403 Beginning Ballroom Dance (1)

Elective Group II (3 credit hours)
DAN 27070 ~~Introduction to Jazz Styles-A~~ (2)
title changed to Jazz Styles I
DAN 27170 ~~Introduction To Jazz Styles-B~~ (2)
title changed to Jazz Styles II
DAN 37070 Dance Composition III (2)
DAN 37170 Dance Composition IV (1)

Elective Group III (8 credit hours)
ATTR 25057 Human Anatomy and Physiology I (3)
DAN 37067 Ballet III-A (2)
DAN 37068 Modern Dance Technique III-A (3)
DAN 37167 Ballet III-B (2)
DAN 37168 Modern Dance Technique III-B (3)
DAN 37271 Dance Ensemble (2)
DAN 47070 ~~Jazz Style-A~~ (2) *title changed to Jazz Styles III*
DAN 47170 ~~Jazz Style-B~~ *title changed to Jazz Styles IV*
DAN 47196 Individual Investigation in Dance (1-3)
PEP 25033 Lifespan Motor Development (3)

New Courses

DAN 37072 DANCE AND TECHNOLOGY (2)
Introduces students to new technologies as resources for creative expression, performance and documentation. Students learn a brief history of screen dance, techniques for archiving dance, shooting and editing video with dance as the subject, and approaches to interactive performance. Students will gain a basic understanding of how new media interacts with current practice of dance creation, production, education and research. Prerequisite: dance major or minor.

DAN 37310 MUSIC FOR DANCERS (3)
Students will build theoretical, analytical and performance skills in music specific to the needs of dancers, dance teachers and choreographers. Prerequisite: special approval

DAN 47175 CAPSTONE PROJECT (1-3)
The capstone project represents a culminating event for the student. Capstone projects can be taken in the junior or senior year and are identified in consultation with a faculty advisor. Honors students may combine the capstone project with an honors thesis. Prerequisite: junior standing and special approval.

6.4 Program sequence:

A semester-by-semester sequence (roadmap) of the program requirements is in Appendix A.

6.5 Alternative delivery options (please check all that apply):

The BA degree in Dance Studies will not be offered through a fully online, hybrid/blended or flexible/accelerated delivery model.

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

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

Each student in the BA degree in Dance Studies will propose and develop a capstone project (DAN 47175) to be executed during the last year of residency in the program. The project may, but is not required to, include an external placement, internship, etc. as a component.

SECTION 7: ASSESSMENT AND EVALUATION

7.1 Program assessment

The director of the dance division coordinates the assessment of all programs within the division. The director is assisted by the dance faculty and reports to the director of the School of Theatre and Dance. All program assessment 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 required to complete a capstone course in their final year. This course is an integrative experience to bring together the components of the BA degree program with the student's individual focus, e.g., performance, composition, teaching, research. This final course will assess the overall mastery that the students have achieved.

At the end of each semester, a final consultation is provided to every student in the program, wherein the faculty members assess progress-to-date and review each student's portfolio. At the end of the senior semester, an exit interview and survey are given to each graduating senior to get their feedback on the program, the quality of the instruction, the curriculum, etc.

This assessment data is analyzed at the end of the spring semester and reported to the faculty to help determine program effectiveness, guide curriculum revisions and plan improvements.

7.2 Measuring student success

The director of the dance division coordinates assessment of student success within the division, assisted by the faculty.

Students are evaluated at mid-term and again at semester's end for each movement technique course in the BA degree program. Students meet with the full faculty annually, at the end of alternating fall and spring semesters. Achievement in performance is documented by video of concerts and presentation of choreography; submission of journal assignments gauges progress in critical analysis, self-reflective practice and the development of organizational skills, understanding of motor development issues and skill analysis in teaching.

Successful completion of the senior capstone course will be used to assess the combined integration and mastery of the BA degree coursework.

The above assessment date 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. Survey of graduates will be conducted at intervals no longer than five years apart.

The School of Theatre and Dance, as a part of Kent State University College of the Arts, participates semi-annually in the Strategic National Arts Alumni Project, a survey of arts alumni. Alumni indicate whether they are working in the field and give programmatic feedback.

SECTION 8: FACULTY

8.2 Program faculty

Number of existing faculty members available to teach in the proposed program:
Full-time: 5 Less than full-time: 3

Estimate of 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 for the BA degree in Dance Studies: A copy of each dance faculty member's CV is in Appendix B.

instructor name	rank or title	full-/ part-time	degree, discipline, institution, year	course(s) instructor will teach in proposed program
Kimberly Karpanty	Associate Professor	FT	MA, Dance and Dance Education (Higher Education and Administration), New York University, 1987	DAN 17050 Introduction to Dance DAN 17051/17151 Modern Dance Technique I A/B DAN 27070 Jazz Styles I DAN 27071/27171 Modern Dance Technique II A/B DAN 27170 Jazz Styles II DAN 37058 Methods and Materials of Dance DAN 37068/37168 Modern Dance Technique III A/B DAN 37072 Dance and Technology ***NEW*** DAN 47070 Jazz Styles III DAN 47170 Jazz Styles IV
Erin LaSala	Assistant Professor	FT	MFA, Dance Choreography, University of North Carolina at Greensboro, 2009	DAN 17051/17151 Modern Dance Technique I A/B DAN 17052/17152 Ballet I-A/B DAN 27057 Dance for Children DAN 27070 Jazz Styles I DAN 27071/27171 Modern Dance Technique II A/B DAN 27072/27172 Ballet II-A/B DAN 27076 Dance as an Art Form DAN 27170 Jazz Styles II DAN 37058 Methods and Materials of Dance DAN 47070 Jazz Styles III DAN 47163 Dance History II DAN 47170 Jazz Styles IV
Joan Meggitt	Assistant Professor	FT	MFA, Dance, Case Western Reserve University, 1999	DAN 17051/17151 Modern Dance Technique I A/B DAN 27071/27171 Modern Dance Technique II A/B DAN 27074 Dance Composition I DAN 27076 Dance as an Art Form DAN 27174 Dance Composition II DAN 37068/37168 Modern Dance Technique III A/B
Beverly Petersen -Fitts	Instructor	PT	MEd, Rehabilitation Counseling, Kent State University, 1982	DAN 17052/17152 Ballet I A/B Studio Dance Classes

instructor name	rank or title	full-/ part-time	degree, discipline, institution, year	course(s) instructor will teach in proposed program
Judith Richner	Instructor	PT	MA, Dance, Ohio State University, 1983	Studio Dance Classes
William Sallak	Assistant Professor Dance Music Director	FT	PhD, Arizona State University, 2010	DAN 37310 Music for Dancers ***NEW***
Andrea Shearer	Associate Professor Dance Division Director	FT	MA, Dance, University of Michigan, 1975	DAN 17050 Introduction to Dance DAN 17052/17152 Ballet I A/B DAN 17053 Principles of Dance Mechanics I DAN 27072/27172 Ballet II A/B DAN 37067/37167 Ballet III A/B DAN 47055/47155 Ballet IV A/B DAN 47156 Dance Production DAN 37192 Dance Practicum DAN 47175 Capstone Project ***NEW***
Erin Smith	Instructor	PT	MFA, Choreography (Dance), University of North Carolina at Greensboro, 1996	DAN 17052/17152 Ballet I A/B DAN 27072/27172 Ballet II A/B DAN 37067/37167 Ballet III A/B Studio Dance Classes
Danielle Stevens	Instructor	PT	Master of Arts in Teaching, Secondary Education (Dance), Kent State University, 2011	Studio Dance Classes
Barbara Verlezza	Associate Professor	FT	MFA, Dance, University of Michigan, 1978	DAN 17051/17151 Modern Dance Technique I A/B DAN 17052/17152 Ballet I A/B DAN 27071/27171 Modern Dance Technique II A/B DAN 27072/27172 Ballet II A/B DAN 27076 Dance as an Art Form DAN 37068/37168 Modern Dance Technique III A/B DAN 47063 Dance History I

SECTION 10: BUDGET, RESOURCES, AND FACILITIES

10.1 Resources and facilities

No additional resources will be needed to support the program. The new dance studios, into which the division moved in 2010, were built with an eye toward expanding the number of dancers in the program and are adequate to meet expansion. These new facilities include a dance rehabilitation room, faculty and student locker rooms, faculty offices and reception area and three dance studios equipped with state of the art sound and projection equipment. The current facilities in theatre and dance buildings provide three performance venues, computer labs and a performing arts library, which houses most of the theatre and dance collection.

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	4	8	12	16
Head-count part time	1	1	1	1
Full-time equivalent (FTE) enrollment	4.3	8.3	12.3	16.3
II. Projected Program Income				
Tuition (paid by student or sponsor)	45,287	87,615	132,265	179,236
Expected state subsidy	12,497	24,994	37,491	49,988
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	**$57784**	**$112,609**	**$169,756**	**$229,224**
III. Program Expenses				
New Personnel ▪ Instruction Full time: 0 Part time: 0 ▪ Non-instruction Full time: 0 Part time: 0	0	0	0	0
New facilities/building/space renovation	0	0	0	0
Scholarship/stipend support (describe in narrative section below)	600	1,200	1,800	2,400
Additional library resources	0	0	0	0
Additional technology or equipment needs	0	0	0	0
Other expenses	0	0	0	0
Total Projected Program Expenses	**$600**	**$1,200**	**$1,800**	**$2,400**

APPENDICES

Appendix	Description
A	A semester-by-semester sequence (roadmap) of the program requirements
B	Curriculum vitae for dance faculty members

Kent State University is committed to continual support of the delivery of the Bachelor of Arts degree in Dance Studies. 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,

Todd A. Diacon
Senior Vice President for Academic Affairs and Provost
Kent State University

Dance Studies – B.A.

COLLEGE: College of the Arts

DEPARTMENT: School of Theatre and Dance

Dance Division
D-101C Kent Center for the Performing Arts
E-mail: dance@kent.edu
Tel: 330-672-2069
Fax: 330-672-4897
Web: www.dance.kent.edu

Theatre Division
B141 Kent Center for the Performing Arts
Tel: 330-672-2082
E-mail: theatre@kent.edu
Web: www.theatre.kent.edu

DESCRIPTION: The Bachelor of Arts in Dance Studies allows students who have some previous dance experience and a strong interest in another subject area, within or outside of the arts, the opportunity to combine the two into one degree option. The curriculum provides students with a solid foundation in dance techniques and dance academics while allowing flexibility to incorporate another area or minor. The degree program encourages exploration of areas that can be combined with dance to enhance opportunities for future employment.

CAREER OPPORTUNITIES: Graduates can increase their career potential when they combine the Dance Studies major with a minor or another major in business, entrepreneurship, marking, event planning, recreation management, psychology, public health, sports medicine, journalism, special education or any of the theatre-related subjects such as costume or lighting design, theatre management or theatre studies.

ADMISSION REQUIREMENTS: **Freshman Students:** Students must audition before being admitted to the dance program. Inquiries can be directed to the Dance Division Director, D-101C Kent Center for the Performing Arts, Kent State University, P.O. Box 5190, Kent, OH 44242-0001 (or call 330-672-2069).

Transfer Student: In addition to meeting the general transfer admission requirement (2.0 cumulative GPA), students must audition before being admitted to the dance program. Inquiries can be directed to the Dance Division Director, D-101C Kent Center for the Performing Arts, Kent State University, P.O. Box 5190, Kent, OH 44242-0001 (or call 330-672-2069).

GRADUATION REQUIREMENTS: Minimum 121 total credit hours, minimum 39 upper-division hours. Minimum 2.000 cumulative GPA and a 2.500 GPA in the major. Minimum B grade required for promotion to the next technique level. Students wishing to participate in main stage performances are required to be enrolled in a professional level technique class during the semester/s in which they are rehearsing and/or performing.

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

PROGRAM FEE: $100/semester

ACCREDITATION: National Association of Schools of Dance

STUDENT ORGANIZATIONS: Kent Dance Association

ADVANCED DEGREE PROGRAMS: Theatre Studies (M.F.A), Secondary Education: Dance (M.A.T.), Business Administration (M.B.A.)

Dance Studies – B.A. Program Requirements

Type Legend: **DD** Diversity–Domestic; **DG** Diversity–Global; **ELR** Experiential Learning; **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 (58 credits)** ***Courses count in major GPA***			
Type	**Course**		**Title**	**Credits**
	DAN	17050	Introduction to Dance	1
	DAN	17051	Modern Dance Technique I-A *	3
	DAN	17052	Ballet I-A *	2
	DAN	17053	Principles of Dance Mechanics I	2
	DAN	17151	Modern Dance Technique I-B *	3
	DAN	17152	Ballet I-B *	2
	DAN DAN	27057 37058	Dance for Children (3) ***or*** Methods and Materials of Dance (3)	3
	DAN	27070	Introduction to Jazz Styles A *new title Jazz Styles I*	2
	DAN	27170	Introduction to Jazz Styles B *new title Jazz Styles II*	2
	DAN	27071	Modern Dance Technique II-A *	3
	DAN	27072	Ballet II-A **	2
	DAN	27074	Dance Composition I	3
KFA	DAN	27076	Dance as an Art Form	3
	DAN	27171	Modern Dance Technique II-B *	3
	DAN	27172	Ballet II-B *	2
	DAN	27174	Dance Composition II	2
	DAN	37072	Dance and Technology *NEW*	2
ELR	DAN	37192	Dance Practicum	1
	DAN	37310	Music for Dancers *NEW*	3
	DAN	47063	Dance History I	3
	DAN THEA	47156 11732	Dance Production (3) ***or*** Fundamentals of Production II: Costumes, Lighting and Projections (2)	2-3
WIC	DAN	47163	Dance History II **	3
ELR	DAN	47175	Capstone Project *NEW*	1
	THEA THEA	11733 17734	Fundamentals of Production Laboratory II: Costumes (1) ***or*** Fundamentals of Production Laboratory IV: Lighting, Sound and Projections (1)	1
	Additional dance technique; choose from the following: *			4-6
	DAN	37067	Ballet III-A (2)	
	DAN	37068	Modern Dance Technique III-A (3)	
	DAN	37167	Ballet III-B (2)	
	DAN	37168	Modern Dance Technique III-B (3)	
	DAN	47054	Modern Dance Technique IV-A (3)	
	DAN	47055	Ballet IV-A (2)	
	DAN	47154	Modern Dance Technique IV-B (3)	
	DAN	47155	Ballet IV-B (2)	
	DAN	47070	Jazz Style A (2) *new title Jazz Styles III*	
	DAN	47170	Jazz Style B (2) *new title Jazz Styles IV*	

III.	ADDITIONAL PROGRAM REQUIREMENTS (62 credits)	
Type	**Title**	**Credits**
	Kent Core Composition	6-8
	Kent Core Mathematics and Critical Reasoning	3-5
	Kent Core Humanities and Fine Arts (minimum one course from each)	6
	Kent Core Social Sciences (must be from two disciplines)	6
	Kent Core Basic Sciences (must include one laboratory)	6-7
	Kent Core Additional (must be from two categories)	6
	General Electives *Number of credit hours required depends on meeting minimum 121 credit hours and minimum 39 upper-division hours*	29
	MINIMUM TOTAL	**121**

* Minimum B grade is required for promotion to the next technique level.

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

All majors must participate in dance faculty juries and a portfolio review annually. Students wishing to participate in main stage performances are required to be enrolled in a professional-level technique class during the semester/s in which they are rehearsing and/or performing.

KENT STATE UNIVERSITY

Roadmap: Dance Studies – Bachelor of Arts

[CA-BA-DSTU]
College of the Arts
School of Theatre and Dance
Catalog Year: 2013-2014

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: [15-16 Credit Hours]					
DAN 17050 Introduction to Dance	**1**			■	
Ballet Technique	**2**			■	**Enrollment based on audition; see note 1 on page 2**
Modern Dance Technique	**3**			■	**Enrollment based on audition; see note 2 on page 2**
DAN 27070 Jazz Styles I (2) *or* DAN 27074 Dance Composition I (3)	**2-3**			■	**Both courses are required in the program**
DAN 27076 Dance as an Art Form	3			■	Fulfills Kent Core Fine Arts and global diversity
US 10097 Destination Kent State: First Year Experience	1				Not required for transfer students with 25 credits
Kent Core Requirement	3				See Kent Core Summary on page 3
Semester Two: [15 Credit Hours]					
DAN 17053 Principles of Dance Mechanics I	**2**			■	
DAN 27170 Jazz Styles II (2) *or* DAN 27174 Dance Composition II (2)	**2**			■	**Both courses are required in the program**
Ballet Technique	**2**			■	**Enrollment based on audition; see note 1 on page 2**
Modern Dance Technique	**3**			■	**Enrollment based on audition; see note 2 on page 2**
Kent Core Requirement	3				See Kent Core Summary on page 3
Kent Core Requirement	3				
Semester Three: [14-15 Credit Hours]					
DAN 27070 Jazz Styles I (2) *or* DAN 27074 Dance Composition I (3)	**2-3**			■	**Both courses are required in the program; select course not taken earlier**
Ballet Technique	**2**			■	**Enrollment based on audition; see note 1 on page 2**
Modern Dance Technique	**3**			■	**Enrollment based on audition; see note 2 on page 2**
DAN 37192 Dance Practicum	1	■		■	Fulfills experiential learning requirement
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
Semester Four: [16 Credit Hours]					
DAN 27170 Jazz Styles II (2) *or* DAN 27174 Dance Composition II (2)	**2**			■	**Both courses are required in the program; select course not taken earlier**
Ballet Technique	**2**			■	**Enrollment based on audition; see note 1 on page 2**
Modern Dance Technique	**3**			■	**Enrollment based on audition; see note 2 on page 2**
DAN 37310 Music for Dancers	3	■		■	
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
Semester Five: [15 Credit Hours]					
DAN 47063 Dance History I	**3**	■		■	
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
General Electives (lower or upper division)	6				
Semester Six: [16 Credit Hours]					
Requirement: present choreography in Student Dance Festival					
DAN 27057 Dance for Children (3) *or* DAN 37058 Methods and Materials of Dance (3)	**3**			■	
DAN 37072 Dance and Technology (2) *or* DAN 47163 Dance History II (3)	**2-3**	■		■	**Both courses are required in the program; 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)	4-5				

KENT STATE UNIVERSITY

Roadmap: Dance Studies – Bachelor of Arts

[CA-BA-DSTU]
College of the Arts
School of Theatre and Dance
Catalog Year: 2013-2014

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]					
DAN 47156 Dance Production (3) ***or*** **THEA 11732 Fundamentals of Production II: Costumes, Lighting and Projections (2)**	**2-3**			■	
Additional Dance Technique	2-3	■		■	See note 4 below
General Electives (upper division)	12	■			
Semester Eight: [15 Credit Hours]					
DAN 37072 Dance and Technology (2) ***or*** **DAN 47163 Dance History II (3)**	**2-3**	■		■	**Both courses are required in the program; select course not taken earlier; see note 3 below**
DAN 47175 Capstone Project	**1**	■		■	**Fulfills experiential learning requirement**
THEA 11733 Fundamentals of Production III: Costumes (1) ***or*** **THEA 11734 Fundamentals of Production IV: Lighting , Sound and Projections (1)**	**1**			■	
Additional Dance Technique	2-3	■		■	See note 4 below
General Electives (upper division)	8-9	■			Number of credits required depends on meeting minimum 121 credit hours and 39 upper-division hours

Graduation Requirements Summary

Minimum Total Hours	Minimum Upper-Division Hours	Minimum Kent Core Hours	Global / Domestic Diversity Course	Writing-Intensive	Experiential Learning	Minimum Major GPA	Minimum Overall GPA
121	39	36	DAN 27076 / Kent Core or Electives	DAN 47163	DAN 37192, DAN 47175	2.500	2.000

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 of Fine Arts fulfilled with DAN 27076; remainder may fulfill domestic diversity	6
Social Sciences (6 credit hours) *Must be selected from two curricular areas*	May fulfill domestic 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 domestic diversity requirement	6

Note 1: Ballet technique (12 credit hours), enrollment based on audition: *

DAN 17052 Ballet I-A	2	DAN 27072 Ballet II-A	2
DAN 17152 Ballet I-B	2	DAN 27172 Ballet II-B	2

Note 2: Modern dance technique (18 credit hours), enrollment based on audition: *

DAN 17051 Modern Dance Technique I-A	3	DAN 27071 Modern Dance Technique II-A	3
DAN 17151 Modern Dance Technique I-B	3	DAN 27171 Modern Dance Technique II-B	3

Note 3: Students must earn a minimum C grade in DAN 47163 to fulfill writing-intensive course requirement.

Note 4: Additional dance technique (4-6 credit hours), choose from the following: *

DAN 37067 Ballet III-A	2	DAN 47055 Ballet IV-A	2
DAN 37068 Modern Dance Technique III-A	3	DAN 47070 Jazz Styles III	2
DAN 37167 Ballet III-B	2	DAN 47170 Jazz Styles IV	2
DAN 37168 Modern Dance Technique III-B	3	DAN 47154 Modern Dance Technique IV-B	3
DAN 47054 Modern Dance Technique IV-A	3	DAN 47155 Ballet IV-B	2

***** Minimum B grade is required for promotion to the next technique level.

Additional Note: All majors must participate in dance faculty juries and a portfolio review annually. Students wishing to participate in main stage performances are required to be enrolled in a professional-level technique class during the semester/s in which they are rehearsing and/or performing.

Roadmap: Dance Studies – Bachelor of Arts
[CA-BA-DSTU]
College of the Arts
School of Theatre and Dance
Catalog Year: 2013-2014

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.

Experiential Learning Requirement
To provide students with direct engagement in learning experiences that promote academic relevance, meaning and an understanding of real-world issues, students must complete this requirement at Kent State, either as a for-credit course or as a non-credit, non-course experience approved by the appropriate faculty member. Visit www.kent.edu/catalog/elr 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 **23-Oct-12** Curriculum Bulletin _____

Effective Date **Fall 2013** Approved by EPC _____

Department	**Theatre and Dance**
College	**CA - The Arts**
Degree	**Minor (non degree)**
Program Name	**Dance** Program Code
Concentration(s)	**Dance Accompaniment** Concentration(s) Code(s) DANA
Proposal	**Establish program**

Description of proposal:
To establish a minor called Dance Accompaniment 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 **18-19**

Describe impact on other programs, policies or procedures (e.g., 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):
School of Music

REQUIRED ENDORSEMENTS

Cynthia B. Stillings — 12/13/12
Department Chair / School Director

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

Ralph Lorenz — 12/19/12
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 Dance Accompaniment Within the School of Theatre and Dance
October 23, 2012

1. Subject Specification: The Theatre and Dance faculty wish to create a new minor in Dance Accompaniment. Major code: DAN

2. Background Information
    a. Description of Action: This action will create a Minor in Dance Accompaniment in the School of Theatre and Dance, along with necessary new courses outlined in the minor requirements.
    b. Conformity with Mission: The proposed changes support the school's mission quite closely. A number of students in the School of Music are currently studying dance accompaniment through Individual Investigation coursework and informal apprenticeships, and sufficient student interest in dance accompaniment has been demonstrated to initiate a new minor program of instruction. This would be the first undergraduate credential in dance accompaniment in the nation. Furthermore, it aligns with several College-level initiatives outlined by Dean Crawford, especially those relating to the creation of new interdisciplinary options for students.
        i. Rationale for Action: There is interest on the part of students in the School of Music to pursue formal instruction in dance accompaniment, and to receive an academic credential for said training. Furthermore, some of the coursework in the minor (Dance Accompaniment Lab I, specifically) has been mentioned by members of the School of Music faculty as an ideal addition to their normal curricular offerings, so that a larger proportion of music students might be exposed to dance accompaniment during their time at Kent State.
    c. Effect on Current Programs, Offerings, Students, and Staff: No new faculty or staff are needed to support these changes. The School of Music Undergraduate Studies Committee has approved a catalog change allowing one semester of Dance Accompaniment Lab I to

substitute for one Chamber Music credit or one major vocal or instrumental ensemble credit in the piano performance program, increasing feasibility for students to pursue dance accompaniment study.

3. Alternatives and Consequences: This is a no-cost change from which our students, the School of Theatre and Dance, and the School of Music will benefit. To not approve this proposal would be to miss an opportunity to advance interdisciplinary cooperation and innovation in the College of the Arts.

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 December 14, 2012
    b. Approval at the College in December 2012
    c. Submit to EPC by January 7, 2013
    d. Approval at EPC January 28, 2013
    e. Implementation Fall 2013

The Dance Accompaniment minor provides an understanding of the techniques and skills necessary for musicians to provide live accompaniment for modern dance and ballet technique classes.

Students who are not enrolled in a School of Music major program, or whose major applied instrument is neither piano nor percussion, are required to meet with the Dance Music Director before enrolling in DAN 28010.

Dance Accompaniment Minor (18-19 credits)			
Course		Title	Credits
DAN	27076	Dance as an Art Form	3
	28010	Dance Accompaniment Lab I (2) (must be taken twice)	4
	38001	Applied Skills for Dance Accompaniment (2) (must be taken twice)	4
	38010	Dance Accompaniment Lab II (1-4) (repeatable)	4
		Take One of the Following	1
	17001	Studio Modern I (1)	
	17010	Studio Ballet I (1)	
		Take One of the Following	2-3
	38010	Dance Accompaniment Lab II (2 credits in addition to DAN 38010 requirement listed above)	
	47163	Dance History II (3)	
	47196	Individual Investigation in Dance (2)	
		TOTAL	**18-19**

Minimum 2.500 cumulative GPA to declare the minor; or if freshman, no GPA is required.

Minimum 2.500 GPA in the minor required for graduation.

December 18, 2012

Bill Sallak, DMA
Assistant Professor/Dance Music Director
School of Theatre and Dance
Kent State University

Dear Bill:

It has been a pleasure to be involved in the process of creating a proposal for the Dance Accompaniment Minor. The School of Music will look forward to providing our Bachelor of Music piano performance majors with the opportunity to explore this potential pathway as part of their degree requirements. As we move forward, I hope that pianists, percussionists and other students will register for these courses and declare this new minor. I look forward to continuing to find ways to develop interdisciplinary programs in the College of the Arts.

Sincerely,

Dana Brown
Coordinator of Undergraduate Studies in Music
Kent State University

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **3-Dec-12** Curriculum Bulletin _____

Effective Date **Fall 2013** Approved by EPC _____

Department

College **AS - Arts and Sciences**

Degree **BA - Bachelor of Arts**

Program Name **American Studies** Program Banner Code **AMST**

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

Proposal **Inactivate program**

Description of proposal:
Inactivate the BA in American Studies [BA AMST]

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; program has had suspended admissions for the past three years.

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 12/3/12
College Dean (or designee)

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

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

AS (AMST)

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Proposal Summary

Inactivate the Bachelor of Arts Degree in American Studies [BA AMST]

Description of Action, Including Intended Effect

The College of Arts and Sciences proposes to inactivate the Bachelor of Arts degree program in American Studies [BA AMST]. Since the resignation of the last program director, no faculty member or unit has come forward to revise and direct the program which has a dated curriculum. Admissions to the program have been suspended for the past three years.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

No students or other programs will be impacted as admissions to the program have been suspended. Prior to taking this action, few if any, students were in the program.

Fiscal, Enrollment, Facilities and Staffing Considerations

NA

Evidence of Need and Sustainability if Establishing

NA

Provisions for Phase-Out if Inactivating

As no students are in the program, inactivation can be immediate.

Timetable and Actions Required: *a chronology of actions required to approve the proposal with an anticipated implementation date for each action*

Fall 2012	College of Arts and Sciences Curriculum Committee approval
January 2013	EPC approval
Fall 2013	Effective date

AS (AMST)
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Kent State University Catalog 2012 - 2013

American Studies - B.A.

Admission to the program is temporarily suspended and will resume contingent on university approval procedures.

COLLEGE: College of Arts and Sciences

DEPARTMENT: College of Arts and Sciences
105 Bowman Hall
Tel:
Web:www.kent.edu/cas

Resources:

DESCRIPTION: Courses in the Bachelor of Arts in American Studies enable undergraduates to study the many rich facets of the United States and its place in the global world using a variety of disciplines, including historical and literary studies, visual studies, musicology, media studies and ethnic and gender studies. The curriculum emphasizes the diversity of American society and culture while stressing the importance of studying the often conflicting stories of nationhood and the range of experiences of what it has meant—and continues to mean—to be American.

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. (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.

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Kent State University Catalog 2012 - 2013

American Studies - B.A. Program Requirements

Back to program page

Admission to the program is temporarily suspended and will resume contingent on university approval procedures.

Type Legend: **DD** Diversity–Domestic; **DG** Diversity–Global; **ELR** Experiential Learning; **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, writing-intensive and the experiential learning requirements.

	[redacted]			
Type	**Course**		**Title**	**Credits**
	US	10097	Destination Kent State: First Year Experience	1
	[redacted]			
Type	**Course**		**Title**	**Credits**
	AMST	10001	Introduction to American Studies	3
		40197	Senior Colloquium	3
	Choose from the following: English			9
	ENG	33001	U.S. Literature to 1865 (3)	
		33002	U.S. Literature from 1865 to 1945 (3)	
		33003	U.S. Literature from 1945 to Present (3)	
DD		34021	Women's Literature (3)	
		36001	Literary Criticism (3)	
		39695	Special Topics in Ethnic Literature of the United States (3)	
	Choose from the following: History			9
	HIST	31070	History of American Business Enterprise (3)	
DD		41056	History of Colonial America: 1492-1714 (3)	
DD		41057	Eighteenth-Century America: 1714-1789 (3)	
DD		41070	American Social and Intellectual History 1790-1876 (3)	
DD		41071	American Social and Intellectual History 1876-Present (3)	
		41074	American Economic History (3)	
		41079	Migrations to America, 1607 to Present (3)	
		41083	U.S. Foreign Relations Through World War I (3)	
		41084	U.S. Foreign Relations from 1920 (3)	
	Choose from the following: Humanities			12-15
	ARTH	42056	American Art: 1607-1860 (3)	
		42057	American Art and Architecture: 1860-1940 (3)	
		42058	History of Photography (3)	
	JMC	40008	History of American Mass Communication (3)	
	MUS	42131	America's Music (3)	
DD		42161	History of Jazz (3)	
DD	PAS	33110	The Black Women (3)	
		35100	Black Social and Political Thought (3)	
		35200	African Social and Political Systems (3)	
		41192	Practicum in African American Affairs (3)	
		42500	Black Education in America (3)	
		49095	Selected Topics (2-3)	
WIC	PHIL	31010	Twentieth-Century Philosophy (3)	
WIC		31020	American Philosophy (3)	
		41060	Pragmatism (3)	
DD	WMST	30000	Colloquium in Women's Studies (3)	
	Choose from the following: Social Sciences			12
DG KSS	ANTH	18210	Introduction to Cultural Anthropology (3)	

AS (AMST)
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		48270	Native Peoples of North America (3)	
DD	ECON	32083	The Economics of Poverty (3)	
DD KSS	GEOG	17064	Geography of the United States and Canada (3)	
		42064	Historical Geography of the United States and Canada (3)	
	POL	40112	Politics and the Mass Media (3)	
		40116	Public Opinion and Political Behavior (3)	
		40830	U.S. Foreign Policy (3)	
	Choose from the following: Upper-division major electives *Choose courses in consultation with the coordinator, with two areas represented.*			6-9
	AMST	40095	Special Topics (3)	
		40096	Individual Investigation (1-3)	
	Anthropology upper-division electives(3-6)			
	English upper-division electives(3-6)			
	History upper-division electives (3-6)			
	Political Science upper-division electives (3-6)			
	Sociology upper-division electives (3-6)			
II	ADDITIONAL PROGRAM REQUIREMENTS (60 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 from Foreign Language)			14-20
	College General Requirements (must be from Kent Core Social Sciences)***			3
	General Electives *Credits required depends on meeting minimum 121 credit hours and minimum 42 upper-division credit hours*			10
			MINIMUM TOTAL	**121**

*All courses taken from the list of major program requirements are used in the calculation of the major GPA.

**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), Political Science (POL), Psychology (PSYC) or Sociology (SOC). The course may not be from the student's major.

Foreign Language Note: Students pursuing a Bachelor of Arts degree in the College of Arts and Sciences must have the equivalent of Elementary I and II in any language, plus one of the following options:

a. Intermediate I and II of the same language
b. Elementary I and II of a second language
c. Any combination of tow courses from the following list:
   -Intermediate I of the same language
   -MCLS 10001 Introduction to Structural Concepts for Language Students
   -MCLS 20000 Global Literacy and Cultural Awareness
   -MCLS 20091 Seminar: Global Literacy Case Studies

All students with prior foreign language experience should take the foreign language placement test to determine the appropriate level at which to start. Some students may begin their university foreign language experience beyond the Elementary I level and will complete the requirement with fewer credit hours and fewer courses. This may be accomplished by: (1) passing a course beyond Elementary I through Intermediate II level or (2) receiving credit through Credit by Exam (CBE), the College Level Examination Program (CLEP), the Advanced Placement (AP) exam or credit through the International Baccalaureate (IB) program; or (3) being designated a "native speaker" of a non-English language (consult with the College of Arts and Sciences Advising Office for additional information). When students complete the requirement with fewer than 14 credit hours and four courses, they will complete remaining hours with general electives.

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KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **3-Dec-12** Curriculum Bulletin _____

Effective Date **Fall 2013** Approved by EPC _____

Department			
College	**AS - Arts and Sciences**		
Proposal	**Large-Scale Change to Courses**		
Course Subject	**American Studies - AMST**	Course Number	**See attached proposal**
Course Title	**See attached proposal**		

Checked items are new or revised

- ☐ Subject
- ☐ Number
- ☐ Title
- ☐ Title Abbreviation
- ☐ Credit Hours
- ☐ Contact Hours
- ☐ Prerequisites
- ☐ Description
- ☐ Repeat for Credit
- ☐ Schedule Type
- ☐ Cross-Listed / Slash
- ☐ Grade Rule
- ☐ Credit by Exam
- ☐ Course Content
- ☐ Kent Core
- ☐ Experiential Learning (ELR)
- ☐ Writing-Intensive (WIC)
- ☐ Diversity
- ☒ Other **Inactivate all AMST courses**
- ☐ Other

Describe impact on other policies, programs or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites; teacher education licensure):
None; program has had suspended admissions for the past three years

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 12/3/12
College Dean (or designee)

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

AS(AMST)
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Proposal Summary

Inactivate All Courses in American Studies [AMST]

Description of Action, Including Intended Effect

The College of Arts and Sciences proposes to inactivate all courses in American Studies [AMST]: 10001, 40095 and 40096. Since the resignation of the last program director, no faculty member or unit has come forward to revise and direct the program which has a dated curriculum. Admissions to the program have been suspended for the past three years.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

No students will be impacted as admissions to the program have been suspended. Prior to taking this action, few if any, students were in the program. The Washington Program in National Issues will be slightly inconvenienced as it offers a Cultural Study of the Washington, D.C. area. The program will be able to use the Arts and Sciences prefix instead.

Fiscal, Enrollment, Facilities and Staffing Considerations

NA

Evidence of Need and Sustainability if Establishing

NA

Provisions for Phase-Out if Inactivating

As no students are in the program, inactivation can be immediate.

Timetable and Actions Required: *a chronology of actions required to approve the proposal with an anticipated implementation date for each action*

Fall 2012	College of Arts and Sciences Curriculum Committee approval
January 2013	EPC approval
Fall 2013	Effective date

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AERN 55350 AVIONICS
A descriptive course that covers electronic systems in aviation, particularly from the standpoint of aircraft equipment its operational theory and practical use by the pilot. Prerequisite: PHY 13001 and 13002 or PHY 23101 and 23102; AERN 15000; and TECH 21021; and graduate standing.
3.000 Credit hours
3.000 Other hours
Levels: Graduate
Schedule Type(s): Combined Lecture and Lab
Department: Applied Engineering, Sustainability and Technology

AERN 55700 AIRCRAFT DESIGN
Preliminary design of a fixed-wing aircraft for a specific mission; weight estimates wing plat form airfoil and, propulsion selection airframe configuration and layout design performance analysis and overall systems integration. Prerequisite: PHY 13001 and 13002 or PHY 23101 and 23102; AERN 15000; and TECH 21021. Pre/Corequisites: AERN 45030, and 45350 and 45150; and graduate standing.
4.000 Credit hours
4.000 Lecture hours
Levels: Graduate
Schedule Type(s): Lecture
Department: Applied Engineering, Sustainability and Technology

AERN 55791 AVIATION SECURITY AND POLICY SEMINAR
(Repeatable for credit) Analytical review of policies, practices procedures and regulatory provisions designed to create and enhance security in civil aviation with a special emphasis on the impact of emerging technologies on aviation security. Prerequisite: graduate standing.
3.000 Credit hours
3.000 Other hours
Levels: Graduate
Schedule Type(s): Seminar
Department: Applied Engineering, Sustainability and Technology

AERN 61091 AEROSPACE SEMINAR
(Repeatable for a maximum of three semesters) Discussions of selected technical topics related to aerospace technology. Prerequisite: Graduate standing.
1.000 Credit hours
1.000 Other hours
Levels: Graduate
Schedule Type(s): Seminar
Department: Applied Engineering, Sustainability and Technology

AERN 65300 AIRLINE TRANSPORTATION OPERATIONS
The study of scheduled and charter airline transport operations under Federal Air Regulations (FAR) Part 135. Prerequisite: Special approval and graduate standing.
3.000 Credit hours
3.000 Lecture hours
Levels: Graduate
Schedule Type(s): Lecture
Department: Applied Engineering, Sustainability and Technology

AERN 65496 AEROSPACE TECHNOLOGY
(Repeatable for credit) Individual investigation of selected topic from the field of aerospace. Prerequisite: Special approval and graduate standing.
1.000 to 4.000 Credit hours
1.000 to 4.000 Other hours
Levels: Graduate
Schedule Type(s): Individual Investigation
Department: Applied Engineering, Sustainability and Technology

Aviation Maintenance Technology (AMRT)

AMRT 10010 FAA REGULATIONS AND DOCUMENTATION
FAA history, inspections, documentation and aircraft drawings. Comprehensive course for the AMRT candidate to meet the Requirements for FAA certification. Corequisite: AMRT10040.
2.000 Credit hours
2.000 Lecture hours
Levels: Undergraduate
Schedule Type(s): Lecture
Department: Regional

AMRT 10020 AIRCRAFT TOOLS AND TECHNIQUES
Welding for the aviation maintenance technician and understanding of fluid lines and fittings. Comprehensive course for the AMRT candidate to meet the Requirements for FAA certification. Corequisite: AMRT 10010.
2.000 Credit hours
2.000 Other hours
Levels: Undergraduate
Schedule Type(s): Combined Lecture and Lab
Department: Regional

American Studies (AMST)

AMST 10001 INTRODUCTION TO AMERICAN STUDIES
Exposure to culture theory, analysis of major patterns and periodization in American culture. Required for American studies majors; also for elective credit. Prerequisite: None.
3.000 Credit hours
3.000 Lecture hours
Levels: Undergraduate
Schedule Type(s): Lecture
Department: Arts and Sciences

AMST 40095 SPECIAL TOPICS
(Repeatable for credit)Selected subjects and/or themes in American culture. Prerequisite: Junior standing and permission.
3.000 Credit hours
3.000 Lecture hours
Levels: Undergraduate
Schedule Type(s): Lecture
Department: Arts and Sciences

AMST 40096 INDIVIDUAL INVESTIGATION
(Repeatable for credit) Individual research project. Prerequisite: Senior standing and permission.
1.000 to 3.000 Credit hours
1.000 to 3.000 Other hours
Levels: Undergraduate
Schedule Type(s): Individual Investigation
Department: Arts and Sciences

Anthropology (ANTH)

ANTH 18210 INTRODUCTION TO CULTURAL ANTHROPOLOGY
Exploration of human diversity through the analysis of world cultures. Prerequisite: None.
3.000 Credit hours
3.000 Lecture hours
Levels: Undergraduate
Schedule Type(s): Lecture
Department: Anthropology
Course Attributes: Diversity Course-Global, Kent Core-Social Sciences, LER-Social Sciences, TAG Social/Behavior Sciences, Transfer Module-Social Sciences

ANTH 18420 INTRODUCTION TO ARCHAEOLOGY
Archaeology is the study of the human past using material remains. The themes of time change and human diversity will be emphasized as students learn about ancient societies and how they teach us about ourselves. Prerequisite: None.
3.000 Credit hours
3.000 Lecture hours
Levels: Undergraduate
Schedule Type(s): Lecture
Department: Anthropology
Course Attributes: Diversity Course-Global, Kent Core-Social Sciences, LER-Social Sciences, TAG Social/Behavior Sciences, Transfer Module-Social Sciences

ANTH 18630 HUMAN EVOLUTION
Introduction to basic evolutionary theory with a focus on the emergence and progressive development of the human species during the last five million years. Includes related topics such as primate behavior and human variation. Prerequisite: None.
3.000 Credit hours
3.000 Lecture hours
Levels: Undergraduate
Schedule Type(s): Lecture
Department: Anthropology
Course Attributes: Kent Core-Basic Sciences, LER-Basic Sciences, TAG Social/Behavior Sciences, Transfer Module-Natural Sciences

ANTH 18631 ISSUES IN HUMAN EVOLUTION
Laboratory study of primate and human anatomy; human paleontology; Mandelian, molecular and human genetics; and primate behavior, ecology and conservation. Pre or corequisite ANTH 18630.
1.000 Credit hours
1.000 Lab hours
Levels: Undergraduate
Schedule Type(s): Laboratory
Department: Anthropology
Course Attributes: Kent Core-Basic Sciences, Kent Core-Basic Sciences Lab, LER-Basic Sciences, Transfer Module-Natural Sciences

ANTH 38096 INDIVIDUAL INVESTIGATION IN ANTHROPOLOGY
(Repeatable for credit) Readings and/or research supervised by a member of the anthropology staff. Prerequisite: Permission.
1.000 to 3.000 Credit hours
3.000 Other hours
Levels: Undergraduate
Schedule Type(s): Individual Investigation

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Ohio | Board of Regents

John R. Kasich, Governor
Jim Petro, Chancellor

University System of Ohio

REQUEST FOR APPROVAL SUBMITTED BY:

KENT STATE UNIVERSITY

ESTABLISHMENT OF A BACHELOR OF SCIENCE DEGREE IN PSYCHOLOGY

MARCH 2013

KENT STATE UNIVERSITY

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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 below.

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REQUEST

Date of submission: March 2013

Name of institution: Kent State University

Degree/degree program title: Bachelor of Science degree in Psychology

Primary institutional contact for the request

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Delivery sites: Kent Campus

Date request was approved by the governing board: Approved by the Kent State University Board of Trustees on 13 March 2013 (anticipated approval date)

Proposed start date: Fall 2013

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 leads to licensure: No
Program leads to endorsement: No

SECTION 1: INTRODUCTION

1.1 Brief summary of the request

Kent State University is proposing to re-establish the Bachelor of Science degree in Psychology to complement the existing Bachelor of Arts degree in the same discipline. Kent State has offered the BA degree in Psychology since the 1940s; the university offered a BS degree in Psychology until 1959.

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 as the undergraduate psychology degree program is not accredited by a state agency or specialized accreditor.

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

The administrative leadership and organizational structure for Kent State University can be found at www.kent.edu/president/upload/org-chart-provost-office_2012_sept.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 Psychology will be administered by the Department of Psychology, which is housed within Kent State University's College of Arts and Sciences. In addition to offering the BA degree in Psychology, the department offers the MA and PhD degrees in Clinical Psychology and Experimental Psychology, and an undergraduate minor.

The department's undergraduate coordinator, in collaboration with the Undergraduate Coordinating Committee, will oversee the proposed degree program, which will include evaluating and proposing curriculum and planning program assessments, among other duties. The undergraduate coordinator reports directly to the chair of the Department of Psychology, who has ultimate responsibility for all department matters. The chair reports to the dean of the College of Arts and Sciences who, in turn, reports to Kent State's provost and senior vice president for academic affairs.

Some faculty will be involved with program planning and oversight as members of the Undergraduate Coordinating Committee (committee membership rotates over time). Any curricular changes to the program must be approved by the full psychology faculty at the Kent Campus. All department faculty members will be involved in teaching courses for the BS degree program (see section 8 for more detail).

4.2 Program development

The goal of expanding the degree offerings within the psychology major to include a Bachelor of Science degree option is to better prepare students who wish to pursue careers in research and technology, medicine, and careers requiring doctoral study—areas such as clinical psychology, health psychology, medicine 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 in these areas, and for careers in research and technology, than the typical coursework for graduates who earn the BA degree. This aligns well with Kent State's mission "… to discover, create, apply and share knowledge…" and fits with the university's description as an institution that "…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."

Nationwide, many universities offer the Bachelor of Science degree in Psychology; currently, no public university in Northeast Ohio offers this option to students. The students who choose this option will have additional coursework in the natural sciences, mathematics and quantitative methods in psychology, among others. Thus, graduates who earn a BS degree in Psychology 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], overall employment for psychologists is expected to grow 22 percent from 2010 to 2020, faster than the average for all occupations. Growth will vary by specialty. Employment demand is expected to be particularly strong for those with specialties in clinical psychology and health psychology. Ohio is the sixth largest state in the nation with the highest employment in these occupations[2]. The Ohio Department of Job and Family Services lists clinical, counseling and school psychologists as occupations with high employment prospects in Ohio with a 4.9 percent employment increase between 2008 and 2018[3]. During that same time, the occupation of psychiatrist is expected to grow 15.2 percent[4].

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[1] Bureau of Labor Statistics, U. S. Department of Labor, *Occupational Outlook Handbook, 2012-13 Edition*. Psychologists. Retrieved from www.bls.gov/ooh/life-physical-and-social-science/psychologists.htm.
[2] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Employment and Wages, May 2011*. Clinical, Counseling and School Psychologists. Retrieved from www.bls.gov/oes/current/oes193031.htm.
[3] Ohio Department of Job and Family Services, Bureau of Labor Market Information, November 2010. Retrieved from http://ohiolmi.com/proj/projections/ohio/HighOccupationProspects.pdf.
[4] Ohio Department of Job and Family Services, Bureau of Labor Market Information, *2018 Ohio Job Outlook Employment Projections*. Retrieved from http://ohiolmi.com/proj/Projections/Ohio/OhioJobOutlook.pdf.

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[5], the BS degree in psychology, 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 Kent State University 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, is housed in the Applied Psychology Center within the Department of Psychology. Finally, an exciting recent development is a coordinated hiring initiative with the Department of Biological Sciences, which is a collaborative effort by both departments to develop interdisciplinary degree 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.

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** in Psychology is designed to prepare students for graduate study in psychology and related fields. Topics include stress and trauma, neural basis of learning and memory, social and biological influences on mental and physical health, growth and development of children, and diagnosis and treatment of psychological disorders. Students evaluate and interpret data and gain hands-on experience conducting research. Elective courses may be used to specialize in a number of areas of psychology and related fields such as neuroscience. The degree prepares students for graduate study and employment in a range of fields, including clinical psychology, research and experimental areas of psychology such as cognitive science and behavioral neuroscience, and related fields such as medicine and neuroscience.

The paragraph on the next page will be the description for the BA degree that will appear alongside the BS degree in the 2013 Kent State University Catalog. The current program may be viewed in fall 2012 University Catalog (www.kent.edu/catalog/2012/as/ug/psyc).

[5] Committee on Behavioral and Social Sciences in Medical School Curricula. *Improving Medical Education: Enhancing the Behavioral and Social Science Content of Medical School Curricula.* Washington, DC: The National Academies Press, 2004. Retrieved from www.nap.edu/openbook/030909142X/html/1.html.

Students in the **Bachelor of Arts** in Psychology apply the science of understanding and explaining thoughts, emotions and behavior to solving real-world problems. Topics include stress, biological influences on behavior, growth and development of children and diagnosis and treatment of psychological disorders. Elective courses may be used to specialize in a number of areas of psychology and to gain hands-on experience in research labs. The degree prepares students for graduate school and employment in a range of fields, including clinical, applied and experimental areas of psychology and related fields such as education, law, human resources and health care.

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.

Graduates with a bachelor's degree in psychology are expected to have mastered the following learning outcomes:

1. Describe the basic theoretical perspectives, principles, concepts, empirical findings and historical trends in psychology;
2. Apply basic research methods in psychology and evaluate the adequacy of research designs;
3. Use fundamental data analysis techniques;
4. Write effectively in the discipline; and
5. Recognize, understand and respect the complexity of sociocultural and international diversity.

These are operationalized in the curriculum in the following way:

1. Students take a core set of courses that will expose them to the breadth of the field of psychology as well as basing theories and concepts in the field.
2. Students will be required to take a research methods course in the major and will be required to take at least one course involved with the application of these methods.
3. Students will be required to take at least two courses devoted to the use of fundamental data analysis techniques (PSYC 21621 Quantitative Methods in Psychology I and PSYC 31684 Quantitative Methods in Psychology II).
4. Students will be required to take at least one writing-intensive course in the major.
5. Five courses in the department are designated as diversity, in which students learn about the complexity of sociocultural and international diversity. Students are required to take at least one of these courses (PSYC 11762 General Psychology), but likely will take additional courses.

6.3 Program requirements/course descriptions

The BA degree program in Psychology was revised slightly for 2013 to update requirements and restructure the "choose from" options. The total hours to completion do not change.

Program Comparison Table			NEW BS degree	REVISED BA degree
MAJOR PROGRAM REQUIREMENTS			**52**	**36**
Course		**Title**	**Credits**	**Credits**
PSYC	11762	General Psychology (fulfills Kent Core Social Sciences)	3	3
PSYC	21621	Quantitative Methods in Psychology I	3	3
PSYC	31574	Research Methods in Psychology	3	3
PSYC	31684	Quantitative Methods in Psychology II	3	not required
PSYC	40111	Abnormal Psychology	3	not required
PSYC	41363	Biopsychology	3	not required
PSYC	Electives (all upper-division credit hours for the BA)		12	9
ANTH, BSCI and/or PSYC Electives (choose-from option for the BS)			6	not required
ANTH	48623	Human Variation (3)		
	48810	Human Paleontology (3)		
BSCI	30520	Introduction to Neuroscience (3)		
	30156	Elements of Genetics (3)		
	30149	Cell Biology (3)		
	40515	Animal Behavior (3)		
PSYC	3/4	Upper-Division Elective (3-6)		
Developmental (choose-from option for both degrees)			3	3
PSYC	20651	Child Psychology (3) ***or*** (fulfills Kent Core Additional)		
	30651	Adolescent Psychology (3) ***or***		
	30656	Psychology of Aging (3)		
Clinical/Counseling (choose-from option for the BA)			not required	3
PSYC	21211	Psychology of Adjustment (fulfills Kent Core Social Sciences) ***or***		
	40111	Abnormal Psychology (3)		
Cognition (choose-from option for the BA)			not required	3
PSYC	30445	Cognitive Psychology (3) ***or***		
	30446	Cognitive Neuroscience (3) ***or*** ***NEW COURSE***		
	31141	Perception (3)		
Cognition/Learning (choose-from option for the BS)			3	not required
PSYC	30445	Cognitive Psychology (3) ***or***		
	30446	Cognitive Neuroscience (3) ***or*** ***NEW COURSE***		
	31043	Basic Learning Processes (3)		
Behavioral Neuroscience/Learning (choose-from option for the BA)			not required	3
PSYC	31043	Basic Learning Processes (3) ***or***		
	41363	Biopsychology (3)		
Social/Personality (choose-from option for both degrees)			3	3
PSYC	41282	Personality (3) ***or***		
	41532	Social Psychology (3)		
Application of Psychological Science (choose-from option for the BA)			not required	3
PSYC	41573	Laboratory Experience in Psychology Research: Social/ Clinical (3) ***or***		
	41574	Laboratory Experience in Psychology Research: Cognitive/ Learning (3) ***or***		
	41990	Writing in Psychology (1) [plus an upper-division PSYC course that is not PSYC 31498, 41498, 41573 or 41993]		

Program Comparison Table			NEW BS degree	REVISED BA degree
Application of Psychological Science (choose-from option for the BS)				
HONR	40099	Senior Honors Thesis/Project (1-6) ***or***		
PSYC	31498	Undergraduate Research (1-6) ***or***		
	41498	Individual Investigation (1-6) ***or***		
	41573	Laboratory Experience in Psychology Research: Social/ Clinical (3) ***or***	7	not required
	41574	Laboratory Experience in Psychology Research: Cognitive/ Learning (3) ***or***		
	41990	Writing in Psychology (1)		
ADDITIONAL PROGRAM REQUIREMENTS			**69**	**85**
Course		**Title**	**Credits**	**Credits**
BSCI	10110	Biological Diversity (4) ***or*** (all fulfill Kent Core		
	10120	Biological Foundations (4) ***or*** Basic Sciences)	8	not required
CHEM	10060	General Chemistry I (4)		
	10061	General Chemistry II (4)		
MATH	11009	Modeling Algebra (4) ***or***		
	11010	Algebra for Calculus (3) ***or*** (all fulfill Kent Core		
	11022	Trigonometry (3) ***or*** Mathematics and	3-5	not required
	12001	Algebra and Trigonometry (5) ***or*** Critical Reasoning)		
	12002	Analytic Geometry and Calculus I (5)		
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)			3	3
Kent Core Basic Sciences (must include one laboratory)			not required	6
Kent Core Additional (must be from two categories)			6	3
College General Requirement (Basic Sciences)			not required	3
College General Requirement (Social Sciences)			not required	3
General Electives *credits required depends on meeting minimum 121 credit hours and minimum 42 upper-division credit hours*			25	34
		MINIMUM TOTAL	**121**	**121**

NEW COURSE: PSYC 30446 Cognitive Neuroscience (3)
Covers the cognitive and neural processes that underlie vision, attention, spatial processing, memory, language, social processes, executive functioning and action. Course introduces basic brain structure and the behavioral and functional imaging techniques used to study the brain bases of cognition. Data from patients with neurological disorders such as Alzheimer's, aphasia, amnesia and others will also be examined. Prerequisite: PSYC 11762.

6.4 Program sequence

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

6.5 Alternative delivery options

Alternative delivery options are not applicable for the proposed program.

6.6 Off-site program components

Off-site program components are not applicable for the proposed program.

SECTION 7: ASSESSMENT AND EVALUATION

7.1 Program assessment

The following procedures are in place to assess and evaluate the proposed program. These assessments are directed by the undergraduate coordinator in the Department of Psychology, with assistance from the Undergraduate Coordinating Committee as needed. The department collects employment and graduate school placement information from students at the end of each semester, and individual sections of each psychology course are evaluated at the end of each semester.

Additional assessments include the following:

- Evaluation of retention, persistence and enrollment data in the major each semester.
- Annual assessments of the learning outcomes of each program for the university's AQIP accreditation (AQIP). These assessments are focused on evaluating the learning outcomes for the proposed program, using a combination of direct and indirect assessment measures.

  Program Learning Outcomes: Graduates with a bachelor's degree in psychology are expected to have mastered the following learning outcomes:

  (1) Describe the basic theoretical perspectives, principles, concepts, empirical findings and historical trends in psychology;
  (2) Apply basic research methods in psychology and evaluate the adequacy of research designs;
  (3) Use fundamental data analysis techniques;
  (4) Write effectively in the discipline; and
  (5) Recognize, understand, and respect the complexity of sociocultural and international diversity.

  - For learning outcomes 1 and 2, the department's uses an indirect assessment in which it surveys students enrolled in psychology research courses (PSYC 31498 Undergraduate Psychology, PSYC 41498 Individual Investigation, PSYC 41573/41674 Laboratory Experiences in Psychology). This assessment surveys faculty and students about their experiences in traditional classes and the research classes and the skills they gain, including discipline specific knowledge and skills, work and career preparation, higher order thinking skills.
  - For learning outcomes 2 and 3, the department employs a pre-post direct assessment measure administered to students enrolled in PSYC 21621/31684 Quantitative Methods in Psychology I/II and PSYC 31574 Research Methods in Psychology. The assessments are comprised of questions pertaining to concepts that instructors have deemed crucial.
  - For learning outcome 4, the department uses an indirect assessment of students enrolled in the psychology writing intensive courses, surveying them about critical skills they had before and after the course.
  - For learning outcome 5, the department uses a mixture of direct and indirect assessments administered to students enrolled in four diversity classes: PSYC 11762 General Psychology, PSYC 20651 Child Psychology, PSYC 21111 Psychology of Adjustment, and PSYC 22221 Multicultural Psychology. The assessments are aimed at uncovering how well students understand the complexity of diversity and can apply what they have learned.

Data collection on the diversity outcomes occurs each semester. The other assessments occur on a rotating basis, with at least one additional assessment occurring each year; Data is shared annually with faculty and appropriate curricular bodies at the institution (e.g., University Requirements Curriculum Committee). Additionally, the department reports on at least one of these assessments annually as part of the university's accreditation procedures (through AQIP).The results are used to make recommendations about where improvements can be made in the program. These recommendations are made as a part of the department's annual report to the university (through AQIP).

7.2 Measuring student success

The undergraduate coordinator in the Department of Psychology is responsible for directing assessment efforts, and the Undergraduate Coordinating Committee assists, as needed.

- Annual examination of graduation, persistence and retention rates for the program to track student progress through the program.
- Annual examination of student performance in the major, including GPA in the major courses.
- Annual collection of information about employment and graduation school attendance.
- The university's Graduation Planning System is used to help students track their progress through the program. In this system, students must develop a roadmap to graduation with the approval of their advisors. When students veer from the plan (wither by taking courses other than those planned or by not completing a course successfully), they and their advisors will be alerted so that the students can make adjustments to their plan.
- The curriculum is designed to provide students with opportunities to master the program learning outcomes. The measurements of the program's effectiveness in preparing students to master those learning outcomes are described in detail in 7.1. What follows are details of how are curriculum is designed to help students master the learning outcomes:
  - **Learning Outcome 1:** Describe the basic theoretical perspectives, principles, concepts, empirical findings and historical trends in psychology; **Learning Outcome 2:** Apply basic research methods in psychology and evaluate the adequacy of research designs; and **Learning Outcome 3:** Use fundamental data analysis techniques.
    - Students are required to complete at least 7 credit hours in the "Application of Psychological Science," which includes enrollment in courses that provide hands-on research experience. Further, all students are required to complete three courses in research methods and statistics.
  - **Learning Outcome 4:** Write effectively in the discipline.
    - Students are required to complete at least one writing intensive course in the major with a minimum C grade. Those courses are PSYC 41990 Writing in Psychology, PSYC 41573 Laboratory Experiences in Psychological Research: Social/Clinical, or PSYC 41574 Laboratory Experiences in Psychological Research: Cognitive/Learning.
  - **Learning Outcome 5:** Recognize, understand and respect the complexity of sociocultural and international diversity.
    - Students must complete at least one diversity course in the major, with the opportunity to complete at least five courses. Further, students are encouraged to gain volunteer experience in the community and can receive credit in PSYC 41492 Internship in Psychology for internships in the community.

SECTION 8: FACULTY

8.2 Program faculty

Provide the number of existing Psychology faculty members available to teach in the proposed program.

Full-time: 28 Less than full-time: 2

Provide an estimate of the number of Psychology 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.

instructor name	rank or title	full-/ part-time	degree, discipline, institution, year	course(s) instructor will teach in proposed program
Yossefi Ben-Porath	Professor	FT	PhD, Psychology, University of Minnesota, 1989	PSYC 30111 Forensic Psychology; PSYC 40231 Psychological Assessment
Jeffrey Ciesla	Assistant Professor	FT	PhD, Psychology, University at Buffalo, 2004	PSYC 21621 Quantitative Methods in Psychology I; PSYC 31684 Quantitative Methods in Psychology II
Karin Coifman	Assistant Professor	FT	PhD, Psychology, Columbia University, 2008	PSYC 40383 Psychological Interventions
Janis Crowther	Professor	FT	PhD, Psychology, University of Vermont, 1980	PSYC 21211 Psychology of Adjustment
Douglas Delahanty	Professor	FT	PhD, Psychology, University of Pittsburgh, 1997	PSYC 41363 Biopsychology
Nancy Docherty	Professor	FT	PhD, Psychology, Binghamton University, 1991	PSYC 40111 Abnormal Psychology
John Dunlosky	Professor	FT	PhD, Psychology, University of Washington, 1993	PSYC 30656 Psychology of Aging; PSYC 41574 Laboratory Experience in Psychological Research: Cognitive /Learning
Christopher Flessner	Assistant Professor	FT	PhD, Psychology, University of Wisconsin-Milwaukee, 2008	PSYC11762 General Psychology
Jocelyn Folk	Associate Professor	FT	PhD, Psychology, University of South Carolina, 1997	PSYC 11762 General Psychology; PSYC 30445 Cognitive Psychology; PSYC 30446 Cognitive Neuroscience; PSYC 40461 Psychology of Language
Stephen Fountain	Professor	FT	PhD, Psychology, John Hopkins University, 1981	PSYC 31043 Basic Learning Processes; PSYC 31634 Animal Cognition
David Fresco	Associate Professor	FT	PhD, Psychology, University of North Carolina, Chapel Hill, 1999	PSYC 40111 Abnormal Psychology
Josefina Grau	Associate Professor	FT	PhD, Psychology, University of Illinois-Chicago, 1992	PSYC 20651 Child Psychology; PSYC 40112 Psychological Disorders of Childhood and Adolescence

instructor name	rank or title	full-/ part-time	degree, discipline, institution, year	course(s) instructor will teach in proposed program
John Gunstad	Associate Professor	FT	PhD, Psychology, Ohio University, 2002	PSYC 21211 Psychology of Adjustment
Joel Hughes	Associate Professor	FT	PhD, Psychology, Ohio State University, 2001	PSYC 31574 Research Methods in Psychology; PSYC 41581 Health Psychology
Aaron Jasnow	Assistant Professor	FT	PhD, Psychology, Georgia State University, 2002	PSYC 41363 Biopsychology
Robin Joynes	Assistant Professor	FT	PhD, Psychology and Behavioral Neuroscience, Texas A & M University, 1998	PSYC 11762 General Psychology; PSYC 31574 Research Methods in Psychology; PSYC 41363 Biopsychology; PSYC 41364 Drugs and Behavior
Kathryn Kerns	Professor	FT	PhD, Psychology, Stony Brook University, 1987	PSYC 30652 Social and Personality Development; PSYC 415773 Laboratory Experience in Research: Social/Clinical
William Merriman	Professor	FT	PhD, Child Development, University of Minnesota, 1984	PSYC 21621 Quantitative Methods in Psychology I; PSYC 20651 Child Psychology; PSYC 30655 Cognitive Development
Angela Neal-Barnett	Professor	FT	PhD, Psychology, DePaul University, 1988	PSYC 30651 Adolescent Psychology
Katherine Rawson	Associate Professor	FT	PhD, Psychology, University of Colorado, 2004	PSYC 31574 Research Methods in Psychology; PSYC 41990 Writing in Psychology
David Riccio	Professor	FT	PhD, Psychology, Princeton University, 1962	PSYC 31043 Basic Learning Processes
Amy Sato	Assistant Professor	FT	PhD, Psychology, University of Wisconsin- Milwaukee, 2009	PSYC 41282 Personality
Sharon Sciartelli	Assistant Professor	FT	PhD, Psychology, Kent State University, 1995	PSYC 11762 General Psychology; PSYC 20651 Child Psychology; PSYC 21211 Psychology of Adjustment; PSYC 40111 Abnormal Psychology; PSYC 41532 Social Psychology
Mary Beth Spitznagel	Assistant Professor	FT	PhD, Psychology, Ohio University, 2003	to be determined
John Updegraff	Associate Professor	FT	PhD, Psychology, University of California at Los Angeles, 2002	PSYC 11762 General Psychology; PSYC 41581 Health Psychology; PSYC 41532 Social Psychology
Manfred van Dulmen	Associate Professor	FT	PhD, Human Development, University of Minnesota, 2001	PSYC 31574 Research Methods
Beth Wildman	Professor	FT	PhD, Psychology, University of North Carolina, Greensboro, 1977	PSYC 20651 Child Psychology; PSYC 22221 Multicultural Psychology
Maria Zaragoza	Professor	FT	PhD, Psychology, Johns Hopkins University, 1984	PSYC 30445 Cognitive Psychology

instructor name	rank or title	full-/ part-time	degree, discipline, institution, year	course(s) instructor will teach in proposed program
All Faculty Listed Above		FT		PSYC 31498 Undergraduate Research; PSYC 41495 Special Topics; PSYC 41498 Individual Investigation
Bruce Dockstader	Adjunct	PT	PhD, Industrial and Management Engineering Human Factors, University of Iowa, 1987	PSYC 31773 Industrial Psychology
Robert Treichler	Professor Emeritus	PT	Pennsylvania State University, 1960	PSYC 40974 History of Psychology

SECTION 10: BUDGET, RESOURCES, AND FACILITIES

10.1 Resources and facilities

No additional resources or facilities will be required.

10.2 Budget/financial planning

	Year 1	Year 2	Year 3	Year 4
I. Projected Enrollment				
Head-count full time	25	50	85	150
Head-count part time	3	5	9	15
Full Time Equivalent (FTE) enrollment	N/A	72	147	278
II. Projected Program Income				
Tuition (paid by student or sponsor)	63,875	183,960	384,523	733,161
Expected state subsidy				
Externally funded stipends, as applicable				
Other income (if applicable, describe in narrative section below)				
Total Projected Program Income	63,875	183,960	384,523	733,161
III. Program Expenses				
New Personnel • Instruction (technical, professional and general education) Full: 0 Part Time: 0 • Non-instruction (indicate role(s) in narrative section below) Full: 0 Part Time: 0				
New facilities/building/space renovation (describe in narrative section)	0	0	0	0
Scholarship/stipend support (describe in narrative section below)	0	0	0	0
Additional library resources (describe in narrative section below)	0	0	0	0
Additional technology or equipment needs	0	0	0	0
Other expenses (if applicable, describe in narrative section below)	15,559	40,350	92,020	190,408
Total Projected Expense	15,559	40,350	92,020	190,408
Net Profit	48,316	143,610	292,503	542,753

Budget Narrative: Total projected expenses include the University Service Charge, Bad Debt expense, and supplies and printing. Student persistence numbers were included in the projected income.

APPENDICES

Appendix Name	Description
A	Semester-by-semester sequencing (roadmap) and catalog copy
B	Curricula vitae for the Psychology faculty

Kent State University is committed to continual support of the delivery of the psychology 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,

Todd A. Diacon, PhD
Senior Vice President for Academic Affairs and Provost
Kent State University

Psychology - B.A. and B.S.

COLLEGE: College of Arts and Sciences

DEPARTMENT: Department of Psychology
144 Kent Hall
Tel: 330-672-2166
Fax: 330-672-3786
Web: www.kent.edu/cas/Psychology

DESCRIPTION: Students in the **Bachelor of Arts** in Psychology apply the science of understanding and explaining thoughts, emotions and behavior to solving real-world problems. Topics include stress, biological influences on behavior, growth and development of children and diagnosis and treatment of psychological disorders. ~~Students conduct science and evaluate and interpret data.~~ Elective courses may be used to specialize in a number of areas of psychology and to gain hands-on experience in research labs. The degree prepares students for graduate school and employment in a range of fields, including clinical, applied and experimental areas of psychology and related fields such as education, law, human resources and health care.

The **Bachelor of Science** in Psychology is designed to prepare students for graduate study in psychology and related fields. Topics include stress and trauma, neural basis of learning and memory, social and biological influences on mental and physical health, growth and development of children, and diagnosis and treatment of psychological disorders. Students evaluate and interpret data and gain hands-on experience conducting research. Elective courses may be used to specialize in a number of areas of psychology and related fields such as neuroscience. The degree prepares students for graduate study and employment in a range of fields, including clinical psychology, research and experimental areas of psychology such as cognitive science and behavioral neuroscience, and related fields such as medicine and neuroscience.

CAREER OPPORTUNITIES: There are many career options for graduates with a bachelor's degree in psychology, with most employed in careers in social service and business settings. In business settings, psychology majors work in areas such as personnel, human resources, and marketing. In social services settings, psychology majors work as case workers, residential youth counselors, probation/parole officers, group home coordinators, and other related fields. With a liberal arts (B.A.) degree, psychology majors also are qualified to work in many other fields as well, such as working at colleges and universities in alumni relations, admissions and other areas. With a B.S. degree, psychology majors are also qualified for careers in research.

Students who choose to pursue a graduate degree have many options open to them. School psychologists and industrial psychologists hold at least a master's degree. With a doctoral degree, students can pursue numerous careers in psychology, including clinical or counseling psychology, health psychology, behavioral neuroscience cognitive psychology, social psychology, developmental psychology, and others. Many doctoral level psychologists are employed in research and/or teaching at educational institutions. However, about 21 percent are employed in healthcare, primarily in offices of mental health practitioners, hospitals, physicians' offices, and outpatient mental health and substance abuse centers. After several years of experience, some psychologists—usually those with doctoral degrees—enter private practice or set up private research or consulting firms. Many graduates also pursue graduate training in related fields such as community/mental health counseling and school counseling, which require a master's degree, and careers in neuroscience and medicine. For more information about career options for psychology majors, you can visit the Department of Psychology website.

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

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

GRADUATION REQUIREMENTS:	Minimum 121 total credit hours and 42 upper-division hours for graduation. Minimum 2.000 GPA overall and 2.000 GPA in major required for graduation with the B.A. degree; minimum 2.000 GPA overall and 2.500 GPA in major required for graduation with the B.S. degree.
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:	Department of Psychology Multicultural and Diversity Committee; Psi Chi; Psychology Club
ADVANCED DEGREE PROGRAMS:	Clinical Psychology (Ph.D.), Counseling (Ed.S.), Clinical Mental Health Counseling (M.Ed.), Educational Psychology (M.Ed.), Experimental Psychology (Ph.D.), School Counseling (M.Ed.), School Psychology (M.Ed., Ed.S.)

Psychology - B.S. Program Requirements

Type Legend: **DD** Diversity–Domestic; **DG** Diversity–Global; **ELR** Experiential Learning; **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**			
Type	**Course**		**Title**	**Credits**
	US	10097	Destination Kent State: First Year Experience	1
II.	**MAJOR PROGRAM REQUIREMENTS *Courses count in major GPA****			
Type	**Course**		**Title**	**Credits**
KSS/DD	PSYC	11762	General Psychology	3
	PSYC	21621	Quantitative Methods in Psychology I**	3
	PSYC	31574	Research Methods in Psychology	3
	PSYC	31684	Quantitative Methods in Psychology II	3
	PSYC	40111	Abnormal Psychology	3
	PSYC	41363	Biopsychology	3
	PSYC	Electives ***		12
	Developmental Area (choose from the following)			3
KSS/DD	PSYC	20651	Child Psychology (3)	
		30651	Adolescent Psychology (3)	
		30656	Psychology of Aging (3)	
	Cognition/Learning Area (choose from the following)			3
	PSYC	30445	Cognitive Psychology (3)	
		30446	Cognitive Neuroscience (3)	
		31043	Basic Learning Processes (3)	
	Social/Personality Area(choose from the following)			3
	PSYC	41282	Personality (3)	
		41532	Social Psychology (3)	
	Application of Psychology Science Area (choose from the following) ****			7
ELR	HONR	40099	Senior Honors Thesis/Project (1-6)	
ELR	PSYC	31498	Undergraduate Research (1-6)	
ELR		41498	Individual Investigation (1-6)	
WIC		41573	Laboratory Experience in Psychological Research: Social/Clinical (3)	
WIC		41574	Laboratory Experience in Psychological Research: Cognitive/Learning (3)	
WIC		41990	Writing in Psychology (1)	
	ANTH/BSCI/PSYC Electives (choose from the following)			6
	ANTH	48623	Human Variation (3)	
		48810	Human Paleontology (3)	
	BSCI	30520	Introduction to Neuroscience (3)	
		30156	Elements of Genetics (3)	
		30149	Cell Biology (3)	
		40515	Animal Behavior (3)	
	PSYC	3/4xxx	Elective (3-6) ***	

PROPOSED 2013 UNIVERSITY CATALOG

III.	ADDITIONAL PROGRAM REQUIREMENTS			
Type	**Course**	**Title**		**Credits**
	Science Area (choose from the following) minimum one laboratory course is required			8
KBS	BSCI	10110	Biological Diversity (4)	
KBS		10120	Biological Foundations (4)	
KBS	CHEM	10060	General Chemistry I (4)	
KBS		10061	General Chemistry II (4)	
	Mathematics Area (choose from the following)			3-5
KMC	MATH	11009	Modeling Algebra (4)	
KMC		11010	Algebra for Calculus (3)	
KMC		11022	Trigonometry (3)	
KMC		12001	Algebra and Trigonometry (5)	
KMC		12002	Analytic Geometry and Calculus I (5)	
	Foreign Language ++			8
	Kent Core Composition			6
	Kent Core Humanities and Fine Arts (minimum one course from each)			9
	Kent Core Social Sciences (cannot be a PSYC course)			3
	Kent Core Additional			6
	General Electives *Credits required depends on meeting minimum 121 credit hours and minimum 42 upper-division credit hours*			25
			MINIMUM TOTAL	**121**

* All courses taken from the list of major program requirements are used in the calculation of the major GPA.

** Students who are double majors in Psychology and Sociology may substitute SOC 32220 for PSYC 21621.

*** No more than 12 credit hours total of PSYC 31498, 41492 and 41498 combined may be applied towards major requirements in psychology.

**** No more than 6 credit hours of PSYC 31498 and 41498 combined may be applied toward the Application of Psychological Science area. Students must earn a minimum C grade in PSYC 41573 or 41574 or 41990 to fulfill the writing-intensive requirement.

++ Fulfills College General Requirement.

KENT STATE UNIVERSITY

Roadmap: Psychology – Bachelor of Science

[AS-BS-PSYC]
College of Arts and Sciences
Department of Psychology
Catalog Year: 2013-20143

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]					
BSCI 10110 Biological Diversity (4) ***or*** BSCI 10120 Biological Foundations (4) ***or*** CHEM 10060 General Chemistry I (4) ***or*** CHEM 10061 General Chemistry II (4)	4				All fulfill Kent Core Basic Sciences; two courses total must be taken with minimum one being a laboratory course
PSYC 11762 General Psychology	3			■	Fulfills Kent Core Social Science and domestic diversity requirement
US 10097 Destination Kent State: First Year Experience	1				Not required of transfer students with 25 credits
Kent Core Requirement	3				
Kent Core Requirement	3				
Semester Two: [16-18 Credit Hours]					
BSCI 10110 Biological Diversity (4) ***or*** BSCI 10120 Biological Foundations (4) ***or*** CHEM 10060 General Chemistry I (4) ***or*** CHEM 10061 General Chemistry II (4)	4				All fulfill Kent Core Basic Sciences; choose one not taken earlier
MATH 11009 Modeling Algebra (4) ***or*** MATH 11010 Algebra for Calculus (3) ***or*** MATH 11022 Trigonometry (3) ***or*** MATH 12001 Algebra and Trigonometry (5) ***or*** MATH 12002 Analytic Geometry and Calculus I (5)	3-5				All fulfill Kent Core Mathematics and Critical Reasoning
PSYC 20651 Child Psychology (3) ***or*** PSYC 30651Adolescent Psychology (3) ***or*** PSYC 30656Psychology of Aging (3)	3			■	All fulfill developmental area requirement in program; PSYC 20651 fulfills Kent Core Additional and domestic diversity requirement
Kent Core Requirement	3				
Kent Core Requirement	3				
Semester Three: [16-17 Credit Hours]					
PSYC 21621 Quantitative Methods in Psychology I	3			■	
Psychology Area Requirement	3	■		■	See note 1 on page 2
Foreign Language Requirement	4-5				
Kent Core Requirement	3				
Kent Core Requirement	3				
Semester Four: [16 Credit Hours]					
PSYC 31574 Research Methods in Psychology	3	■		■	
Psychology Area Requirement	3	■		■	See note 1 on page 2
Foreign Language Requirement	4-5				
Kent Core Requirement	3				
Kent Core Requirement	3				If PSYC 20651 (Kent Core) is taken for developmental area above, then this course may be a general elective
Semester Five: [15 Credit Hours]					
PSYC 40111 Abnormal Psychology	3	■		■	
PSYC Electives (lower or upper division)	6			■	See note 4 on page 2
Psychology Area Requirement	3	■		■	See note 1 on page 2
General Elective (upper-division)	3	■			
Semester Six: [15 Credit Hours]					
PSYC 31684 Quantitative Methods in Psychology II	3	■		■	
PSYC 41363 Biopsychology	3	■		■	
Psychology Area Requirement	3	■		■	See note 1 on page 2
General Electives (lower or upper division)	6				

Roadmap: Psychology – Bachelor of Science
[AS-BS-PSYC]
College of Arts and Sciences
Department of Psychology
Catalog Year: 2013-20143

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]					
PSYC Electives (lower or upper division)	3			■	See note 4 below
ANTH, BSCI or PSYC Elective	3	■		■	See notes 2 and 4 below
Psychology Area Requirement	1	■		■	See note 1 below
General Electives (upper-division)	6	■			
Semester Eight: [16 Credit Hours]					
PSYC Electives (upper division)	3	■		■	See note 4 below
ANTH, BSCI or PSYC Elective	3	■		■	See note 2 below
General Electives (lower or upper division)	10				Number of credits required depends on meeting minimum 121 credit hours and minimum 42 upper-division hours

Graduation Requirements Summary

Minimum Total Hours	Minimum Upper-Division Hours	Minimum Kent Core Hours	Global / Domestic Diversity Course	Writing-Intensive	Experiential Learning	Minimum Major GPA	Minimum Overall GPA
121	42	36	PSYC 11762 or PSYC 20651 / Kent Core or General Elective	PSYC 41990, PSYC 41573, PSYC 41574	HONR 40099, PSYC 31498 or PSYC 41498	2.500	2.000

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 MATH 11009 or 11010 or 11022 or 12001 or 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 global diversity requirement	9
Social Sciences (6 credit hours) *Must be selected from two curricular areas*	3 credits fulfilled in this major with PSYC 11762; may fulfill global diversity requirement; cannot be another PSYC course	3
Basic Sciences (6-7 credit hours) *Must include one laboratory*	Fulfilled with BSCI 10110 and/or BSCI 10120 and/or CHEM 10060 and/or CHEM 10061	0
Additional (6 credit hours) *Must be selected from two Kent Core categories*	3 credits may be fulfilled in this major with PSYC 20651; may fulfill global diversity requirement	6

Note 1: **Psychology Areas (13 credit hours):**

Cognition/Learning (3 credits, choose from the following):

PSYC 30445 Cognitive Psychology (3)
PSYC 30446 Cognitive Neuroscience (3)
PSYC 31043 Basic Learning Processes (3)

Social/Personality (3 credits, choose from the following):

PSYC 41282 Personality (3)
PSYC 41532 Social Psychology (3)

Application of Psychological Science (7 credits, choose from the following): ***see notes 3 and 4 below***

HONR 40099 Senior Honors Thesis/Project (1-6) [E]
PSYC 31498 Undergraduate Research (1-6) [E]
PSYC 41498 Individual Investigation (1-6) [E]
PSYC 41573 Laboratory Experience in Psychological Research: Social/Clinical (3) [W]
PSYC 41574 Laboratory Experience in Psychological Research: Cognitive/Learning (3) [W]
PSYC 41990 Writing in Psychology (1) [W *]

[E] Course may fulfill experiential learning requirement.
[W] One course must be earned with minimum C grade to fulfill writing-intensive course requirement.
* If selected, PSYC 41990 should be taken with PSYC 31574 as the co-requisite.

Note 2: **ANTH/BSCI/PSYC Electives (6 credit hours, choose from the following)**

ANTH 48623 Human Variation (3)	BSCI 30149 Cell Biology (3)
ANTH 48810 Human Paleontology (3)	BSCI 40515 Animal Behavior (3)
BSCI 30520 Introduction to Neuroscience (3)	PYSC 3/4xxxx (upper-division) course (3-6)
BSCI 30156 Elements of Genetics (3)	

Note 3: No more than 6 credit hours of PSYC 31498 and 41498 combined may be applied toward requirements in the Application of Psychological Science area.

Note 4: No more than12 credit hours total of PSYC 31498, 41498 and 41492 combined may be applied toward major requirements in psychology.

Roadmap: Psychology – Bachelor of Science
[AS-BS-PSYC]
College of Arts and Sciences
Department of Psychology
Catalog Year: 2013-20143

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.

Experiential Learning Requirement
To provide students with direct engagement in learning experiences that promote academic relevance, meaning and an understanding of real-world issues, students must complete this requirement at Kent State, either as a for-credit course or as a non-credit, non-course experience approved by the appropriate faculty member. Visit www.kent.edu/catalog/elr 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 **16-Aug-12** Curriculum Bulletin _____

Effective Date **Fall 2013** Approved by EPC _____

Department	**FLA**
College	**EH - Education, Health and Human Services**
Degree	**BSE - Bachelor of Science in Education**
Program Name	**Educational Studies** Program Code **EDST**
Concentration(s)	Concentration(s) Code(s)
Proposal	**Revise program**

Description of proposal:

This proposal is to update the degree name from Bachelor of Science in Education to Bachelor of Science for the Educational Studies major. This reflects the College's recent reorganization. It will also revise program requirements to reflect course revisions.

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

Department Chair / School Director	9/19/12
Campus Dean (for Regional Campuses proposals)	___/___/___
College Dean (or designee)	11/20/12
Dean of Graduate Studies (for graduate proposals)	___/___/___
Provost and Senior Vice President for Academic Affairs (or designee)	___/___/___

Transmittal Memo

Date: November 2, 2012

To: Joanne Arhar, Associate Dean for Student Services, Undergraduate Education

From: Laura Buckeye, EDST Program Coordinator

Re: Revision of BSE Educational Studies major

This action revises the degree, establishes coursework, and revises/establishes courses for the EDST program. The courses in the workflow are: EDST 40096, EDST 44003, EDST 44004 (WIC), and EDST 44092

Included are: ccp form, proposal summary, OBR Change Request form with catalog requirements, WIC information form, approval memos, and FLA SCC minutes.

Curricular/consultative bodies that have approved this action:
Lifespan Development and Educational Sciences (CHDS/HDFS): September 11, 2012
EDST: September 9, 2012
FLA SCC: September 17, 2012
Presented to EHHS Curriculum Committee: November 16, 2012
Presented to EPC: January 28, 2013

Proposal Summary

A. Title: Revisions to the Bachelor of Science in Education Degree in Educational Studies.

B. Subject Specification:
This proposal is to revise the Bachelor of Science in Education degree in Educational Studies [BSE EDST] by revising the degree and program requirements.

C. Background Information:
The School of Foundations, Leadership and Administration (FLA) offers a Bachelor of Science in Education (B.S.E.) degree in Educational Studies (EDST) that was established in ~1979. The last major curriculum change occurred in 1999. Since that time, the College of Education has now become the College of Education, Health and Human Services (EHHS). Traditionally, the EDST program had been a degree completion program for students in teacher education. With the College restructuring in recent years, Educational Studies is now for students within the College of EHHS. The EDST program intent is still the same; the changes being requested are to update the degree and program requirements.

The Educational Studies major is a completer degree program for students in the College of Education, Health and Human Services. Students, in consultation with the Educational Studies program coordinator, choose electives that are supportive of their particular career emphasis and goals, selected from offerings in the College of Education, Health and Human Services.

Students in the major are required to meet all university requirements, including residence, Kent Core, upper-division coursework, diversity and writing-intensive requirements and the experiential learning requirement. In addition, students must have a minimum 2.500 cumulative GPA to be admitted into and to graduate with the BS EDST degree.

D. Alternative and Consequences:
The alternative is to not update the curriculum based on college changes. The consequences of not updating the curriculum are the major will not be reflective of the College of Education, Health and Human Services.

E. Specific Recommendations:
1. Revision of the degree: Revise the degree from Bachelor of Science in Education (B.S.E.) to Bachelor of Science degree (B.S.).
Rationale: The degree change is a result of the college changes (College of Education changed to College of Education, Health, and Human Services).

2. Revision of the EDST Requirements: Until now, there has been no official EDST program of study on file with Curriculum Services. With the addition of courses specific to EDST, this proposal will establish the following coursework (121 credits):

a. Required major courses (4-15 hours):
   - EDST 44004 *Research and Writings in Educational Studies* (3 cr); Rationale: currently, there is no writing intensive course for EDST majors.
   - EDST 44092 *Practicum in Educational Studies* (1-12 cr)/ Rationale: to revise course to be specific to EDST major

b. Applied coursework and general electives, approved by advisor (69-80 cr): to allow for associate degrees, minors, certificates, military coursework or other applicable coursework to count towards degree requirements

c. Kent Core requirements (36 cr), and US 10097 *Destination Kent State: First Year Experience* (1 cr)

3 **Revision/establishment of the following courses through** the Workflow:

a. CHDS 41892 *Internship in Educational Studies and Helping Profession* to EDST 44092 *Practicum in Educational Studies*; requirement
b. EDST 44004 *Research and Writings in Educational Studies* (3 cr); requirement
c. EDST 40095 *Special Topics in Educational Studies* (1-3 cr); elective
d. EDST 40096 *Individual Investigation in Educational Studies* (1-3 cr); elective

F. Timetable and Actions Required:

The proposal will go though the required curriculum approval process for changes to take effect in fall 2013. The following is the anticipated schedule:

Approved by EDST program area: September 9, 2012
Approved by FLA Curriculum Committee: September 17, 2012
Presented to EHHS Curriculum Committee: November 16, 2012
Presented to EPC: January 28, 2013

GPS KEYWORDS:

Education, Health, Human Services, General, Degree Completion, 2+2 Program, online, web, evening, weekend, military experience, work experience, accelerated

For Proposal Questions contact: Laura Buckeye, lbuckeye@kent.edu

Ohio | Board of Regents

John R. Kasich, Governor
Jim Petro, Chancellor

University System of Ohio

Change Request: Degree Change

Date of submission: 13 March 2013 *anticipated date*

Name of institution: Kent State University

Approved title: Educational Studies major within the Bachelor of Science in Education degree

Proposed new title: Educational Studies major within the Bachelor of Science degree

Proposed implementation date of the request: Fall 2013

Date that the request received final approval from the appropriate institutional committee: 13 March 2013 by the 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 degree name change.

The Educational Studies major was established more than 30 years ago as a completer degree program for students in teacher education programs who decided, late into their academic studies, that they wanted to instead pursue careers as educators in settings where teacher licensure was not required, such as business and industry, religious, community or interest and advocacy groups. The program's individualized curriculum reflects a consideration for the nature of the setting in which the graduate will work (e.g., youth center, social agency, museum, park, business), the particular skills and competencies required in such an educational career (e.g., program planning, technology utilization, interpersonal and multicultural facilitation) and the nature of the particular educational function that characterizes the option (e.g., program design, instruction, service delivery).

Although the program's mission has not changed, its academic home has. In 2006, Kent State's College of Education was reorganized—incorporating programs in health, exercise, sport, nutrition, hospitality, gerontology, audiology, speech pathology and family and consumer studies—and the name changed to the College of Education, Health and Human Services.

The Educational Studies program now accepts students in all programs in the college, not just teacher education. Consequently, the degree Bachelor of Science in Education is no longer applicable for the major. The Bachelor of Science degree is more appropriate than a Bachelor of Arts as the College of Education, Health and Human Services offers Bachelor of Science and Bachelor of Science in Education only as its undergraduate degrees.

Describe how the degree name change will affect students in the current program.

The change will not affect students in the current program as it is a change in name only. Students will have the opportunity, if they desire, to update their catalog to earn a Bachelor of Science instead of a Bachelor of Science in Education degree, although it is not required; the change is not anticipated to have any impact on student selection of, progression through or graduation from the program.

The curriculum is changing slightly with the inclusion of a new course to fulfill Kent State's writing-intensive requirement. Previously, students fulfilled the requirement with any of the available writing-intensive courses; this course will be tailored specifically for the program. The curriculum change will not affect current students and is considered a regular update to keep the program current. (See attached program requirement sheet.)

Describe any faculty, administrative or support service changes occurring along with the degree name change.

No resource changes will be occurring with the degree name change.

Provide evidence that the appropriate accreditation agencies been informed of the proposed change (if applicable).

The program is not accredited by any professional or specialized accrediting agency.

Kent State University verifies that the information in this request is truthful and accurate.

Respectfully,

Todd A. Diacon
Senior Vice President for Academic Affairs and Provost

Kent State University Catalog 2012 - 2013

Educational Studies - B.S.~~E~~.

COLLEGE: College of Education, Health and Human Services

DEPARTMENT: School of Foundations, Leadership and Administration
316 White Hall
Tel: 330-672-2012
~~E-mail: oss@kent.edu~~
Web: www.ehhs.kent.edu/fla

Resources:

DESCRIPTION: The educational studies program is a ~~non-licensure~~ major option designed for those who wish to function ~~as educators~~ in human services ~~and resource~~ settings~~, such as business and industry, religious, community, or interest and advocacy groups~~. Programs reflect a consideration for the nature of the setting in which ~~educators~~ individuals will work (e.g., youth center, social agency, museum, park, business), the particular skills and competencies required in such ~~an educational~~ career (e.g., program planning, technology utilization, interpersonal and multicultural facilitation) and the nature of the particular ~~educational~~ education, health and function which characterizes the option (e.g., program design, instruction, service delivery).

ADMISSION REQUIREMENTS: The Educational Studies program requires a 2.500 cumulative GPA to be accepted into the major.
Additional information can be obtained from 316 White Hall, 330-672-3195 or 330-672-2012.

GRADUATION REQUIREMENTS: Minimum 121 total credit hours. Students are required to meet all university requirements, including a 2.500 cumulative GPA, for graduation. The students choose ~~an~~ electives ~~concentration~~ that is supportive of their particular career emphasis and goal, selected from offerings in the College of Education, Health, and Human Services and other professional schools.

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

PROGRAM FEE: $35/semester

Educational Studies - B.S. Program Requirements

Proposed 2013 Kent State University Catalog

The Educational Studies major is a completer degree program for students in the College of Education, Health and Human Services. Students, in consultation with the Educational Studies program coordinator, choose electives that are supportive of their particular career emphasis and goals, selected from offerings in the College of Education, Health and Human Services.

Students in the major are required to meet all university requirements, including residence, Kent Core, upper-division coursework, diversity and writing-intensive requirements and the experiential learning requirement. In addition, students must have a minimum 2.50 cumulative GPA to graduate.

Type Legend: **DD** Diversity–Domestic; **DG** Diversity–Global; **ELR** Experiential Learning Requirement; **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 (4-15 credits)** ***Courses count in major GPA***			
Type	**Course**		**Title**	**Credits**
WIC	EDST	44004	Research and Writings in Educational Studies * *new course*	3
ELR	EDST	44092	Practicum in Educational Studies ** *new course to replace CHDS 41892 Internship in Educational Studies and Helping Professions*	1-12
III.	**ADDITIONAL PROGRAM REQUIREMENTS (105-116 credits)**			
Type	**Course**		**Title**	**Credits**
	Kent Core Composition			6
	Kent Core Mathematics and Critical Reasoning			3
	Kent Core Humanities and Fine Arts (minimum one from each)			9
	Kent Core Social Sciences (must be from two curricular areas)			6
	Kent Core Basic Sciences (must include one laboratory)			6
	Kent Core Additional (must be from two categories)			6
	Applied Coursework and General Electives *number of credits required depends on meeting minimum 121 credit hours and minimum 39 upper-division credit hours*			69-80
			MINIMUM TOTAL	**121**

* Students who have successfully completed a designated writing-intensive course may be waived EDST 44004 with approval by the Educational Studies program coordinator.

** Students with prior work, internship, practicum, student teaching and/or field experience may be waived EDST 44092 with approval by the Educational Studies program coordinator. However, the experiential learning requirement will still need to be met by a course or non-course activity.

Note: No dual degree/major may be earned with a Bachelor of Science in Educational Studies.

AUGUSTINE, SUSAN

Subject: FW: curriculum change

From: Dellman-Jenkins, Mary
Sent: Thursday, September 13, 2012 3:10 PM
To: BUCKEYE, LAURA
Subject: RE: curriculum change

Hi, Laura,
Please consider this email as verification that I approve the curriculum changes. Mary

From: BUCKEYE, LAURA
Sent: Monday, September 10, 2012 5:47 PM
To: Dellman-Jenkins, Mary
Cc: AUGUSTINE, SUSAN
Subject: curriculum change
Importance: High

Hi Mary,
I am submitting curriculum changes for the Educational Studies Program (EDST) this fall. The EDST courses use to be listed as CHDS 41892 Internship in Educational Studies and Helping Professions when the program was under the Adult, Counseling, Health and Vocational Education program. I would like to realign them in the programs correct School of Foundations, Leadership and Administration (FLA). Please provide me email verification that you approve of this change. If any questions please let me know by this Thursday, September 13.
Thanks!
Laura Buckeye

Laura Buckeye, Program Coordinator
Integrated Health & Educational Studies Programs
Kent State University, 320 White hall

AUGUSTINE, SUSAN

Subject: FW: EDST curriculum change

From: BERGH, KATHLEEN
Sent: Tuesday, September 11, 2012 11:28 AM
To: BUCKEYE, LAURA
Subject: RE: EDST curriculum change

Laura-
Thank you for letting me know!
Good luck with everything.
Kathy

Kathy Bergh, M.A.
Nonprofit Studies Program Director
Human Development and Family Studies
#138 Nixson Hall
Kent State University
Kent, OH 44242
330-672-5380

From: BUCKEYE, LAURA
Sent: Tuesday, September 11, 2012 11:19 AM
To: BERGH, KATHLEEN
Cc: AUGUSTINE, SUSAN
Subject: EDST curriculum change

Hi Kathy,
I am submitting curriculum changes for the Educational Studies Program (EDST) this fall. The EDST courses use to be listed as CHDS 41892 *Internship in Educational Studies and Helping Professions* when the program was under the Adult, Counseling, Health and Vocational Education program. I would like to realign them in the programs correct School of Foundations, Leadership and Administration (FLA). The course is now being proposed as EDST 44092 Practicum (1-12 cr). If any questions please let me know.
Thanks!
Laura Buckeye

Laura Buckeye, Program Coordinator
Integrated Health & Educational Studies Programs
Kent State University, 320 White hall

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **20-Nov-12** Curriculum Bulletin _____

Effective Date **Fall 2013** Approved by EPC _____

Department	**Engineering Technology**
College	**RE - Regional College**
Degree	**Minor (non degree)**
Program Name	**MINOR IN COMPUTER DESIGN,ANIMATION &GAME DESIGN** Program Banner Code CDAEG
Concentration(s)	Concentration(s) Banner Code(s)
Proposal	**Establish program**

Description of proposal:

ADDING A MINOR IN COMPUTER DESIGN, ANIMATION AND GAME DESIGN ~~TO THE BACHELOR OF SCIENCE IN ENGINEERINGOF TECHNOLOGY~~

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

Current total credit hours: Proposed total credit hours

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

THIS MINOR IS UNIQUE AS IT OFFERS KSU UNDERGRADUATES AN OPPORTUNITY TO DEVELOP A STRONG BACKGROUND IN COMPUTER AIDED DESIGN AND/OR COMPUTER ANIMATIONAND GAME DESIGN. THERE IS NO IMPACT ON OTHER PROGRAMS.

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

SCHOOL OF VISUAL COMMUNICATION DESIGN, SCHOOL OF DIGITAL SCIENCE, COLLEGE OF APPLIED ENGINEERING, SUSTAINABILITY AND TECHNOLOGY AND TUSCARAWAS FACULTY ADVISORY COUNCIL.

REQUIRED ENDORSEMENTS

K. I Richard — 11/21/12
Department Chair / School Director

[illegible] — 11/21/12
Campus Dean (for Regional Campuses proposals)

Wanda Thomas — 12/10/12
College Dean (or designee)

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

_____ — ___/___/___
Provost and Senior Vice President for Academic Affairs (or designee)

INTERDEPARTMENTAL CORRESPONDENCE
KENT STATE UNIVERSITY
TUSCARAWAS CAMPUS
REGIONAL COLLEGE

DATE: November 22, 2012

TO: Dr. Wanda Thomas, Regional College Dean

FROM: Kamal Bichara, Director of Engineering Technology, Tuscarawas campus

SUBJECT: **Establishment of a minor in Computer Design, Animation and Game Design** ~~**as an option within the Bachelor of Science in Engineering Technology**~~ per email K Bichara 12/19/12

1. **Transmittal Memo**
   a. Summary Statement Describing the Proposal Action
   The Tuscarawas Campus Engineering Technology faculty requests the establishment of a minor in Computer Design, Animation and Game Design.

   The minor consists of 24 hours. Seven hours are required and 17 hours are electives from a list of applicable courses. The GPA requirement OF 2.0 is in line with other minors at Kent State.

   b. Curriculum Bodies Consulted
   1. The Computer Design, Animation and Game Design curriculum group
   2. The Tuscarawas Campus Faculty Advisory Committee
   3. The Regional College Curriculum Committee.
   4. The Engineering Technology Industrial Advisory Committee.
   5. The School of Visual Communication and Design
   6. The School of Digital Science
   7. The College of Applied Engineering, Sustainability and Technology

2. **Proposal Summary**
   The Proposal Summary is attached as a separate exhibit to this memo.

3. **Certification of Curriculum Proposal**
   A completed Certification of Curriculum Proposal is attached as a separate exhibit to this memo.

4. **Internal Memos Concerning duplication, encroachment**
   An email confirming non-encroachment from Professor AnnMarie Leblanc, Chair of the school of Visual Communication Design is attached as a separate exhibit.

Proposal Summary

Establishment of a minor in Computer Design, Animation and Game Design.

]

Description of Action, Including Intended Effect

The proposal requests the introduction of a minor in Computer Design, Animation and Game Design within the Bachelor of Science in Engineering Technology to serve the University student needs in this specialty area.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

Increased interest by the University students will only enhance the current program offerings. No effect on staff.

Fiscal, Enrollment, Facilities and Staffing Considerations

There could only be a positive fiscal impact of action. All courses included in the proposed minor are currently offered. The minor should increase individual course enrollment, resulting in added revenue to the College.

Evidence of Need and Sustainability if Establishing

Academic advisors at the Kent and regional campuses reported increased level of inquiry and interest from University students in acquiring in-depth specialty education and training in the areas of CAD and computer animation.

The strong interest expressed by students to academic advisors and college faculty, as well as the feedback from enrollment management directors and advisors constitutes evidence of strong need by university students. The College is well equipped with the physical facility and with faculty prepared to support the increased demand expected upon offering the proposed minor.

Provisions for Phase-Out if Inactivating

Timetable and Actions Required:

Approval of the proposed minor by EPC during the January meeting for Fall 2013 implementation.

The minor in Computer Design, Animation and Game design provides students with an integrated background with a choice in either computer animation, multimedia, virtual reality and game design or a combination of these specialty areas and computer aided design and solid modeling. Modern teaching tools are used to provide instruction and hands-on training on the software currently used in the production of movies and game design and/or in CAD development for industry.

MINOR IN COMPUTER DESIGN, ANIMATION AND GAME DESIGN REQUIREMENTS (24 CREDITS)				
Type	**Course**		**Title**	**Credits**
	IERT	12005	Applications in CAD	2
	CADT	22005	Multimedia and Game Design Multimedia and Game Design	2
	CADT	22004	Computer Animation and Gaming	3
			Select 17 hours from: 9 must be upper-division.	
	CDAG	34000	Computer Animation II	3
	CDAG	34001	Computer Animation III	3
	CDAG	43000	Adv. Animation & Game Design	2
	CDAG	43003	Virtual Reality & Game Design	2
CADT	~~CDAT~~	22000	Advanced CAD	2
	TECH	34002	Advanced CAD II	3
	CADT	22003	Solid Modeling	3
	CADT	22001	CAD: Architecture	2
	CADT	22002	CAD: Civil Apps.	2
	CDAG	43001	Tech. of Media & Film Prod.	2
	CDAG	34003	Animation Theory	3
	CDAG	34004	Light, Color, Design, Layout	2
	ARTF	14000	Drawing I	3
	Or any other approved electives			
			TOTAL	24

Minimum of 2.00 GPA overall and 2.00 GPA in upper division courses are required. Students should consult with an academic advisor for course prerequisites and proper sequencing.

Name: _____ Date: _____

ID#: _____

MINOR: Computer Design, Animation and Game Design

Tuscarawas Campus
Regional College

Requirements (7 hours):			**Semester**	**Grade (0-4)**
IERT 12005	Applications in CAD	2	_____	____
CADT 22005	Multimedia and Game Design	2	_____	____
CADT 22004	Computer Animation and Gaming	3	_____	____

Electives (17 hours):

Select from:

CDAG 34000	Computer Animation II	3	_____	____
CDAG 34001	Computer Animation III	3	_____	____
CDAG 43000	Adv. Animation & Game Design	2	_____	____
CDAG 43003	Virtual Reality & Game Design	2	_____	____
CADT 22000	Advanced CAD	2	_____	____
TECH 34002	Advanced CAD II	3	_____	____
CADT 22003	Solid Modeling	2	_____	____
CADT 22001	CAD: Architecture	2	_____	____
CADT 22002	CAD: Civil Apps.	2	_____	____
CDAG 43001	Tech. of Media & Film Prod.	2	_____	____
CDAG 34003	Animation Theory	3	_____	____
CDAG 34004	Light, Color, Design, Layout	2	_____	____
ART 14000	Drawing I	3	_____	____
or any other approved electives				
	TOTAL	24		

Minimum of 2.00 GPA overall and 2.00 GPA in upper division courses are required.

Student Signature: _____ Date: __/___/ 201___

Advisor Signature: _____ Date: __/___/ 201___

Director Signature: _____Date: __/___/ 201___

From: LEBLANC, ANNMARIE
Sent: Friday, April 04, 2008 5:05 PM
To: BICHARA, KAMAL
Subject: Non-encroachment

Dear Dr. Bichara:

As per your request, please accept this correspondence as my affirmation of the proposed minor in Computer Design and Animation and my agreement that this does not constitute an encroachment on the School of Visual Communication Design.

Sincerely,

AnnMarie LeBlanc, Director and Professor
School of Visual Communication Design
Kent State University
aleblanc@kent.edu
Ph 330.672.7856

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **26-Oct-12** Curriculum Bulletin _____

Effective Date **Fall 2013** Approved by EPC _____

Department **Computer Technology**

College **RE - Regional College**

Degree ~~**BTAS - Bachelor of Technical and Applied Studies**~~

Program Name ~~**Computer Technology**~~ Program Banner Code CFSE HDKS SWDV

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

Proposal **Establish** ~~**program**~~ minors

Description of proposal:

Create three Computer Technology minors: Computer Forensics and Security (18); Help Desk Support (19); and Software Development (19). Minimum credit hours of the three minors is shown in parentheses. Change pre-requisites of existing COMT courses to include courses from other programs.

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

Current total credit hours: ~~123~~ Proposed total credit hours ~~121~~ 18-19

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

The courses used for the three minors are already offered on a regular basis across the system by existing Computer Technology faculty for the BTAS-COMT concentrations. The minors will offer an opportunity for students from other majors to gain a minor taking courses not offered by other departments.

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

DSCI, COMT, Regional College Curriculum Committee

REQUIRED ENDORSEMENTS

_____ ___/___/___
Department Chair / School Director

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

Wanda Thomas 12/10/12
College Dean (or designee)

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

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

Proposal Summary
[Create three new Computer Technology minors]

Description of Action, Including Intended Effect

Create three Computer Technology minors: Computer Forensics and Security (18); Help Desk Support (19); and Software Development(19). Minimum credit hours in parentheses. Change pre-requisites of existing COMT courses to include courses from other programs (see attached list of pre-req changes). Change credit hours of ELR COMT 36392 Internship to 1-3 to make it more flexible for students. ELR requires 1 credit hour.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

The courses used for the three minors are already offered on a regular basis across the system by existing Computer Technology faculty for the BTAS-COMT concentrations. The minors will offer an opportunity for students from other majors to gain a minor by taking courses not offered by other departments.

Fiscal, Enrollment, Facilities and Staffing Considerations

No impact. Courses are already being offered.

Evidence of Need and Sustainability if Establishing

Initial suggestion by DSCI (Digital Sciences) for COMT to develop minors.

Provisions for Phase-Out if Inactivating

Courses will continue to be offered for BTAS-COMT majors.

Timetable and Actions Required: *a chronology of actions required to approve the proposal with an anticipated implementation date for each action*

11/16/2012 Approved by COMT Curriculum Committee
12/7/2012 Approved by Regional College Curriculum Committee
1/28/2012 Approved by EPC

The ~~Computer Technology~~ Software Development minor is designed to complement a wide range of majors. The minor includes two courses focused on Visual Basic, a scripting course, and a course on programming mobile devices.

Two electives provide flexibility to tailor the minor to each student's interests and career goals. For example, a student might choose a different programming language or a more in-depth course in scripting, Visual Basic, or data design.

Type Legend: **DD** Diversity–Domestic; **DG** Diversity–Global; **ELR** Experiential Learning; **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, writing-intensive and the experiential learning requirements.

SOFTWARE DEVELOPMENT MINOR REQUIREMENTS (19 credits)				
Type	**Course**		**Title**	**Credits**
	COMT	21005	Visual Basic Database Programming	4
		21036	Web Scripting I	3
		36309	Programming Mobile Applications	3
		46308	Advanced Visual Basic Programming	3
	Choose two from the following:			6*
	COMT	20001	C++ Programming (3)	
		20011	Java Programming (3)	
		36302	C Sharp Programming (3)	
		36308	Ergonomics in Computer Systems (3)	
		36336	Web Scripting II (3)	
		46309	Visual Basic Web Programming (3)	
		46315	SQL with Oracle (3)	
		46321	Web Database Integration (3)	
		46340	Data Design and Implementation (3))	
			MINIMUM TOTAL	**19**

* At least 3 of the 6 credit hours must be upper-division
- per Email Revision 12/19/12

HDKS

The ~~Computer Technology~~ Help Desk Support minor is designed to complement a wide range of majors. The minor includes a course focused on computer hardware, a basic course on application software, a local area network troubleshooting course, a course focusing on usability design, and a course on Help Desk methods and technologies.

An advisor-approved elective in Computer Technology provides flexibility to tailor the minor to each student's interests and career goals. For example, a student might choose a Computer Technology course that provides practical experience in web design, application programming, or networking.

Type Legend: **DD** Diversity–Domestic; **DG** Diversity–Global; **ELR** Experiential Learning; **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, writing-intensive and the experiential learning requirements.

HELP DESK SUPPORT MINOR REQUIREMENTS (19 credits)				
Type	**Course**		**Title**	**Credits**
	COMT	11009	Computer Assembly & Configuration	4
		12000	Personal Productivity Software	3
		21100	LAN Troubleshooting	3
		36308	Ergonomics in Computer Systems	3
		36340	Help Desk Support	3
	~~Choose One Elective in Computer Technology (must be upper-division)~~ 3/4XXX upper-div Elect			3
			MINIMUM TOTAL	**19**

CFSE

The ~~Computer Technology~~ Computer Forensics and Security minor is designed to complement a wide range of majors. The minor includes one course focused on vulnerabilities, a forensics course focused on individual computers, a forensics course focused on networks, and a course on network security.

Two electives provide flexibility to tailor the minor to each student's interests and career goals. For example, a student might choose a more in-depth course in hardware, mobile applications, command line tools, networking, or firewalls.

Type Legend: **DD** Diversity--Domestic; **DG** Diversity--Global; **ELR** Experiential Learning; **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, writing-intensive and the experiential learning requirements.

COMPUTER FORENSICS & SECURITY MINOR REQUIREMENTS (18 credits)				
Type	**Course**		**Title**	**Credits**
	COMT	21200	Ethical Hacking	3
		36320	Computer Forensics	3
		36321	Network Forensics	3
		36330	LAN Security Fundamentals	3
	Choose two from the following:			6
	COMT	11009	Computer Assembly & Configuration (4)	
		36309	Programming Mobile Apps (3)	
WIC*		36318*	Survey of Information Security, Internet Fraud, & Computer Forensics (3)	
		36355	Command Line Utilities (3)	
		46310	Technology of Operating Systems (3)	
		46311	Technology of Networking (3)	
		46331	LAN Security and Firewalls (3)	
			MINIMUM TOTAL	**18**

Prerequisite changes to support the BTAS COMT minors. (proposed changes are in red)
Fall 2013

21100, LAN Troubleshooting
21110, Internetworking
21200, Ethical Hacking
36320, Computer Forensics
36321, Network Forensics
36330, LAN Security Fundamentals
36355, Command Line Utilities
46310, Technology of Operating Systems
46311, Technology of Networking
46313, Virtual Machine Configuration & Administration
46314, Technology of Application Services
Prerequisite: COMT 21002; OR DSCI 26010; OR CS 33211; OR TECH 23010 AND TECH 26301

11009, Computer Assembly & Configuration
Prerequisite: COMT 11005; OR DSCI 26010; OR CS 33211; OR TECH 10001

36340, Help Desk Support
Prerequisite: COMT 11009; OR TECH 23010

21005, Advanced Visual Basic Database Programming
46308, Advanced Visual Basic Programming
46309, Visual Basic Web Programming
36309, Programming Mobile Applications
46315, SQL with Oracle
Prerequisite: COMT 11002; OR DSCI 15310; OR CS 13001; OR MIS 24065

21036, Web Scripting I
Prerequisite: COMT 11002 AND COMT 11006; OR CS 13001 AND CS 27101; OR TECH 26310; OR MIS 24065

SCHIFFHAUER, PATRICIA S.

From: WATSON, RUTH
Sent: Monday, November 19, 2012 2:15 PM
To: THOMAS, WANDA; SCHIFFHAUER, PATRICIA S.
Cc: Edge, Irene
Subject: FW: support for three new COMT Minors

Follow Up Flag: Follow up
Flag Status: Flagged

to accompany the proposals sent to you by irene earlier, below is a letter of support from Digital Sciences (DSCI) for the 3 new COMT minors and the pre-req changes to make them more accessible.

we did consult with therese and were told that no letters of non-encroachment were needed.

From: WALKER, ROBERT
Sent: Monday, November 19, 2012 2:00 PM
To: WATSON, RUTH
Cc: Edge, Irene; Paternite, Judith; WARD, WILLIAM III; FROEHLICH, LARRY; PETI, SUSAN; WALKER, ROBERT
Subject: support for three new COMT Minors

Ruth,

On behalf of the School of Digital Sciences, I am pleased to offer our support for the three new COMT Minors proposed for Fall 2013:
Computer Forensics and Security Minor
Software Development Minor
Help Desk Support Minor

With your pre-requisite changes currently under way to add DSCI 15310 or DSCI 26010 as an acceptable pre-requisite for many COMT courses, these minors will be very approachable for our students.

I think the Computer Forensics and Security Minor will be particularly appealing to the students in our Digital Sciences Software Development and Digital Sciences Telecommunication Networks concentrations, augmenting the material in those concentrations with focused coursework on forensics and network security.

I can also see the Software Development Minor appealing to a wide range of students with its practical emphasis on visual basic programming and web scripting, and the Help Design Support Minor appealing to students who want more hands-on experience.

I look forward to seeing these three minors in the Fall 2013 catalog.

- bob

==========
Robert A. Walker
rawalkel@kent.edu
walker@cs.kent.edu
236 Math & CS Building
330-672-9105

Director, School of Digital Sciences
http://www.kent.edu/dsci
Professor, Computer Science Department
http://www.cs.kent.edu/~walker
Kent State University, Kent OH 44242
==========

DELANEY, LISA

From: WATSON, RUTH
Sent: Monday, December 17, 2012 2:49 PM
To: DELANEY, LISA
Cc: THOMAS, WANDA; SCHIFFHAUER, PATRICIA S.; Edge, Irene
Subject: RE: COMT minors

Follow Up Flag: Follow up
Flag Status: Flagged

I checked with irene and we are both good with your solution.

thanks so much!

ruth

Ruth A. Watson, Ph.D.
Assoc. Professor, COMT
Kent State University @ Trumbull

From: DELANEY, LISA
Sent: Monday, December 17, 2012 2:23 PM
To: WATSON, RUTH
Cc: THOMAS, WANDA; SCHIFFHAUER, PATRICIA S.
Subject: COMT minors

Hi Ruth,

I am reviewing your proposal for the three new minors. I noticed that Help Desk Support and Software Development only require 6 upper-division credit hours while a minor must have at least 9 upper-division credit hours. There are several upper-division electives to choose from in the Software Development minor, and an open "choose any COMT course" elective option in Help Desk Support. Should I add a note for the elective list on Software Development that at least 3 of the 6 credit hours must be upper division? And for Software Development should I change the statement "Choose One Elective in Computer Technology" to "Choose One Upper-Division Elective in Computer Technology"? In the program requirements it would appear as COMT 3/4XXXX Elective in Computer Technology.

Please advise.

Best,

Lisa

Lisa N.H.Delaney, M.Ed. I Academic Program Coordinator
Curriculum Services I Office of the Provost
Kent State University EXCELLENCE in *Action*
lheiland@kent.edu I 384-D University Library I 1125 Risman Dr.
PH: 330-672-8559 I Fax: 330-672-2645

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **26-Oct-12** Curriculum Bulletin _____

Effective Date **Fall 2013** Approved by EPC _____

Department **Computer Technology**

College **RE - Regional College**

Degree ~~**BTAS - Bachelor of Technical and Applied Studies**~~

Program Name ~~**Computer Technology**~~ Program Banner Code CFSE HDKS SWDV

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

Proposal **Establish ~~program~~** minors

Description of proposal:

Create three Computer Technology minors: Computer Forensics and Security (18); Help Desk Support (19); and Software Development (19). Minimum credit hours of the three minors is shown in parentheses. Change pre-requisites of existing COMT courses to include courses from other programs.

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

Current total credit hours: ~~123~~ Proposed total credit hours ~~121~~ 18-19

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

The courses used for the three minors are already offered on a regular basis across the system by existing Computer Technology faculty for the BTAS-COMT concentrations. The minors will offer an opportunity for students from other majors to gain a minor taking courses not offered by other departments.

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

DSCI, COMT, Regional College Curriculum Committee

REQUIRED ENDORSEMENTS

_____ ___/___/___
Department Chair / School Director

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

Wanda Thomas 12/10/12
College Dean (or designee)

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

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

Proposal Summary
[Create three new Computer Technology minors]

Description of Action, Including Intended Effect

Create three Computer Technology minors: Computer Forensics and Security (18); Help Desk Support (19); and Software Development(19). Minimum credit hours in parentheses. Change pre-requisites of existing COMT courses to include courses from other programs (see attached list of pre-req changes). Change credit hours of ELR COMT 36392 Internship to 1-3 to make it more flexible for students. ELR requires 1 credit hour.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

The courses used for the three minors are already offered on a regular basis across the system by existing Computer Technology faculty for the BTAS-COMT concentrations. The minors will offer an opportunity for students from other majors to gain a minor by taking courses not offered by other departments.

Fiscal, Enrollment, Facilities and Staffing Considerations

No impact. Courses are already being offered.

Evidence of Need and Sustainability if Establishing

Initial suggestion by DSCI (Digital Sciences) for COMT to develop minors.

Provisions for Phase-Out if Inactivating

Courses will continue to be offered for BTAS-COMT majors.

Timetable and Actions Required: *a chronology of actions required to approve the proposal with an anticipated implementation date for each action*

11/16/2012 Approved by COMT Curriculum Committee
12/7/2012 Approved by Regional College Curriculum Committee
1/28/2012 Approved by EPC

The ~~Computer Technology~~ Software Development minor is designed to complement a wide range of majors. The minor includes two courses focused on Visual Basic, a scripting course, and a course on programming mobile devices.

Two electives provide flexibility to tailor the minor to each student's interests and career goals. For example, a student might choose a different programming language or a more in-depth course in scripting, Visual Basic, or data design.

Type Legend: **DD** Diversity–Domestic; **DG** Diversity–Global; **ELR** Experiential Learning; 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, writing-intensive and the experiential learning requirements.

SOFTWARE DEVELOPMENT MINOR REQUIREMENTS (19 credits)				
Type	**Course**		**Title**	**Credits**
	COMT	21005	Visual Basic Database Programming	4
		21036	Web Scripting I	3
		36309	Programming Mobile Applications	3
		46308	Advanced Visual Basic Programming	3
	Choose two from the following:			6*
	COMT	20001	C++ Programming (3)	
		20011	Java Programming (3)	
		36302	C Sharp Programming (3)	
		36308	Ergonomics in Computer Systems (3)	
		36336	Web Scripting II (3)	
		46309	Visual Basic Web Programming (3)	
		46315	SQL with Oracle (3)	
		46321	Web Database Integration (3)	
		46340	Data Design and Implementation (3))	
			MINIMUM TOTAL	**19**

*At least 3 of the 6 credit hours must be upper-division
-Per Email R Watson 12/19/12

HDKS

The ~~Computer Technology~~ Help Desk Support minor is designed to complement a wide range of majors. The minor includes a course focused on computer hardware, a basic course on application software, a local area network troubleshooting course, a course focusing on usability design, and a course on Help Desk methods and technologies.

An advisor-approved elective in Computer Technology provides flexibility to tailor the minor to each student's interests and career goals. For example, a student might choose a Computer Technology course that provides practical experience in web design, application programming, or networking.

Type Legend: **DD** Diversity–Domestic; **DG** Diversity–Global; **ELR** Experiential Learning; **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, writing-intensive and the experiential learning requirements.

HELP DESK SUPPORT MINOR REQUIREMENTS (19 credits)				
Type	**Course**		**Title**	**Credits**
	COMT	11009	Computer Assembly & Configuration	4
		12000	Personal Productivity Software	3
		21100	LAN Troubleshooting	3
		36308	Ergonomics in Computer Systems	3
		36340	Help Desk Support	3
	~~Choose One Elective in Computer Technology (must be upper-division)~~ 3/4XXX upper-div Elect			3
			MINIMUM TOTAL	**19**

CFSE

The ~~Computer Technology~~ Computer Forensics and Security minor is designed to complement a wide range of majors. The minor includes one course focused on vulnerabilities, a forensics course focused on individual computers, a forensics course focused on networks, and a course on network security.

Two electives provide flexibility to tailor the minor to each student's interests and career goals. For example, a student might choose a more in-depth course in hardware, mobile applications, command line tools, networking, or firewalls.

Type Legend: **DD** Diversity--Domestic; **DG** Diversity--Global; **ELR** Experiential Learning; **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, writing-intensive and the experiential learning requirements.

COMPUTER FORENSICS & SECURITY MINOR REQUIREMENTS (18 credits)

Type	Course		Title	Credits
	COMT	21200	Ethical Hacking	3
		36320	Computer Forensics	3
		36321	Network Forensics	3
		36330	LAN Security Fundamentals	3
	Choose two from the following:			6
	COMT	11009	Computer Assembly & Configuration (4)	
		36309	Programming Mobile Apps (3)	
WIC*		36318*	Survey of Information Security, Internet Fraud, & Computer Forensics (3)	
		36355	Command Line Utilities (3)	
		46310	Technology of Operating Systems (3)	
		46311	Technology of Networking (3)	
		46331	LAN Security and Firewalls (3)	
			MINIMUM TOTAL	**18**

Prerequisite changes to support the BTAS COMT minors. (proposed changes are in red)
Fall 2013

21100, LAN Troubleshooting
21110, Internetworking
21200, Ethical Hacking
36320, Computer Forensics
36321, Network Forensics
36330, LAN Security Fundamentals
36355, Command Line Utilities
46310, Technology of Operating Systems
46311, Technology of Networking
46313, Virtual Machine Configuration & Administration
46314, Technology of Application Services
Prerequisite: COMT 21002; OR DSCI 26010; OR CS 33211; OR TECH 23010 AND TECH 26301

11009, Computer Assembly & Configuration
Prerequisite: COMT 11005; OR DSCI 26010; OR CS 33211; OR TECH 10001

36340, Help Desk Support
Prerequisite: COMT 11009; OR TECH 23010

21005, Advanced Visual Basic Database Programming
46308, Advanced Visual Basic Programming
46309, Visual Basic Web Programming
36309, Programming Mobile Applications
46315, SQL with Oracle
Prerequisite: COMT 11002; OR DSCI 15310; OR CS 13001; OR MIS 24065

21036, Web Scripting I
Prerequisite: COMT 11002 AND COMT 11006; OR CS 13001 AND CS 27101; OR TECH 26310; OR MIS 24065

SCHIFFHAUER, PATRICIA S.

From: WATSON, RUTH
Sent: Monday, November 19, 2012 2:15 PM
To: THOMAS, WANDA; SCHIFFHAUER, PATRICIA S.
Cc: Edge, Irene
Subject: FW: support for three new COMT Minors

Follow Up Flag: Follow up
Flag Status: Flagged

to accompany the proposals sent to you by irene earlier, below is a letter of support from Digital Sciences (DSCI) for the 3 new COMT minors and the pre-req changes to make them more accessible.

we did consult with therese and were told that no letters of non-encroachment were needed.

From: WALKER, ROBERT
Sent: Monday, November 19, 2012 2:00 PM
To: WATSON, RUTH
Cc: Edge, Irene; Paternite, Judith; WARD, WILLIAM III; FROEHLICH, LARRY; PETI, SUSAN; WALKER, ROBERT
Subject: support for three new COMT Minors

Ruth,

On behalf of the School of Digital Sciences, I am pleased to offer our support for the three new COMT Minors proposed for Fall 2013:
Computer Forensics and Security Minor
Software Development Minor
Help Desk Support Minor

With your pre-requisite changes currently under way to add DSCI 15310 or DSCI 26010 as an acceptable pre-requisite for many COMT courses, these minors will be very approachable for our students.

I think the Computer Forensics and Security Minor will be particularly appealing to the students in our Digital Sciences Software Development and Digital Sciences Telecommunication Networks concentrations, augmenting the material in those concentrations with focused coursework on forensics and network security.

I can also see the Software Development Minor appealing to a wide range of students with its practical emphasis on visual basic programming and web scripting, and the Help Design Support Minor appealing to students who want more hands-on experience.

I look forward to seeing these three minors in the Fall 2013 catalog.

- bob

==========
Robert A. Walker
rawalkel@kent.edu
walker@cs.kent.edu
236 Math & CS Building
330-672-9105

Director, School of Digital Sciences
http://www.kent.edu/dsci
Professor, Computer Science Department
http://www.cs.kent.edu/~walker
Kent State University, Kent OH 44242
==========

DELANEY, LISA

From: WATSON, RUTH
Sent: Monday, December 17, 2012 2:49 PM
To: DELANEY, LISA
Cc: THOMAS, WANDA; SCHIFFHAUER, PATRICIA S.; Edge, Irene
Subject: RE: COMT minors

Follow Up Flag: Follow up
Flag Status: Flagged

I checked with irene and we are both good with your solution.

thanks so much!

ruth

Ruth A. Watson, Ph.D.
Assoc. Professor, COMT
Kent State University @ Trumbull

From: DELANEY, LISA
Sent: Monday, December 17, 2012 2:23 PM
To: WATSON, RUTH
Cc: THOMAS, WANDA; SCHIFFHAUER, PATRICIA S.
Subject: COMT minors

Hi Ruth,

I am reviewing your proposal for the three new minors. I noticed that Help Desk Support and Software Development only require 6 upper-division credit hours while a minor must have at least 9 upper-division credit hours. There are several upper-division electives to choose from in the Software Development minor, and an open "choose any COMT course" elective option in Help Desk Support. Should I add a note for the elective list on Software Development that at least 3 of the 6 credit hours must be upper division? And for Software Development should I change the statement "Choose One Elective in Computer Technology" to "Choose One Upper-Division Elective in Computer Technology"? In the program requirements it would appear as COMT 3/4XXXX Elective in Computer Technology.

Please advise.

Best,

Lisa

Lisa N.H.Delaney, M.Ed. I Academic Program Coordinator
Curriculum Services I Office of the Provost
Kent State University EXCELLENCE in *Action*
lheiland@kent.edu I 384-D University Library I 1125 Risman Dr.
PH: 330-672-8559 I Fax: 330-672-2645

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **26-Oct-12** Curriculum Bulletin _____

Effective Date **Fall 2013** Approved by EPC _____

Department **Computer Technology**

College **RE - Regional College**

Degree ~~**BTAS - Bachelor of Technical and Applied Studies**~~

Program Name ~~**Computer Technology**~~ Program Banner Code CFSE HDKS SWDV

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

Proposal **Establish** ~~**program**~~ minors

Description of proposal:

Create three Computer Technology minors: Computer Forensics and Security (18); Help Desk Support (19); and Software Development (19). Minimum credit hours of the three minors is shown in parentheses. Change pre-requisites of existing COMT courses to include courses from other programs.

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

Current total credit hours: ~~123~~ Proposed total credit hours ~~121~~ 18-19

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

The courses used for the three minors are already offered on a regular basis across the system by existing Computer Technology faculty for the BTAS-COMT concentrations. The minors will offer an opportunity for students from other majors to gain a minor taking courses not offered by other departments.

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

DSCI, COMT, Regional College Curriculum Committee

REQUIRED ENDORSEMENTS

_____ ___/___/___
Department Chair / School Director

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

Wanda Thomas 12/10/12
College Dean (or designee)

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

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

Proposal Summary
[Create three new Computer Technology minors]

Description of Action, Including Intended Effect

Create three Computer Technology minors: Computer Forensics and Security (18); Help Desk Support (19); and Software Development(19). Minimum credit hours in parentheses. Change pre-requisites of existing COMT courses to include courses from other programs (see attached list of pre-req changes). Change credit hours of ELR COMT 36392 Internship to 1-3 to make it more flexible for students. ELR requires 1 credit hour.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

The courses used for the three minors are already offered on a regular basis across the system by existing Computer Technology faculty for the BTAS-COMT concentrations. The minors will offer an opportunity for students from other majors to gain a minor by taking courses not offered by other departments.

Fiscal, Enrollment, Facilities and Staffing Considerations

No impact. Courses are already being offered.

Evidence of Need and Sustainability if Establishing

Initial suggestion by DSCI (Digital Sciences) for COMT to develop minors.

Provisions for Phase-Out if Inactivating

Courses will continue to be offered for BTAS-COMT majors.

Timetable and Actions Required: *a chronology of actions required to approve the proposal with an anticipated implementation date for each action*

11/16/2012 Approved by COMT Curriculum Committee
12/7/2012 Approved by Regional College Curriculum Committee
1/28/2012 Approved by EPC

The ~~Computer Technology~~ Software Development minor is designed to complement a wide range of majors. The minor includes two courses focused on Visual Basic, a scripting course, and a course on programming mobile devices.

Two electives provide flexibility to tailor the minor to each student's interests and career goals. For example, a student might choose a different programming language or a more in-depth course in scripting, Visual Basic, or data design.

Type Legend: **DD** Diversity–Domestic; **DG** Diversity–Global; **ELR** Experiential Learning; 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, writing-intensive and the experiential learning requirements.

SOFTWARE DEVELOPMENT MINOR REQUIREMENTS (19 credits)				
Type	**Course**		**Title**	**Credits**
	COMT	21005	Visual Basic Database Programming	4
		21036	Web Scripting I	3
		36309	Programming Mobile Applications	3
		46308	Advanced Visual Basic Programming	3
	Choose two from the following:			6*
	COMT	20001	C++ Programming (3)	
		20011	Java Programming (3)	
		36302	C Sharp Programming (3)	
		36308	Ergonomics in Computer Systems (3)	
		36336	Web Scripting II (3)	
		46309	Visual Basic Web Programming (3)	
		46315	SQL with Oracle (3)	
		46321	Web Database Integration (3)	
		46340	Data Design and Implementation (3))	
			MINIMUM TOTAL	**19**

*At least 3 of the 6 credit hours must be upper-division
-Per Email R Watson 12/19/12

HDKS

The ~~Computer Technology~~ Help Desk Support minor is designed to complement a wide range of majors. The minor includes a course focused on computer hardware, a basic course on application software, a local area network troubleshooting course, a course focusing on usability design, and a course on Help Desk methods and technologies.

An advisor-approved elective in Computer Technology provides flexibility to tailor the minor to each student's interests and career goals. For example, a student might choose a Computer Technology course that provides practical experience in web design, application programming, or networking.

Type Legend: **DD** Diversity–Domestic; **DG** Diversity–Global; **ELR** Experiential Learning; **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, writing-intensive and the experiential learning requirements.

HELP DESK SUPPORT MINOR REQUIREMENTS (19 credits)				
Type	**Course**		**Title**	**Credits**
	COMT	11009	Computer Assembly & Configuration	4
		12000	Personal Productivity Software	3
		21100	LAN Troubleshooting	3
		36308	Ergonomics in Computer Systems	3
		36340	Help Desk Support	3
	~~Choose One Elective in Computer Technology (must be upper-division)~~ 3/4XXX upper-div Elect			3
			MINIMUM TOTAL	**19**

CFSE

The ~~Computer Technology~~ Computer Forensics and Security minor is designed to complement a wide range of majors. The minor includes one course focused on vulnerabilities, a forensics course focused on individual computers, a forensics course focused on networks, and a course on network security.

Two electives provide flexibility to tailor the minor to each student's interests and career goals. For example, a student might choose a more in-depth course in hardware, mobile applications, command line tools, networking, or firewalls.

Type Legend: **DD** Diversity--Domestic; **DG** Diversity--Global; **ELR** Experiential Learning; **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, writing-intensive and the experiential learning requirements.

COMPUTER FORENSICS & SECURITY MINOR REQUIREMENTS (18 credits)

Type	Course		Title	Credits
	COMT	21200	Ethical Hacking	3
		36320	Computer Forensics	3
		36321	Network Forensics	3
		36330	LAN Security Fundamentals	3
	Choose two from the following:			6
	COMT	11009	Computer Assembly & Configuration (4)	
		36309	Programming Mobile Apps (3)	
WIC*		36318*	Survey of Information Security, Internet Fraud, & Computer Forensics (3)	
		36355	Command Line Utilities (3)	
		46310	Technology of Operating Systems (3)	
		46311	Technology of Networking (3)	
		46331	LAN Security and Firewalls (3)	
			MINIMUM TOTAL	**18**

Prerequisite changes to support the BTAS COMT minors. (proposed changes are in red)
Fall 2013

21100, LAN Troubleshooting
21110, Internetworking
21200, Ethical Hacking
36320, Computer Forensics
36321, Network Forensics
36330, LAN Security Fundamentals
36355, Command Line Utilities
46310, Technology of Operating Systems
46311, Technology of Networking
46313, Virtual Machine Configuration & Administration
46314, Technology of Application Services
Prerequisite: COMT 21002; OR DSCI 26010; OR CS 33211; OR TECH 23010 AND TECH 26301

11009, Computer Assembly & Configuration
Prerequisite: COMT 11005; OR DSCI 26010; OR CS 33211; OR TECH 10001

36340, Help Desk Support
Prerequisite: COMT 11009; OR TECH 23010

21005, Advanced Visual Basic Database Programming
46308, Advanced Visual Basic Programming
46309, Visual Basic Web Programming
36309, Programming Mobile Applications
46315, SQL with Oracle
Prerequisite: COMT 11002; OR DSCI 15310; OR CS 13001; OR MIS 24065

21036, Web Scripting I
Prerequisite: COMT 11002 AND COMT 11006; OR CS 13001 AND CS 27101; OR TECH 26310; OR MIS 24065

SCHIFFHAUER, PATRICIA S.

From: WATSON, RUTH
Sent: Monday, November 19, 2012 2:15 PM
To: THOMAS, WANDA; SCHIFFHAUER, PATRICIA S.
Cc: Edge, Irene
Subject: FW: support for three new COMT Minors

Follow Up Flag: Follow up
Flag Status: Flagged

to accompany the proposals sent to you by irene earlier, below is a letter of support from Digital Sciences (DSCI) for the 3 new COMT minors and the pre-req changes to make them more accessible.

we did consult with therese and were told that no letters of non-encroachment were needed.

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Sent: Monday, November 19, 2012 2:00 PM
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Cc: Edge, Irene; Paternite, Judith; WARD, WILLIAM III; FROEHLICH, LARRY; PETI, SUSAN; WALKER, ROBERT
Subject: support for three new COMT Minors

Ruth,

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Computer Forensics and Security Minor
Software Development Minor
Help Desk Support Minor

With your pre-requisite changes currently under way to add DSCI 15310 or DSCI 26010 as an acceptable pre-requisite for many COMT courses, these minors will be very approachable for our students.

I think the Computer Forensics and Security Minor will be particularly appealing to the students in our Digital Sciences Software Development and Digital Sciences Telecommunication Networks concentrations, augmenting the material in those concentrations with focused coursework on forensics and network security.

I can also see the Software Development Minor appealing to a wide range of students with its practical emphasis on visual basic programming and web scripting, and the Help Design Support Minor appealing to students who want more hands-on experience.

I look forward to seeing these three minors in the Fall 2013 catalog.

- bob

==========
Robert A. Walker
rawalkel@kent.edu
walker@cs.kent.edu
236 Math & CS Building
330-672-9105

Director, School of Digital Sciences
http://www.kent.edu/dsci
Professor, Computer Science Department
http://www.cs.kent.edu/~walker
Kent State University, Kent OH 44242
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DELANEY, LISA

From: WATSON, RUTH
Sent: Monday, December 17, 2012 2:49 PM
To: DELANEY, LISA
Cc: THOMAS, WANDA; SCHIFFHAUER, PATRICIA S.; Edge, Irene
Subject: RE: COMT minors

Follow Up Flag: Follow up
Flag Status: Flagged

I checked with irene and we are both good with your solution.

thanks so much!

ruth

Ruth A. Watson, Ph.D.
Assoc. Professor, COMT
Kent State University @ Trumbull

From: DELANEY, LISA
Sent: Monday, December 17, 2012 2:23 PM
To: WATSON, RUTH
Cc: THOMAS, WANDA; SCHIFFHAUER, PATRICIA S.
Subject: COMT minors

Hi Ruth,

I am reviewing your proposal for the three new minors. I noticed that Help Desk Support and Software Development only require 6 upper-division credit hours while a minor must have at least 9 upper-division credit hours. There are several upper-division electives to choose from in the Software Development minor, and an open "choose any COMT course" elective option in Help Desk Support. Should I add a note for the elective list on Software Development that at least 3 of the 6 credit hours must be upper division? And for Software Development should I change the statement "Choose One Elective in Computer Technology" to "Choose One Upper-Division Elective in Computer Technology"? In the program requirements it would appear as COMT 3/4XXXX Elective in Computer Technology.

Please advise.

Best,

Lisa

Lisa N.H.Delaney, M.Ed. I Academic Program Coordinator
Curriculum Services I Office of the Provost
Kent State University EXCELLENCE in *Action*
lheiland@kent.edu I 384-D University Library I 1125 Risman Dr.
PH: 330-672-8559 I Fax: 330-672-2645

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **20-Nov-12** Curriculum Bulletin _____

Effective Date **Fall 2013** Approved by EPC _____

Department	**ENGINEERING TECHNOLOGY**
College	**RE - Regional College**
Degree	
Program Name	**Cerificate** Program Banner Code
Concentration(s)	Concentration(s) Banner Code(s) C148
Proposal	**Establish program**

Description of proposal:

Add new certificate titled 'CAD for Manufacturing' at the Tuscarawas Campus

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

Current total credit hours: Proposed total credit hours 17

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

None. The proposed certificate consit of courses which are all part of the Bachelor of Science degree in Engineering Technology offered by the Tuscarawas Campus and which are offered on a regular basis. No additional staffing is required. The Certificate offers students a unique employment opportunity in manufacturing.

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

College of Applied Engineering, Sustainability and Technology (CAEST), the Engineering Technology curriculum group, the Tuscaras Campus FAC.

REQUIRED ENDORSEMENTS

K. Richard — 11/21/12
Department Chair / School Director

[illegible] — 11/21/12
Campus Dean (for Regional Campuses proposals)

Wanda Thomas — 12/20/12
College Dean (or designee)

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

_____ — ___/___/___
Provost and Senior Vice President for Academic Affairs (or designee)

Notice of Intent to Offer an Educational Program
CAD for Manufacturing Certificate
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:*
   CAD for Manufacturing
   (contact Therese Tillett if CIP code is unknown)

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 need for an accelerated program in a certificate format became evident during the past three years. In spite of an economic recession, the Engineering technology department observed a number of openings in the industrial and manufacturing sector which were unfilled due to the lack of available individuals who were trained on Computer Aided Drafting and Design.

5. *Narrative description of how the program was designed to meet local market needs, or for an online program, regional or national market needs.*
   In spite of an economic recession, the local need in job openings during the past five years requiring modern CAD skills provided the major catalyst to explore and develop the proposed CAD for manufacturing certificate. These needs which were often unfulfilled by the local residents and which were expressed through job postings and through direct contact by members of the Engineering Technology Industrial Advisory board were and continue to be a concern for business and industry leaders. The proposed certificate will address these needs.

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 retirement of the baby boomers, according to published government reports, is likely to create a shortage of graduates with the education and training acquired in the proposed certificate. According to the US Department of Labor Bureau of Labor Statistics Occupational Outlook Handbook, 2010-2011 edition, overall employment for graduates with engineering technology CAD skills is expected to grow by 11 percent over the 2008–18 decade.
   While there is no statistical data on local wages for certificate graduates, from the Tuscarawas Campus placement of students with CAD skills in the various engineering technology programs

(students placed in jobs while completing their associate or Bachelors degrees), the average salary for these jobs range between $24,000 and $28,000.

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).*

   The Engineering Technology Industrial Advisory Board has recommended the development of the certificate and was instrumental in the identification and finalization of its content. The Certificate is designed to be completed in two semesters on a full-time basis (17 credit hours), or in three semesters if completed part-time.

   In addition, the CAD for Manufacturing certificate was developed in consultation with the Stark and Tuscarawas counties Workforce Investment Board (WIB) and the Employment Source.

8. Date of the first day of class. Include both:
   a. The beginning of Fall semester 2013.The first day the program was or will be offered by the institution.

   b. The day you would like to begin disbursing Title IV funds to students enrolled in the program: Fall 2013

The CAD for Manufacturing certificate prepares students with hands-on training and instruction on a number of the most popular software tools used by industry in computer aided drafting and design and in solid modeling.

CAD FOR MANUFACTURING CERTIFICATE (17 CREDITS)				
Type	**Course**		**Title**	**Credits**
	IERT	12005	Applications in CAD	2
	CADT	22000	Advanced CAD	2
	CADT	22001	CAD: Architecture	2
	CADT	22003	Solid Modeling	2
	MERT	12000	Engineering Drawing	3
	TECH	34002	Advanced CAD II	3.
	MERT	12001	Computer Aided Drafting	3
			TOTAL	17

ENGINEERING TECHNOLOGY FACULTY SUMMARY INFORMATION

Name Vladimir Gurau, Ph.D., P.E.

Education

- University of Miami, Coral Gables, Fl., Mechanical Engineering; Ph.D. (1998)
- Polytechnic Institute of Bucharest, Romania, M.S. (1987), Mechanical / Aerospace Engineering (Propulsion Systems)

Academic experience

- Kent State University, New Philadelphia, OH: Assistant Professor, (2010-present), full time;
- Case Western Reserve University, Cleveland, OH: Adjunct Faculty, (2011-present), part time
- Case Western Reserve University, Cleveland, OH: Senior Research Associate, (2003-2010), full time
- Florida International University, Hemispheric Center for Environmental Technology, Miami, FL: Research Coordinator II, Project Manager, (2000-2001), full time
- Civil Engineering Institute, Bucharest, Romania: Visiting Professor, (1991-1995), part time
- University of Miami, Coral Gables, FL.: Teaching Assistant (1995-1998), part time

Non-academic experience

- Florida Engineering Services, Miami, FL: Professional Engineer, (2003), full time
- Blue Water Engineering & Design, Key Largo, FL: Professional Engineer, (2002-2003), full time
- G.M. Selby & Associates, Miami, FL: Professional Engineer, (2001-2002), full time
- Energy Partners, l.l.c., West Palm Beach FL: Research Specialist, CFD Expert (1998-2000), full time
- Turbomecanica SA - Aircraft Engines Society, Bucharest, Romania: Project/design engineer (1990-1995), full time
- Industria Aeronautica Romana, Brasov-Ghimbav, Romania: Design engineer, (1987-1990), full time

Certifications or professional registrations

- Licensed Professional Engineer (Florida License # 58043)

Current membership in professional organizations

- Society of Manufacturing Engineers
- Electrochemical Society

Honors and awards

- Graduate Excellence Award 1997-1998, University of Miami

Service activities

- Advisor for the Student Society of Manufacturing Engineers
- Member of the Committee of Student Affairs
- Member of the Applied Science and Technology Curriculum Group
- Review manuscripts sent for publication to scientific journals including The Journal of Power Sources, The International Journal of Hydrogen Energy, Polymer, etc.
- Assess grant proposals for NSF and other grant agencies

Selected publications

- V. Gurau and J.A. Mann: "Technique for Characterization of the Wettability Properties of thin Gas Diffusion Media for Proton Exchange Membrane Fuel Cells", *The Journal of Colloid and Interface Science,* vol.350 (issue 2) pp.577-580 (2010)
- V. Gurau and J.A. Mann: "Effect of Interfacial Phenomena at the Gas Diffusion Layer-Channel Interface on the Water Evolution in a PEM Fuel Cell", *Journal of the Electrochemical Society*, vol.157 (2010), pp. B512-B521
- V. Gurau and J.A. Mann: "A Continuum Model for Water Transport in the Ionomer-Phase of Catalyst Coated Membranes for PEMFCs", Special Issue on Micro/Nanotransport Phenomena in Renewable Energy and Energy Efficiency, *Advances in Mechanical Engineering*, vol. 2010 (2010), Article ID 372795, doi:10.1155/2010/372795
- V. Gurau and J.A. Mann: "A Critical Overview of Computational Fluid Dynamics Multiphase Models for Proton Exchange Membrane Fuel Cells", Special Issue on Fuel Cells: Modeling, Analysis, and Computation, *SIAM Journal of Applied Mathematics*, vol. 70 (2009), pp. 410-454
- V. Gurau: "Response to "Comment on 'A Look at the Multiphase Mixture Model for PEM Fuel Cell Simulations'", *Electrochemical and Solid-State Letters* vol. 12 (2008), pp. S4-S6
- V. Gurau, Edwards R.V., J. A. Mann, T.A. Zawodzinski Jr.: "A Look at the Multiphase Mixture Model for PEM Fuel Cell Simulations", *Electrochemical and Solid-State Letters* vol. 11 (2008), pp. B132-B135
- V. Gurau, T.A. Zawodzinski Jr., J. A. Mann: "Two-Phase Transport In PEM Fuel Cell Cathodes", Special Issue on Modeling and Simulation of PEM Fuel Cells, *Journal of Fuel Cell Science and Technology*, vol. 5 (2008), pp. 021009-1-12
- V. Gurau, M. Bluemle, E. S. De Castro, Y. M. Tsou, T. A. Zawodzinski Jr., J. A. Mann: "Characterization of Transport Properties in Gas Diffusion Layers for Proton Exchange Membrane Fuel Cells; 2. Absolute Permeability", *Journal of Power Sources* vol. 165 (2007) pp. 793–802
- V. Gurau, M. Bluemle, E. S. De Castro, Y. M. Tsou, J. A. Mann, T. A. Zawodzinski Jr.: "Characterization of Transport Properties in Gas Diffusion Layers for Proton Exchange Membrane Fuel Cells; 1. Wettability (Internal

Contact Angle to Water and Surface Energy of GDL Fibers)", *Journal of Power Sources* vol.160 (2006) pp.1156–1162

ENGINEERING TECHNOLOGY FACULTY SUMMARY INFORMATION

Name Jie (Jill) Chen

Education

- Ph.D., Materials Science, University of Wisconsin - Madison, WI, Dec. 1993
- M.S., Materials Science and Engineering, Auburn University, AL, Dec. 1989
- B.S., Materials Science and Engineering, Shanghai Jiao Tong University, July 1985

Academic experience

- Kent State University – Tuscarawas Campus, 2011 – present, Associate Professor (NTT), Engineering Technology
- Kent State University – Ashtabula Campus, 2007 – 2011, Associate Professor (NTT), Engineering Technology
- Kent State University-Ashtabula Campus, 2000 – 2007, Assistant Professor (NTT), Engineering Technology
- ITT Technical Institute, Strongsville, OH, 1999-2000
  Taught Physics, Math and other engineering courses.
- Florence-Darlington Technical College, Darlington, SC, 1994-1996
  Taught in Engineering Technology Department. Developed and taught: Engineering Computer Applications, Statics, Dynamics, Engineering Materials, Auto-CAD.

Non-academic experience

- Sonoco Products Co. Consumer Packaging Division, Hartsville, SC, 1996-1999

Selected publications

- J. Chen, M Czayka, R. Uribe, "Correlations of Processing Parameters and in-situ Temperatures for Electron Beam irradiated Polycarbonate" *Radiation Physics and Chemistry*, Vol. 76, Issue:4, April, (2007), pp. 741-743
- J. Chen, M Czayka, R. Uribe, "Effects of Electron Beam Radiation Processing Parameters on Mechanical Properties of Polycarbonate", *Radiation Physics and Chemistry* 74, 31-37 (2005)
- H. Deng, J. Chen, R.B. Inturi, J.A. Barnard. "Structure, Mechanical Tribological Properties of d.c. Magnetron Sputtered TiB_2 and TiB_2(N) Thin Films", *Surface Coating and Tech.*, 76-77, 609-614, (1995)
- J. Chen and J.A. Barnard, "Growth, Structure and Stress of Sputtered TiB_2 Thin Films", *Materials Science and Engineering* A191, 233-238 (1995)
- J. Chen, J. R. Conrad, R. A. Dodd, "Production and Tribological Properties of Diamond-like Carbon Films by Ion Assisted Plasma Deposition", *J. of Materials Engineering and Performance,* Dec. 1993 Vol 2#

ENGINEERING TECHNOLOGY FACULTY SUMMARY INFORMATION

Name Lorraine Bears

Education

- M.T. (Instructional Technology) Kent State University, Kent, Ohio, 2004.
- B.S. Technology, Kent State University, Kent, Ohio, May, 2000
- A.A.S. Computer Design and Animation Technology, Kent State University Tuscarawas, New Philadelphia, Ohio

Academic experience

- 2005 to present Assistant Professor - Kent and Tuscarawas Campuses, Kent State University
- 2000 to 2005 Adjunct faculty - Kent and Tuscarawas Campuses, Kent State University
- 1999 to present Industry Workshop Instructor – Kent State Tuscarawas, Continuing Studies, New Philadelphia, Ohio
- 2000 to 2003 Facilitator – Kent State University Stark Campus, Office of Corp & Community Svc, Canton, Ohio

Non-academic experience

- CGI DESIGN GROUP - CAD Drafting, Training and Consultation, Multimedia and Website Design, Development and Consultation
- VISUAL ARTS SPECTRUM - Website Developer/Designer/Animator/Illustrator

Certifications or professional registrations

- Autodesk
  - AutoCAD 2010 Associate – certificate # 72112
  - AutoCAD 2010 Professional – certificate # 72114

Current membership in professional organizations

- Women in Animation (WIA)
- Association for Computing Machinery (ACM) Siggraph
- Autodesk Users Group International (AUGI)
- The Association of Technology, Management, and Applied Engineering (ATMAE)

Honors and awards

- Kent State University Distinguished Teaching Award Nomination, 2006, 2009, 2010

Service activities

- Advisory Board Member – Tech Prep, Claymont High School, Uhrichsville, OH
- Industrial Advisory Board Member – Engineering Technology, Kent State University
- Advisor – Kent State University Entrepreneurship and Investment Club
- Co-Advisor – Kent State University Imagineers Animation Club
- Member – Kent State University Electronics Committee
- Member – Kent State University Pedagogical Technology Task Force

Selected publications

- Rajagopal, C., Bears, L (October, 2009). *Introducing High School Students to the Field of Technology through Project-Based Learning.* Presentation given at the 2009 ATMAE Conference.

ENGINEERING TECHNOLOGY FACULTY SUMMARY INFORMATION

Name Charles Danner

Education

- B.S. Mechanical Engineering, Georgia Tech, 1963
- M.S. Mechanical Engineering, Akron University, 1968

Academic experience

- 1965-1967 Instructor, Canton College, Canton, OH
- 1970-1990 Teaching/Administration: Kent State University/Stark Tech
- 1982-1989 Associate Professor, Stark State College, Canton, OH
- 1990-1993 Dean of Engineering Technology, Stark Technical College, Canton, OH
- 1993-1998 Dean for Industrial Training (including training at Advanced Technology Center) Stark State College, Canton, OH
- 1999-present Adjunct Faculty, Kent State University Tuscarawas, New Philadelphia, OH

Non-academic experience

- The Timken Co., Technician, 1957-1963, Engineer 1964-1966
- Timken Research, Research Engineer, 1966-1970
- Consulting work:
    - Industrial Robotics: Babcock & Wilcox Co.
    - Consultant on Technology Education –Ohio Board of Regents
    - Robotics Instruction /Consultation-Jackson Local Schools
    - Advanced Technologies including Plastics & Prototype Modeling (Stratysis)

Certifications or professional registrations

- Registered as a Professional Engineer in Ohio upon accepting the academic position with Kent State University in 1970

Honors and awards

- Tau Beta Pi Award—outstanding senior in engineering, 1963
- Pi Tau Sigma Senior Award (Mech. Eng.), 1963

Service activities

- Volunteer with the Stark County Hunger Task Force for food and clothing distribution
- Volunteer with supportive activities with the Stark County Welfare for Women group

SEBASTIAN BIRCEANU
1332 Springhaven Cir NE
Massillon, OH 44646
(440) 478-9960
sebastianb@mkmorse.com

PROFESSIONAL EXPERIENCE

April 2008 – present : The MK Morse Company, Canton, Ohio
Product Development Metallurgist

Evaluation, design, implementation and development of new materials and metallurgical processes involved in the fabrication of saw blades; analysis of existent technology from a materials engineering perspective and identification of potential improvement targets.

Control and monitoring of methods, processes and materials employed by raw material suppliers.

Coordinator of inter-company research and development cooperative programs targeting new technologies and materials for manufacturing of saw blades.

Technical support to the engineering teams involved in various continuous improvement and problem solving projects.

Oct 2004 – April 2008: Bekaert Corporation, Orrville, Ohio
Plant Metallurgist

Responsible for the development of processes involving induction and conventional hardening and tempering, cold forming, hot dip galvanizing and atmosphere annealing of carbon, alloy and stainless steel, and nickel alloy shaped and specialty round wires:

Compile and evaluate statistical data for continuous process improvement and to maintain quality and reliability:

Responsible for the failure analysis of heat-treated, annealed, cold formed and galvanized coated products, as part of product development and customer complaint corrective action process for Orrville plant and imported Bekaert products; also providing support and consulting to other Bekaert plants in North America:

Participant in international research and development projects proposed and supervised by Bekaert Innovation Department, targeting novel manufacturing processes and products.

Jan 2003- Dec 2004: Case Western Reserve University, Cleveland, Ohio
Department of Materials Science and Engineering
Teaching Assistant

Spring 2003, Assistant to Professor John J Lewandowski – EMSE 303 *Mechanical Behavior of Materials.*

Spring 2004, Assistant to Professor Gary M Michal – EMSE 313 *Engineering Applications of Materials.*

Fall 2004, Assistant to Professor Marc R DeGuire – EMSE 405 *Dielectric, Optical, and Magnetic Properties of Materials.*

Jan 2001-Oct 2004: Case Western Reserve University, Cleveland, Ohio
Department of Materials Science and Engineering
Research Assistant

Design and development of materials for aluminum die casting dies and shot sleeves; studies on the thermal fatigue behavior and failure analysis of materials for high temperature applications (steels, nickel alloys and superalloys, titanium alloys and composites, refractory metals and their alloys, hard coatings); critical application design; studies on soldering, wash-out, corrosion and surface oxidation of die materials; studies on the effect of heat treatment on mechanical behavior of hot work steel.

Jun 1997-Dec 2000 : UTTIS Industries, Bucharest, Romania.
Development Engineer

Supervising the manufacturing of Controlled Atmosphere HT Equipment, Batch Furnaces, Special Installations and Nonferrous Metals Melting Furnaces, with a main focus on process, technology or equipment update and development, and modifications according to ISO quality standard implementation procedures; training of techniques and operation procedures to customer technicians and on site monitoring of the operating equipment in order to determine potential improvements.

Heat treatment of carbon and alloy steel (mainly, quenching and tempering of dies, shafts, annealing of cold-worked parts, etc.); failure analysis, metallography, mechanical testing of heat-treated products.

Jul 1995–Jun 1997 : METROM Company Ltd., Aluminum Department, Bucharest, Romania.
Process Engineer

Engineering control of aluminum and aluminum alloys scrap sorting and processing, melting and mold casting operations; also responsible for delivery of semiproducts for export purposes.

EDUCATION

- **Ph.D. in Materials Science and Engineering**, Case Western Reserve Engineering, Cleveland – August 2005 (Specialization *High Temperature Properties of Materials)* ***GPA 4.0***
- **M.Sc. in Materials Science and Engineering**, Case Western Reserve University, Cleveland – May 2002 (Specialization *High Temperature Properties of Materials*) ***GPA 4.0***
- **M.Sc. in Materials Science and Engineering**, University "Politehnica" of Bucharest – 1996, (Specialization *Thermomechanical Processing)*
- **B.Sc. in Material Science and Engineering**, University "Politehnica" of Bucharest – 1995, (Specialization *Heat Treatment and Plastic Deformation)*

AFFILIATIONS

Apr 2001 – Present	American Society for Materials
Sept 1996 – Present	Romanian Association for Heat Treatment and Surface Engineering

KENT STATE UNIVERSITY

TO: Educational Policies Council

FROM: Therese E. Tillett, Director, Curriculum Services

SUBJECT: Minor modification to the Student Responsibilities statements as published in the University Catalog to align with language in FlashLine

DATE: 7 December 2012

Revisions made to Kent State's policies for definition of instructional activities and assignment of the credit hour were approved by the EPC on 15 October 2012 and the Faculty Senate on 5 November 2012.

In December 2012, a request was made by the School of Music to change the assignment of the credit hour for the applied music lesson–group studio. This change reflects current practice.

As the request is for a minor revision and affects one instructional activity used solely by the School of Music, this change is coming to the Educational Policies Council as an information item. The policy, published in the 2012 Curriculum Guidelines, will be updated immediately.

Changes are below in underline and ~~strikethrough~~:

APPLIED MUSIC LESSON is one-on-one instruction in a performance medium with a separate group studio, during which students perform and are critiqued by the instructor and their peers, and practice outside the lesson and studio session. Course is two or four credits.

- Two credit hours are awarded for a minimum 30-minute private lesson, a ~~one-clock-hour~~ one-nominal-hour (50 minutes) group studio and an expectation of seven clock hours of outside practice in a standard week of a 15-week semester.
- Four credit hours are awarded for a minimum one-clock-hour private lesson, a ~~one-clock-hour~~ one-nominal-hour (50 minutes) group studio and an expectation of 14 clock hours of outside practice in a standard week of a 15-week semester.

KENT STATE UNIVERSITY

TO: Educational Policies Council

FROM: Therese E. Tillett, Director, Curriculum Services

SUBJECT: Minor modification to the Student Responsibilities statements as published in the University Catalog to align with language in FlashLine

DATE: 26 November 2012

Last academic year, a student responsibilities statement was established and published in the 2012 University Catalog (approved by EPC on 14-May-12 and Faculty Senate on 16-Jul-12).

A request has been made by the university's advising deans to modify the language referring to students knowing their student record so it aligns with the language that students see in FlashLine.

This modification does not change the policy and was approved by the University Registrar as being more accurate. For those reasons, this change is coming to the EPC as an information item.

Changes are below in underline and ~~strikethrough~~. The revision will appear in the 2013 University Catalog.

Student Responsibilities

Kent State University 2012 Catalog > Policies > Student Responsibilities

Each Kent State University student is responsible for:

1. Pursuing successful completion of all courses for which he or she enrolls.
2. 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.
3. Being familiar with the current academic calendar, including, but not limited to, deadlines for course registration, course withdrawal and application for graduation.
4. Knowing his or her academic record, including ~~registration~~ student schedule (found on the Student Printable Schedule in FlashLine) for each semester and academic progress toward program completion.
5. 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.
6. Being familiar with and adhering to the university's rules, regulations and policies.

(Source: www.kent.edu/catalog/2012/info/policies/stures)

INSTITUTIONAL ARTICULATION AGREEMENT AMENDMENT
TO THE MEMORANDUM OF AGREEMENT
BETWEEN
KENT STATE UNIVERSITY
AND
COLLEGE FOR INTERNATIONAL STUDIES

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

It is understood by the parties that College for International Studies is an accredited or equivalent institution of higher education.

This agreement is contingent upon the availability of sufficient appropriated funds as determined by the Board of Trustees at Kent State University as vested in their authority by ORC 3341.04 and ORC 3341.06 (available at codes.ohio.gov/orc/3341).

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. This agreement in no way should be construed to guarantee admission into Kent State University or into a specific degree program at Kent State University.

1. 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.

2. All students will be considered for admission according to the admissions policy and standards of Kent State University, according to catalog requirements.

   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 Kent State University.

3. 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 60 semester hours at Kent State University.

4. Kent State University will provide College for International Studies with course equivalent information regarding College for International Studies courses and the Kent State University equivalents. Kent State University will update the information and provide the most current equivalencies to College for International Studies for the upcoming academic year, annually no later than July 1st. Course equivalent information is included in Appendix A.

5. Kent State University will report, to the Articulation Agreement Coordinator for Articulation Agreements, the number of transfer students from College for International Studies for the previous academic year, annually no later than July 1st.

6. All collegiate level credit transferred from College for International Studies shall be accepted toward the student's class standing and shall be articulated to specific Kent State University courses when possible. Kent State University reserves the right to determine which courses are collegiate level.

7. College for International Studies 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.

8. 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.

9. Tuition for students participating under this Agreement will be assessed at the out-of-state tuition rate as approved by the Board of Trustees, unless otherwise eligible under state law.

10. Collegiate level courses completed at College for International Studies with a "D" or better grade will be accepted. 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 College for International Studies transfer students.

11. The Dean of Instructional Services at College for International Studies will designate an official(s) who will be responsible for all aspects of the articulation program at College for International Studies.

    Contact: Brank Sain
    College for International Studies
    Velázaquez, 140-28006 Madrid, Spain

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

    Contact: Sarah J. Malcolm, Manager of International Partnerships
    Kent State University
    PO Box 5190 Kent, OH 44240
    smalcolm@kent.edu, 330-672-8655

12. 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.

    College for International Studies 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, College for International Studies 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 College for International Studies transfer student.

13. College for International Studies is hereby granted a limited, non-exclusive, non-transferable license to use the Kent State University name, trade names, 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.** Any such use under this Agreement will require the specific, written approval of the Kent State University Vice President for University Relations.

    Kent State University is hereby granted a limited, non-exclusive, non-transferable license to use College for International Studies' name, trade names, trademarks, and logos during the term of this Agreement **for the sole purpose of marketing to the College for International Studies 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, trade name, trademark, or logo of the other party. Neither party shall use the name, trade name, 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, trade name, trademark, or logo of the other party.

14. 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, trade name, 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.

15. Both institutions are committed to, and will adhere to, applicable laws, regulations, policies, and guidelines effective after the date of this agreement. **College for International Studies** may learn of information, documents, data, records, or other material that is confidential in the performance of this Agreement. **College for International Studies** may not disclose any information obtained by it as a result of this Agreement, without the written permission of KSU. **College for International Studies** must assume that all information, documents, data, records or other material is confidential. **College for International Studies** further agrees to abide by any and all pertinent federal, state and local laws and regulations. **College for International Studies** affirms that it has knowledge of, understands, and complies with the Family Educational rights and Privacy Act ("FERPA").

College for International Studies obligation to maintain the confidentiality of the information will not apply where it: (1) was already in Contractor's possession before disclosure by KSU, and it was received by **College for International Studies** without the obligation of confidence; (2) is independently developed by **College for International Studies**; (3) is or becomes publicly available without breach of this Agreement; (4) is rightfully received by **College for International Studies** from a third party without an obligation of confidence; (5) is disclosed by **College for International Studies** with the written consent of KSU; or (6) is released in accordance with a valid order of a court or governmental agency, provided that the **College for International Studies** (a) notifies the KSU of such order immediately upon receipt of the order and (b) makes a reasonable effort to obtain a protective order from the issuing court or agency limiting disclosure and use of the confidential information solely for the purposes intended to be serviced by the original order of production. **College for International Studies** will return all originals of any information and destroy any copies it has made on termination or expiration of this Agreement.

Unless required by law, **College for International Studies** and/or KSU will not disclose or otherwise make the terms of this Agreement, other confidential materials or information of **College for International Studies** or its suppliers, available to anyone except its authorized personnel for purposes related to this Agreement. **College for International Studies** and KSU will take all reasonable precautions to maintain confidentiality and, without limiting the generality of the foregoing, shall take such precautions as shall be at least equivalent to those employed by **College for International Studies** by way of protection of its own confidential information.

16. This Institutional Articulation Agreement has an initial term through June 30, 2014. Thereafter, this Agreement may be renewed in two year periods, in accordance with the State of Ohio's biennial. Such renewal must be evidence by the written mutual consent of both parties. Such renewal must be executed no less than 30 days prior to the start of the semester at Kent State University. 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.

17. This Agreement may be terminated by either party in writing with no less than 6 months' notice. In the event that the agreement is not renewed or is terminated in any way, any related activities in progress at the time of termination of this Agreement will continue until the current semester in which the termination takes place is completed. All students currently enrolled at Kent State University at the time of termination will be permitted to complete their academic progress under the terms of this Agreement and in accordance with the catalog in force upon their admission.

18. The terms of the original MOA signed between the parties supersedes this agreement should any conflict arise between the terms of this agreement and the terms of the original MOA.

This agreement is effective as of the date of signing.

Kent State University

Dr. Todd A. Diacon
Provost and Senior VP for Academic Affairs

10/3/12
Date

College for International Studies

Dr. Branko Sain
General Director *for*
María Diaz de la Cebosa
President

Sept. 20th 2012
Date

REVIEWED BY

OCT 1 2012

Office of General Counsel

Appendix A

APPROVED NEW / REVISED EQUIVALENCIES TO BE PUT ON THE TRANSFER TABLES (AND U.SELECT)			
(COLLEGE FOR INTERNATIONAL STUDIES)	**Credits**	**KENT STATE UNIVERSITY**	**Credits**
CMM 101 Introduction to Mass Communication	3	JMC 20003 Introduction to Mass Communication	3
CMM 103 Advertising Fundamentals	3	JMC 21001 Principles of Advertising	3
LST 276 Introduction to Film Theory and History	3	JMC 40022 Film As Communication	3
CMM 306 Social Impact of the Media	3	JMC 20001 Media, Power and Culture	3
CMM 203 Public Relations	3	JMC 28001 Principles of Public Relations	3
IST 315 Intercultural Communication	3	COMM 35852 Intercultural Communication	3
ENG 103 Speech	3	COMM 15000 Introduction to Human Communication	3
ENG 101 College Writing Seminar	3	ENG 11011 College Writing I	3
ENG 102 Introduction to Literature	3	ENG 24001 Introduction to Literary Study	3
ENG 204 American Literature II	3	ENG 25005 Literature in the US II	3
ENG 313 World Literature	3	ENG 34011 World Literature in English (UD)	3
SP 101 Elementary Spanish I	3	SPAN 18201 Elementary Spanish II	3
SP 102 Elementary Spanish II	3	SPAN 18202 Elementary Spanish II	3
SP 201 Intermediate Spanish I	3	SPAN 28201 Intermediate Spanish II	3
SP 202 Intermediate Spanish II	3	SPAN 28202 Intermediate Spanish II	3
SP 205 Cultural Introduction to Spain	3	MCLS 40095 Spanish Experience	3
SP 301 Advanced Spanish	3	SPAN 38213 Spanish Reading and Conversation (UD)	3
SP 307 Spanish Culture and Civilization	3	SPAN 38421 Civilization of Spain (UD)	3
SP 310 Cinema of Spain	3	SPAN 48095 Special Topics in Spanish (UD)	3
SP 377 The Way of Saint James	3	SPAN 48095 or MCLS 40095 Special Topics (UD)	3
SP 410 Spanish Literature and the Performing Arts	3	SPAN 38331 Recent Spanish Literature (UD)	3
PHL 104 Ethics	3	PHIL 21001 Introduction to Ethics	3
PSY 100 General Psychology	3	PSYC 11762 General Psychology	3
BIO 130 Principles of Ecology	4	BSCI 10002 Life on Planet Earth BSCI 10003 Laboratory Experience in Biology	3 1
MATH 126 Applied Statistics	3	MATH 10041 Elementary Probability and Statistics	3
MATH 135 Calculus 1	3	MATH 11012 Intuitive Calculus	3
ART 102 Visual Art and Cultural Values II: Early Fourteenth Century to the Present	3	ARTH 22007 Art History II	3

Ohio | Board of Regents

John R. Kasich, Governor
Jim Petro, Chancellor

University System of Ohio

LETTER OF INTENT

Date of submission: 2 January 2012

Name of institution: Kent State University

Intent: To establish a Dance Studies major within the Bachelor of Arts degree. This new program is in addition to the existing and approved Dance major in 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):

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

Type of request (please check all that apply):

- [ ] First request to the Chancellor (i.e., request for initial authorization)
- [ ] New degree in an approved institution
- [x] New program within an existing degree (e.g., major, 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:
Full proposal will be reviewed and approved by the Educational Policies Council (January 2013), Faculty Senate (February 2013) and the Kent State University Board of Trustees (March 2013).

Projected date full proposal will be submitted: March 2013

Projected start date of the proposed program: Fall 2013

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

   Kent State University requests the offering of a Bachelor of Arts degree in Dance Studies following approval by the National Association of Schools of Dance, which accredits Kent State's BFA degree in Dance. The program will be administered by the School of Theatre and Dance within the College of the Arts.

   Since 1997, the school has offered the BFA degree in Dance to students with a strong interest in professional career preparation. The degree program comprises two concentrations—Dance Performance and Dance Education. Offering a BA degree in Dance Studies to balance the BFA degree will allow students with more diverse interests to incorporate one or more additional areas of study while continuing professional-level dance training.

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

   Students are attracted to Kent State University for its strong liberal arts foundation. The field of dance continues to broaden and diversify in areas such as world dance, aerial dance, community dance, sacred dance and dance for special populations, to name a few. Prospective students express the desire to continue to develop the strong dance technique that they have been studying since childhood, while also expressing strong interest in and the desire to learn about other fields, including but not limited to journalism, business, American Sign Language, psychology, fashion, philosophy, sports medicine, nursing and public health to name just a few.

   Providing a more flexible degree option will help these students prepare for a future where fusing diverse interests will be the new norm and will increase prospects for their career success. It will also provide the satisfaction that comes from growing both in depth of knowledge in the specific subject of dance and breadth in secondary skills in another area.

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

   No additional faculty will be needed. The core required for the new BA degree correlates to courses required in the BFA degree.

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 support personnel will be needed.

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

   No additional library services and resources will be required.

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

   Current facilities will meet the need.

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,

Todd A. Diacon
Senior Vice President for Academic Affairs and Provost
Kent State University

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **27-Nov-12** Curriculum Bulletin _____

Effective Date **Fall 2014** Approved by EPC _____

Department	**Public Health**		
College	**PH - Public Health**		
Degree	**BSPH - Bachelor of Science in Public Health**		
Program Name	**Public Health**	Program Banner Code	**PH-BSPH-PH**
Concentration(s)	**Prevention and Preparedness**	Concentration(s) Banner Code(s)	**PRPR**
Proposal	**Temporarily suspend admissions**		

Description of proposal:

Pending further needs assessment and program review, we wish to suspend admissions to this concentration.

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

Current total credit hours: Proposed total credit hours

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

There are no impacts on other programs, policies, or procedures.

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 12/20/12

College Dean (or designee)

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

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

Proposal Summary to Temporarily Suspend Admission Prevention and Preparedness Concentration of BSPH

Full explanation of why the temporary suspension of admission to the program is being proposed:

The College is going to take this time to reassess this concentration in light of emerging trends in the field and opportunities to partner with other educational institutions.

List of courses that will not be taught if admission 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:

We intend to offer courses as needed to students currently in the program. None of the Public Health courses in this concentration are used by other units.

Effect on current students enrolled in the program, faculty, staff and active courses:

We would offer avenues for students currently in the program (n=3) to complete the coursework.

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, and grants that could be jeopardized:

None.

Term and year when it is anticipated that it will end (<u>no temporary suspension of admission may exceed three years</u>):

Expected to resume admissions or inactivate the program by Fall 2014.

Tuesday, November 27, 2012 10:41:21 AM Eastern Standard Time

Subject: RE: Prevention and Preparedness Concentration
Date: Tuesday, November 27, 2012 10:40:10 AM Eastern Standard Time
From: PALMER, DANIEL
To: BREWER, THOMAS

Tom,
No, I see no problems with that action. I am still waiting to hear from Carmen on the other stuff, hopefully he will get back ASAP.
Dan

From: BREWER, THOMAS
Sent: Tuesday, November 27, 2012 10:39 AM
To: PALMER, DANIEL
Subject: Prevention and Preparedness Concentration

Dan,

I wanted to inform you that we are proposing to suspend admissions for the Prevention and Preparedness concentration of the BSPH effective Fall 2013.

Dr. Woolverton is back from sabbatical and we are going to review the future of that concentration in the coming year.

Do you have any problems with this action?

Thanks,
Tom

--
Thomas W. Brewer, Ph.D.
Associate Dean for Undergraduate Academic Affairs
Associate Professor, Social and Behavioral Sciences
College of Public Health
Kent State University
326 Lowry Hall
Kent, OH 44242
Phone: 330-672-4703
Fax: 330-672-6505

Ohio | Board of Regents

John R. Kasich, Governor
Jim Petro, Chancellor

University System of Ohio

LETTER OF INTENT

Date of submission: 29 January 2013

Name of institution: Kent State University

Intent: To establish a Respiratory Care 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):

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

Type of request (please check all that apply):

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

Alternative Delivery Options (please check all that apply):

- [x] More than 50% of the program will be offered online
- [x] More than 50% of the program will be offered using a flexible or accelerated delivery model
- [x] More than 50% of program will be offered at a site different from the institution's central/main campus location **The degree program will be offered at Kent State's Ashtabula 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 28 January 2013; full proposal will be reviewed/approved by the Kent State Board of Trustees at later date.

Projected date full proposal will be submitted: June 2013

Projected start date of the proposed program: Spring 2014

1. Provide a brief description of the request.

Kent State requests to establish a Bachelor of Science degree in Respiratory Care, to be offered at Kent State's Ashtabula Campus. The proposed degree program will be a two-year completion degree for students who are both registered respiratory therapists with a current state license and have an associate degree in respiratory therapy that is accredited by Commission on Accreditation for Respiratory Care.

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

According to the Bureau of Labor Statistics' Occupational Outlook Handbook[1], employment for respiratory therapists is expected to grow by 28 percent from 2010 to 2020, faster than the average for all occupations. "Growth in the middle-aged and elderly population will lead to greater demand for respiratory therapy services and treatments, mostly in hospitals and nursing homes. In addition, advances in preventing and detecting disease, improved medications and more sophisticated treatments [and technology] will increase the demand for respiratory therapists. Respiratory therapists with certification or a bachelor's degree will have the best job prospects."[1]

In 2002, the American Association for Respiratory Care (AARC), the Commission on Accreditation for Respiratory Care (CoARC) and the National Board for Respiratory Care (NBRC) issued a Tripartite Statement of Support[2] for developing bachelor and graduate level programs in respiratory care.

> "The continuing evolution of the respiratory care profession requires that every respiratory therapist demonstrate an advanced level of critical thinking, assessment and problem solving skills. These are essential in today's health care environment not only to improve the quality of care but also to reduce inappropriate care and thereby reduce costs. Respiratory therapists are expected to participate in the development, modification and evaluation of care plans, protocol administration, disease management and patient education."

Worldwide, there are approximately 380 associate degrees and only 55 bachelor's degree programs in respiratory therapy[3].

The closest universities to Kent State University at Ashtabula offering a baccalaureate program in respiratory therapy are Gannon University (approximately 55 miles), Youngstown State University (approximately 63 miles), and the University of Akron (approximately 80 miles).

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

One additional, full-time faculty member will be hired to support this program. Kent State's Ashtabula Campus has offered an Associate of Applied Science degree in Respiratory Therapy Technology since 2008; in spring 2012, 30 students were enrolled.

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[1] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2012-13 Edition*, Respiratory Therapists. Retrieved from www.bls.gov/ooh/healthcare/respiratory-therapists.htm.
[2] Respiratory Care: Advancement of the Profession – Tripartite Statements of Support (2002). Retrieved from www.aarc.org/resources/cpgs_guidelines_statements/tripartitestatement1.asp.
[3] Respiratory Care Education Annual (fall 2012).

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.**

   There are sufficient administrative and student support services necessary for the program.

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

   There are sufficient library services and resources for the proposed program.

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

   All respiratory therapy courses for the baccalaureate program will be offered online. No additional costs for equipment, supplies or clinical sites will be needed since admission criteria requires applicants be a registered respiratory therapist with a current state license to practice respiratory therapy.

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

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- 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.
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- 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,

Todd A. Diacon
Senior Vice President for Academic Affairs and Provost
Kent State University

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **5-Dec-13** Curriculum Bulletin _____

Effective Date **Fall 2013** Approved by EPC _____

Department	**Fashion Design and Merchandising**
College	**CA - The Arts**
Proposal	**select one** Establish Program
Proposal Name	**Graduate Proposal - Master of Fashion (MFASH)**

Major – Fashion (FASH)
Degree – Master of Fashion (MFASH)

Description of proposal:

The Shannon Rodgers and Jerry Silverman School of Fashion Design and Merchandising (The Fashion School), a program within the College of the Arts (COTA), seeks to establish the Master of Fashion (MFASH). The MFASH is a 30-credit, professional practice degree, for the academic advancement of students who want to a) engage in advanced-practitioner research in fashion, b) expand their own knowledge base and expertise in a specific topic area, c) advance their professional career, d) expand their entrepreneurial opportunities, or e) pursue the initial stages in academia.

Credit hours to degree completion – 30

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

The proposed MFASH will help give strength to the course offerings already provided by the Fashion School to support the Fashion Concentration in the College of Business Administration's MBA program. The courses offered for the MBA Fashion Concentration will also be core options for the MFASH students, allowing for stronger enrollment numbers and more diverse critical discourse on the subjects.

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

Master's of Business Administration

REQUIRED ENDORSEMENTS

Digitally signed by J.R. Campbell
Date: 2013.01.08 09:28:29 -05'00'

01 / 07 / 2013

Department Chair / School Director

___ / ___ / ___

Campus Dean (for Regional Campuses proposals)

Ralph Lorenz

1 / 8 / 2013

College Dean (or designee)

Mary Ellen Mazey

1 / 8 / 13

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 MASTER OF FASHION (MFASH) DEGREE PROGRAM IN THE SCHOOL OF FASHION DESIGN AND MERCHANDISING AT KENT STATE UNIVERSITY

JANUARY 2013

KENT STATE UNIVERSITY

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REQUEST

Date of submission: January 2013
Name of institution: Kent State University

Degree/degree program title: Master of Fashion (MFASH)

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:

Proposed start date: Fall 2013

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

The Shannon Rodgers and Jerry Silverman School of Fashion Design and Merchandising (the Fashion School), a program within the College of the Arts (COTA), seeks to establish the **Master of Fashion** (MFASH). The MFASH is a 30-credit, professional practice degree for students with educational qualifications in merchandising, design, or in a related discipline, who want to a) engage in advanced-practitioner research in fashion, b) expand their own knowledge base and expertise in a specific topic area, c) advance their professional career, d) expand their entrepreneurial opportunities, or e) pursue the initial stages in academia. The original conception was to establish both a master's and doctoral degrees, but based on thoughtful commentary from Ohio Board of Regents (OBR) subject-area reviewers during the pre-proposal development stage, as well as from our Dean of the Graduate College at KSU, we have revised this full proposal to focus on a request to establish the MFASH only, with a goal to proposing a potential Doctorate of Fashion once the MFASH has been successfully implemented. *Appendix A* more fully documents our responses to the OBR subject-area reviewer comments.

The Ohio Board of Regents has endorsed the Fashion School at Kent State University as an ***Ohio Center of Excellence*** at Kent State University in the Strategic Plan for Higher Education. The Strategic Plan calls for programs that have distinctive academic and research strengths. The creation of this new degree program concept is timely, both for the Fashion School and for the evolution of fashion education as it relates to the fashion industry. The MFASH will place a greater emphasis on workplace practice, simultaneously developing a researcher and industry practitioner, thereby focusing on creativity, development and both reflective and emergent research methodologies that are directly transferable to the fashion industry and academic practice.

In this proposal and at Kent State University, we collectively define "fashion" as "a unifying lens focused on creating, and investigating the individual and collective phenomena of products and services that are related to the appearance, style, identity and behavior of consumers within a visual culture." It is commonly used in conjunction and sometimes interchangeably with clothing, apparel, textiles, design, and merchandising. The "fashion industry" encompasses the people or companies engaged in all aspects of the conception, design, production, promotion, communication, distribution, and sale of clothing, accessories, and related products and services. As humans are in contact with cloth and clothing from cradle to grave, aspects of the fashion industry intersect with a wide variety of occupations and segments of society. See *Appendix B* for a listing of the Bureau of Labor Statistics (BLS) Standard Occupational Classification codes that engage fashion professionals and can, therefore be considered part of the fashion industry.

1.2 Background Information of the Fashion School

The Shannon Rodgers and Jerry Silverman School of Fashion Design and Merchandising was created at Kent State University in 1983 due to a generous gift from Rodgers and Silverman to the university. It was accompanied by a gift of their entire collection of garments and designs, which also initiated the creation of the Kent State University Museum. Strong partners since their inceptions, the Fashion School and Kent State University Museum have developed into noteworthy entities, becoming points of pride for the University and Northeastern Ohio. Over the past thirty years, Kent State has emerged as a leader in fashion education and exhibition. The School has grown from less than 200 to more than 1300 undergraduate students during this period, making it the largest program in Ohio and one of the largest

in the United States. The Fashion School offers two majors and three degrees (Fashion Design—B.A./B.F.A and Fashion Merchandising—B.S.).

The Fashion School at Kent State University has enjoyed high visibility regionally, nationally and internationally as recognized by the premier organization for fashion designers; Council of Fashion Designers of America (CFDA) of which only 14 universities nationally meet their rigid fashion education requirements. The fashion school has participated in the CFDA program for the past fifteen years. Since its inception, the mission has been closely aligned with the fashion industry. This academic approach has been very successful for the School, with a post-graduate employment rate (within one year of graduation) of approximately 90%, generally leading our undergraduates into professional occupations as practicing designers and merchandisers. Our current vision has evolved to better encompass the full potential and purpose of the Fashion School, integrating research and technology into the larger educational practices of the unit. The current mission is ***"Inspiring students to become creative and resourceful fashion industry leaders."*** With a strong track record of undergraduate education and identification of a need for expanded knowledge to address the changing industry, we propose a new degree. Our goal for the graduate program is to continue to develop students who will benefit from this strong legacy combining education and industry expertise.

1.3 The Fashion School mission and next phase

With the hire of Director J.R. Campbell in 2009, the faculty of the Fashion School engaged in extensive visioning exercises leading to a revised mission. We aspire to be the best American fashion school, by providing a comprehensive American university experience, a forward looking and rigorous curriculum in fashion, an aggressive approach to the use of digital technologies, strong and beneficial relationships with the fashion industry, and access to a broad range of international and study away experiences. We seek to serve a broad range of stakeholders including our students, advisory board, the State of Ohio tax-payers, and the textile and apparel industry by providing a recognized center for research and advancement within our field.

Further development of the Fashion School's goals and objectives depends on achieving a stronger focus on research partnerships between our educational programs and industry that are closely tied to recently emerging problems within the fashion context. Changes in professional practice demand an altered approach to scholarly creative and research activities within this fashion 'eco-system.'

1.4 Designation of the new degree program and rationale for the designation.

By it's nature, the field of fashion is interdisciplinary. With much of its academic roots coming from Home Economics/Family and Consumer Sciences, it encompasses many research paradigms including hard sciences, social sciences, arts, and humanities. The variety of designations and institutional affiliations include, but are not limited to Fashion, Design, Apparel Design, Consumer Sciences, Consumer Studies, Design Sciences, Fiber Sciences, Human Environmental Sciences, Retailing, Retail Management, Retail Studies, and Apparel Management.

Once the Fashion School faculty identified a need for exploration beyond the undergraduate level, we thoughtfully considered the degree designations that are currently available in the United States, as well as the combined vision for a proposed degree program with the expertise of our faculty, and the strengths of the school over its thirty years of existence. After much debate, we came to the conclusion

that existing designations would not fully address the fashion industry's future requirements or take advantage of our school's vision to use our combined skills and resources to address the 'unifying lens' of fashion. Our forward-thinking criteria for the proposed degree are that it will be:

- A single degree designation that is appropriate for both design and merchandising students, directly and cohesively addressing the interdisciplinary nature of fashion in one context
- A degree that emphasizes advanced practitioner experiences, with theoretical studies examined through practical applications
- A degree where the students are expected to acquire advanced professional skills through course work, projects, internships, practicums, and/or research projects
- A degree that prepares students for meeting current and future demands either within the fashion industry or for further academic pursuits in the subject areas.

Unfortunately, the more typical designations that might normally be considered in our discipline do not effectively span the gap that we hope to address from a single degree designation. A small database of graduate programs, developed by The International Textile and Apparel Association (http://www.itaaonline.org), includes twenty-four graduate programs in the U.S. offering a variety of degrees: MA, MS, MFA, MBA, MPS, and PhD in the areas listed above. Not one of these programs specifically concentrates on the topic of "fashion" as a cohesive disciplinary area. As a result, these programs sometimes force student-scholars into silos of study, rather than embracing the interdisciplinary nature of the subject area. This is especially true at the Master's level. For example, those who concentrate on textile science earn an MS; those in merchandising, an MS or MBA, those in design an MFA, those in social psychology of dress an MA or MS, and those in history an MA or MS.

As such, we are proposing a new degree designation, the **Master of Fashion** or **MFASH** degree. We see this designation as a professional practice degree, where the course curriculum is concentrated on the application of research within a fashion-practitioner context. The MFASH degree addresses shortcomings of the existing programs in our field. This is especially relevant for the graduate student who seeks to combine or bridge traditional areas of study. An example would be the student of historic dress who uses research findings to inspire and produce designed objects. An MA program could address the historical research, but might not provide faculty expertise capable of supporting the design aspect. An MFA program would allow for concentration on the conceptual and material aspects, but could be lacking in the support archival research methodological support. These situations pose an opportunity for the Fashion School to offer a comprehensive degree that allows student-scholars to fully investigate the phenomena of fashion across traditional boundaries, exhibiting a truly interdisciplinary line of inquiry, while fully engaging with the wealth of resources and expertise available in the Fashion School, which holds more eligible graduate faculty members in a fashion department than any other program in Ohio (eighteen).

Our goal is to produce highly skilled professionals who can successfully effect change, as well as promote, facilitate and develop policies and practices within their chosen fashion career. The Fashion School's MFASH will be unique; the designation would be the first in the United States. Although schools around the country have instituted graduate programs in fashion, Kent State University will be the first to offer a titled fashion degree that is grounded in practice-based, practice-led and research-through-practice methodologies devoted to the fashion context.

In its positioning compared to many existing degree programs in fashion, the MFASH degree program uses the unified fashion context in a manner similar to the analogy demonstrated in medical knowledge disciplines as it is investigated through an MD versus a PhD in medicine. The MFASH seeks to explore and promote advanced practitioner knowledge within the context of industry practice, rather than focusing on research to build and/or support theory.

This approach to a graduate degree program that is rooted in practitioner methodologies connected to fashion and creative industries has been explored more fully outside of the United States, leading to numerous 'practice-based' or 'industry-aligned' programs with designations such as "Masters of Fashion Design" (Istituto Europeo di Design, Spain), "Master of Fashion and Textiles" (RMIT University, Australia), "Masters of Fashion Management" (Domus Academy, Italy) and "Masters of Fashion Studies" (University of Stockholm, Sweden).

The MFASH will be an interdisciplinary program, rooted in contemporary critical debates and informed by the long-standing tradition of experimentation, investigation and inquiry in and through practice in the fashion industry. Students will be encouraged to investigate fashion practices in both design and merchandising and consider the broadest possible ways in which practice may extend knowledge generation. A 2011 publication, "Ten Skills for the Future Workforce," mirrors the professional areas addressed in the context of the MFASH degree program. "Sense-Making, Social Intelligence, Novel and Adaptive Thinking, Cross-Cultural Competency, Computational Thinking, New Media Literacy, Transdisciplinarity, Design Mindset, Cognitive Load Management, and Virtual Collaboration" (www.iftf.org).

All students admitted to the program will be expected to engage in coursework in design, merchandising and technology applications, regardless of their thesis focus. Upon completing core coursework, their MFASH thesis/project will be driven by the individual student's research interests. The student will choose a practitioner-research topic closely tied to issues or problems that are emerging in professional practice or workplace environments and make an original contribution to fashion knowledge through:

- Creating, contextualizing and interpreting new knowledge and practices within fashion.
- Devising courses of action aimed at changing existing products to innovative new products/ services and/or solutions.

The creation and implementation of the MFASH degree program in the Fashion School at Kent State will serve to better address the third priority in the Chancellor of Ohio's strategic plan, to "attract more degree holders from out of state." The Fashion School already recruits and admits one of the highest percentages out-of-state students at Kent State University. The graduate degree program will also help to recognize and support the distinction and strength of fashion at Kent State University, becoming an even more attractive option for quality students from outside of Ohio, and outside of the United States.

The MFASH will also address emerging trends in the fashion industry towards increased growth in entrepreneurism in small to medium sized businesses with a specific interest in manufacturing locally or within the United States. The proposed curriculum will support a greater diversity of employment opportunities connected to the fashion context, while responding to integrated use of new technologies, theories and practices.

1.5 Strength of the Fashion School.

The following are significant achievements of the Fashion School and its position of strength in initiating the MFASH degree:

- In 2009 the Fashion School created the "TechStyleLAB," an environment that functions as a teaching, learning, research and commercial service environment. The TechStyleLAB brings together a broad range of digital design and production technologies into one integrated space. Having already received more than $300K in external grant funding and $700K in internal funding support, The Fashion School has re-positioned to increase technology applications in our educational offerings, which have been infused into the undergraduate degree program curricula and will be a key element in the MFASH program. Multiple outcomes from the TechStyleLAB have already been presented at international professional and educational conferences.
- The Fashion School is the sole disciplinary occupant of our dedicated building, Rockwell Hall. Our resources in the building include an extensive Fashion Library that houses a range of fashion resources, collections and subscription services for students and faculty. The Fashion Library is part of the Kent State University Library system, linking it directly to Ohio-link and university inter-library loan systems.
- The Fashion School is also physically linked to the American-Museum-Association-Accredited KSU Museum. The Museum houses an exceptional collection of over 30,000 fashion items ranging from 17th-century gowns to contemporary designers' pieces. The Museum was initiated, along with The Fashion School, over 25 years ago through the donation of an extensive fashion collection and funds from Shannon Rodgers and Jerry Silverman, originally valued at over $4M.
- The Fashion School has established satellite campuses in New York City and Florence, Italy, as well as direct vendor agreements with the Paris American Academy in France. In addition, we partner with the Institute for Textiles and Clothing (ITC) at the Hong Kong Polytechnic University to support direct student exchange between our campuses each year. These flourishing programs, supporting study away experiences for more than one-hundred seventy five students annually, help to elevate the Fashion School's visibility and to offer a wider breadth of experience as well as connect with the international. The Fashion School's presence in New York City, the heart of the U.S. fashion industry provides a direct connection to practice-based and practice-led opportunities. The potential exposure for MFASH students to national and international markets provides fertile ground for studies and consumer research. These programs extend the experience of our undergraduates as well as the school's national and international reputation. Our goal is to include these study-away opportunities for our graduate students as well, creating practicum-style learning experiences based on the location of study.
- The proposed graduate faculty in the Fashion School has a broad range of expertise in fashion and related subjects, resulting in rich diversity of thought, perspectives and research expertise. Many of the Fashion School faculty members have been recognized with top distinctions by the International Textile and Apparel Association (ITAA).
- The Fashion School has an established Industry Advisory Board, representing the full range of the industry, including CEOs, owners and presidents of fashion businesses and successful alumni, volunteer to share their industry expertise based on their belief in the quality and promise of our program.
- The Fashion School has a large donor base, and the highest number of disciplinarily-focused endowed scholarships within Kent State University (currently forty-four). This is a clear

indication of external support from the community and industry for the education and service provided by the Fashion School.

- In collaboration with KSU's College of Business Administration, an accelerated BS/MBA program was implemented in the Fashion School, allowing high-performing students to complete a combined undergraduate and MBA degree in just over five years. Starting Fall of 2010, the Fashion School began offering graduate-level courses in fashion theory, design management and fashion research methods as part of the professional MBA with a Fashion Concentration from the College of Business Administration. These existing courses will be used as a component of the proposed MFASH degree program, so that they can serve both MFASH students and students who have elected to take the Fashion Concentration from the College of Business Administration. This synergy will help support both pedagogic and fiscal rigor to the MFASH course offerings.

SECTION 2: Description of Proposed Curriculum

2.1 MFASH Determination

The Master of Fashion (MFASH) at Kent State University is a master's program that focuses on professional practice and emphasizes knowledge that advances the fashion industry. The culmination of this program is a public thesis defense, and one of the following:

a) **Textual Thesis** – A candidate can submit for examination a textual thesis which shall embody the results of his or her special study or research, following the university thesis guidelines.
b) **Portfolio with Written Commentary** – a candidate may submit for examination a portfolio together with an extended commentary on its production, presentation and context, when such a commentary is necessary to understanding the new knowledge represented or embodied by the body of the work.

2.2 MFASH credit requirement

The MFASH degree will require a minimum of 30 semester hours, including courses in Research Methods/Forms of Inquiry (3), Theories in Fashion (3), Fashion: A Unifying Lens (3), and Thesis (6). In addition, the students will choose a minimum of 9 credits from a selection of graduate courses in the Fashion School, as well as 6 credits of coursework from cognate areas. Online sections will be developed for many of the courses to enable industry professionals the opportunity to take courses without being on campus; however, the degree will not be a totally online program.

2.3 Coursework Required of all MFASH Students

1. **Theories in Fashion (3) *(FDM 60010)***
   Focuses on the meaning, context and intent of fashion design to contemporary society.
2. **Forms of Inquiry in Fashion (3) (*FDM 60030*)**
   Critical evaluation of research, theoretical and scholarly review articles related to apparel and textiles. Understanding of the function and purposes of research proposals; ethical implications of human subjects; research implementation and dissemination. Implementation of quality writing using selection styles and formats. Planning and documenting the research process. Development of a research proposal.
3. **Fashion: A Unifying Lens (3) *(FDM 60040)***

Capstone graduate seminar designed to make connections, synthesize, and develop mastery of the field. Students will gain insight and overall understanding of fashion to include; "a unifying lens focused on creating, and investigating the individual and collective phenomena of products and services that are related to the appearance, style, identity and behavior of consumers within a visual culture." Students will participate in informed critical discussion, written, and visual work, guided by interaction with multiple faculty and concluded with a final paper and presentation that expands knowledge in the field.

4. **MFASH Thesis (6) (*FDM 60199*)**
   Thesis students must register for a minimum of 6 hours, 2 to 6 hours in a single semester distributed over several semesters if desired.

2.4 Additional 9 credits to be chosen from these courses.

1. **TechStyleLAB: Digital Design and New Media in Fashion Culture (3) *(FDM 50050)***
   Exploration of the intersection of New Media and Fashion. Includes research into analog design methods and digital systems of production and supply chain management. Students will conduct research and design topics such as, mass-customization, co-creation, material ecology, digital craft and future craft practices.
2. **Fashion Industry Practicum (3-6) *(FDM 50092)***
   Practicum is an off-campus progressive process involving a number of specific guided experiences with a fashion agency / company of a 15-week period. This course is intended to bridge the gap between the theoretical and abstract learning gained in the classroom with real-world concrete applications. Repeatable.
3. **Workshops in Fashion (variable) *(FDM 50093)***
   MFASH students will be encouraged to take advantage of courses that focus on professional renewal or mastery and application of knowledge and skills that address a range of problems or issues related to fashion practice. The workshops will be offered at our NYC, Florence, and Kent campuses.
4. **Advanced Fashion Studio (3) *(FDM 50161)***
   Studio investigation of complex formal and spatial constructs of apparel design, resulting in a body of work examined by exhibition. The examinable material includes written and visual documentation. The documentation is the retained archival record of the research. It outlines the development of the research and its conclusion, and provides a critical context within which the work may be viewed and examined. Students will research and explore new techniques in the development of design concepts. These designs will go through stages of review from testing to final project. Repeatable.
5. **Advanced Fashion Industry Practice (3–6) (*FDM 50300)***
   This course is centered in empirical research as both a practice and a process. Students will engage in research methodologies employed in case studies and reflect on how findings are produced and interpreted. Informed by this analysis, students will pursue their own fashion case-studies in which they research and interpret fashion practices. Students will engage in research such as observation, comparative analysis, interviews, and onsite visits and position their own findings in relation to suitable scholarly discourse. The aim of the course is to challenge students to advance their research and analytical skills, to cross disciplinary boundaries, and to develop new and original perspectives from which to form their own research question(s).

6. **Fashion Exhibition Design and Curatorial Perspectives (3)** ***(FDM 53010)***
   This course is intended as a practical introduction to the study and exhibition of textile and fashion artifacts. It begins with a survey of material culture studies, including an overview of influential theoretical models, different approaches to exhibition practice, and the viewer experience. Students will select objects and apply knowledge of research methods and interpretations. They will then develop their own exhibition concept by creating label copy, a catalogue, and a floor plan. Final projects will include consideration to budgets, conservation requirements, loan procedures, and public programming. Interdisciplinary approaches are encouraged.
7. **Concepts in Sustainability (3)** ***(FDM 55010)***
   This course will discuss and examine the most current approaches to sustainability in fashion. The different facets, benefits or shortcomings of each approach will be analyzed with an eye to researching viable solutions to future practices in manufacturing, material selection, design and business. Course embeds practice-based approaches to sustainable development.
8. **Fashion Design Management (3)** ***(FDM 60020)***
   In-depth study of the relationship between creativity and efficiency in fashion design. Provides insight into how project managers can nurture innovation in an organizational context.
9. **Research Project in Fashion Design and Merchandising (3)** ***(FDM 60098)***
   Research experience with an individual faculty member designed to strengthen student's ability to synthesize different phases and methods of research. Students work closely with faculty to determine the specific nature, scope and design of the research experience.

SECTION 3: Administrative Details

3.1 Administrative arrangements for the proposed program: department/school/college involved
The MFASH program will be directly administered by the Fashion School. A Graduate Studies Coordinator (GSC) appointed from the existing FDM graduate faculty will oversee the administrative duties. The GSC will chair the Fashion School's Graduate Studies Committee, having faculty representation from both design and merchandising areas.

3.2 Review process for applicants
The Graduate Studies Committee will review applicants to ensure the quality and suitability of incoming graduate students. Applicants for the MFASH will have earned a baccalaureate degree from an accredited institution or have met the requirements for a baccalaureate degree that will be awarded prior to beginning their graduate study. All prospective MFASH students must have a minimum of a 3.0 GPA (or a standard GMAT or GRE), a statement of career and/or academic goals, a writing sample; submit a design portfolio or merchandising/business thesis or paper and three letters of recommendation.

3.3 Supervisory committee selection process
All MFASH students must choose a Major Professor (advisor) and supervisory committee before completing their first nine (9) credit-hours of course work in the Fashion School. Once the Major Professor is selected, the GSC will appoint the committee members in consultation with the advisor and MFASH student. This committee will typically consist of three FDM faculty and one faculty member

external to the School, and will ultimately act as the "Thesis Committee" following the thesis process as documented in the Masters Thesis Defense Guidelines from the KSU Graduate College.

SECTION 4: Need for the Program and Employment Opportunities for Graduates

4.1 Evidence of need for the new degree program

The fashion industry is a $300 billion business employing more than 800,000 Americans. It is "is a global industry, where fashion designers, manufacturers, merchandisers, and retailers from all over the world collaborate to design, manufacture, and sell clothing, shoes, and accessories." (U.S. Bureau of Labor Statistics (BLS). Ohio is a significant player with the presence of several premiere national chain headquarters including Abercrombie & Fitch (Abercrombie & Fitch, Abercrombie Kids, Hollister, Gilly Hicks); Limited Brands (Victoria's Secret, Pink, Bath & Body Works, La Senza and Henri Bendel); Tween Brands (Justice for Girls, Brothers); DOTS and Express. The Ohio-based fashion industry is prominent enough to warrant Fashion Weeks in both Cleveland and Columbus where designers show their work and network with industry professionals.

A close review of the existing graduate offerings revealed the presence of four active Master's-level programs in the State of Ohio. Further information on these programs in comparison to the proposed MFASH can be found in *Appendix C*.

- *M.A. in Clothing, Textiles and Interiors at the University of Akron*
- *M.S. and Ph.D. in Consumer Sciences with a concentration in Fashion and Retail Studies at Ohio State University*
- *M-Des at University of Cincinnati*
- *M.S. in Apparel, Textiles and Merchandising at Ohio University*
- *Bowling Green State University used to have a Master of Science degree in Textiles and Clothing, but has been inactive since 2002.*

For both the State of Ohio and the Council of Graduate Schools, data coding of academic disciplines does not focus on academic programs in fashion, as these programs are often included in a number of different academic units at different universities. As referenced above, many programs that specialize on aspects of fashion knowledge have grown out of family and consumer sciences, art, design, engineering and business. As such, there is little specific data that can encapsulate enrollment/demand trends specifically for this subject area. Additionally, since the MFASH degree concept is new in its proposed inception, and is linked to emerging global trends in the fashion industry (that have led to vast diversification of job titles and positions/roles), data to support specific demand for the proposed MFASH degree in the existing job market is limited. Following is a short description of the growth in undergraduate programs in the Fashion School, as well as aggregated statistics that encompass the relevant academic and employment areas for the proposed program.

4.2 Opportunities for employment of graduates

According to the U.S. Bureau of Labor Statistics (BLS), occupations requiring a postsecondary degree or award are expected to account for nearly half of all new jobs for the next 6 years and one-third of total job openings. Textile, apparel, and furnishings workers account for 787,500 jobs in 2008 while there were 22,700 fashion designers. The BLS reported that more than half of the new jobs between 2010 and

2020 will be in professional, and service occupations. In addition, occupations where a postsecondary degree or award is usually required are expected to account for one-third of total job openings during the projection period. For a listing of the BLS codes/job categories that we have referenced in our aggregated analysis below (based on what we believe to most appropriately encapsulate the employment potential for graduates from the MFASH program), see *Appendix B*.

In textile and fashion related positions, as large-scale manufacturing has predominantly moved overseas, the individual employment roles and business models in the United States fashion industry have begun to evolve towards more technology-infused smart manufacturing process with an emphasis on service. According to an article for the Forum for the Future titled, "What Will the Fashion Industry Look Like in 2025," emerging trends include: technologically-advanced fabrics that change form or color; virtual try-ons and 3-D body scanners to better fit customer's bodies and purchasing needs; sustainability and local production; social responsibility; interface with medicine for clothing that monitors and increases health and well-being; focus on lowering costs and reusing fibers, and increased entrepreneurial activity. The article continues. "For any of these scenarios to come to fruition, clothing companies have to start innovating now…That means if companies want to succeed, they have to start taking a serious look at supply chains, low-impact production and distribution models, and opportunities to use renewable energy." (http://www.fastcompany.com/1561484/what-will-fashion-industry-look-2025)

While BLS projected employment growth from 2010 to 2020 is slow in product creation and manufacturing sectors, the projected growth in integrated services, on-demand design and production models and 'e-retail' and social media-infused fashion business will require employees who have engaged in advanced educational programs (beyond undergraduate education). Two specific examples of BLS employment segments in which graduates of the MFASH program would enter are Fashion Design and Fashion Marketing. The projected growth in Arts, Design, Entertainment, Sports, and Media Occupations from 2010 to 2020 was reported at 12.6%, representing an increase of 342,500 jobs nationally. The field for Market Research Analysts and Marketing Specialists is expected to grow 67.8% with 191,800 new openings over the next 10 years.

With thirty years of experience in fashion education in close alignment with the fashion industry, we have identified a need for an innovative graduate program model viewing fashion as an overarching phenomenon and addressing issues that were delineated during a joint project between "Forum for the Future" and Levi Strauss & Company: 1) Prepare now for a radically different and uncertain future; 2) Seize the opportunity to be a trailblazer; 3) Put change into practice; 4) Look out for unexpected competition; 5) Develop skills for a new world. The proposed MFASH program is designed to prepare professionals who can critically think and directly apply creative solutions to the serious threats and substantial opportunities posed by the future in fashion. As Hannah Jones, Vice President, Sustainable Business and Innovation at Nike said recently, "Companies need to be seeding innovation and new ideas now…" This is the goal for graduates of the MFASH program.

SECTION 5: Prospective Enrollment

5.1 Statistics on overall graduate school enrollment that support a rationale for Master's degree
According to Debra W. Stewart, the President of the Council of Graduate Schools (CGS), "The Bureau of Labor Statistics estimates that by 2018, 2.5 million more jobs will require advanced degrees" (Council of Graduate Schools, 2011)**.**" Graduate degrees categorized within the "Other" category, which encompasses the discipline of fashion (clothing and textiles), has had an annual rise in enrollment by 1% over the past decade. (All statistics taken from the Council of Graduate Schools' *Graduate Enrollment and Degrees: 2000 to 2010* report published September 22, 2011). A national compilation of BLS reported statistics for students graduating with a Master's level degree in textiles, fashion and merchandising degree programs in 2008 and 2010 grew from 224 to 280 students (an 8% growth rate over the two-year period). This growth was occurring during a time of economic recession in which an increasing number of universities stopped recruitment or terminated their master's level degree programs in these disciplinary areas due to financial pressures at academic institutions.

One of the primary motivations for seeking graduate education is to increase knowledge. This is especially important in the fast-paced fashion industry. Yet, an important outgrowth of higher education is developing critical thinking and creative problem-solving skills. In the period of time spent developing the full proposal of the MFASH degree program (following the submission and review of the Pre-Development Proposal by OBR reviewers), news of the scope and intention of this proposed degree has resulted in more than forty inquiries from students interested in applying to the program when it becomes available.

5.2 Statistic that support need for efforts to enroll and retain underrepresented groups
The CGS found that one quarter of first-time graduate students in the U.S. are of racial/ethnic minority groups. There has been "year-to-year gain [in graduate school enrollment] for minorities generally outpacing those of white students." Hispanic students are leading the way with a 4.9% increase from 2009 to 2010 while other minority groups' enrollment has decreased. The fashion industry comprises one of the most international and ethnically diverse employment bases.

5.3 MFASH prospective enrollment forecasted from other institutions current graduate program enrollment
Comparable programs in other institutions generally have 15 to 25 graduate students at the master's level. Although the number of applicants may rise, enrollment in the MFASH program will be held at 40 to maintain an appropriate faculty/ student ratio. Based on similar projections at Kent State, with an enrollment of 15 master's-level students per academic year, the MFASH program would exceed its break-even point in terms of the standard costs of instruction per course offered in the program. We intend to admit at least 10 qualified MFASH students into the first year of the program, with a revolving admission of 10 – 15 students each fall semester, so they can be introduced into the sequence of introductory MFASH courses as a group, with an average revolving admission of 15 students each fall semester in subsequent years.

SECTION 6: Diversity and Recruitment

6.1 Special efforts to enroll and retain underrepresented groups in the given discipline

The Fashion School has a majority population of White female students in our undergraduate program with a similar majority also expected in the graduate program. Twenty-one percent of the FDM student population is of ethnic minority based on KSU institutional reporting as of September 2010. The school is committed to continually expanding the strategic recruitment and retention of underrepresented groups. Tameka Ellington, TT Assistant Professor, serves as the FDM Chair for Diversity and Recruitment. Dr. Ellington will work with the FDM GSC to strategize and encourage recruitment of underrepresented groups, including men. Recruitment will include but will not be limited to traveling to targeted schools to promote the FDM graduate program as well as working alongside the Kent Multicultural Admissions Office in the effort to ensure a diverse student body.

Undergraduate Fashion Design and Merchandising Student Race Demographic, 2011-12

Race	Fashion Design (371 total)	Fashion Merchandising (716 total)
African American	39	93
Asian	11	3
Caucasian	267	555
International/Foreign	13	15
Hispanic	10	27
Multiracial	8	6
Native American/Alaskan Native	3	3
Native Hawaiian/Pacific Island	0	0
Other	0	1
Not Reported	20	13

6.2 Special efforts to recruit and retain a diverse faculty body

The Fashion School includes faculty from a range of different backgrounds and ethnicities, which can be instrumental in attracting and recruiting a diverse graduate student population. KSU is launching several initiatives, including a 'diversity scorecard' system, which plans to help maintain a diversified faculty body. FDM will take advantage of these tools and priorities to build diversity in the degree programs. Providing diversity in the faculty body will allow for students to have faculty mentors in a variety of research possibilities, included but not limited to African American and Korean fashion studies (See 6.3).

6.3 Fashion Design and Merchandising Faculty Race Demographic

Fashion-based academic departments typically consist of a very high percentage of female faculty, both nationally and internationally. The Fashion School at Kent State is somewhat unique in that we currently have four full-time faculty that are male (plus the Director). If we include all full and part-time faculty teaching FDM courses across our three campuses, we have a total of eight males (plus the Director). This gender aspect is incredibly important, as the male undergraduate student population in the school has historically been less than 2.2% of the FDM majors in 2009 to approximately 3.7% in 2011. In similar departments nationally, it has been shown that one of the largest correlations of an increase in male students in our disciplines is with the number of male faculty in the academic unit. The fashion industry as a whole has a much more gender-balanced ratio of employment.

Amongst the full contingent of faculty/instructors employed across our three campus locations, The Fashion School has four faculty of Eastern Asian descent (three female, one male); one Pacific Islander (male, Filipino); one Latina (Cuban/American female); three African Americans (female); one Asian Indian (female); twenty-four Caucasian/European descent females and eight males of Caucasian/European descent.

Future Changes

We continue to seek and support the university AALANA (African American, Latino American, and Native American) hiring initiatives; we are currently in the consultation and approval process to move one of our African American non-tenure-track PhD faculty into a tenure-track position in fashion design. In our five-year hiring plan, we hope to bring in at least one more faculty member in fashion design or merchandising, and will actively pursue diverse candidates in the search process. We will also continue to make efforts to enroll and recruit students from a range of different backgrounds and ethnicities.

SECTION 7: Faculty and Facilities

7.1 Availability and adequacy of the faculty

In addition to the Director, seventeen Fashion School faculty members have achieved the master's degree or higher with eleven possessing a terminal degree. Complete faculty CVs can be found in *Appendix D*. Two tenure-track faculty searches are currently in progress, both as new faculty lines in the Fashion School; one at advanced rank and one at the assistant professor rank, as a means to better strengthen undergraduate curricular areas as well as provide greater strength to the graduate program rationale. These positions will be filled to commence in Fall 2013, and will be hired only at the terminal degree level. The goal is to recruit one faculty member with leadership in design areas, and one with leadership related to merchandising. Two of the existing faculty are doctoral candidates in the last stages of their dissertations. Previous faculty experience with leading and mentoring graduate students includes supervision of twenty-three theses and dissertations and serving on numerous graduate committees at other research institutions. At Kent State, although the Fashion School has never had a graduate program, one faculty member has been granted graduate status in the College of the Arts and has served on six MFA committees as well as one PhD committee in the College of Education, Health, and Human Services. One faculty member has been approved for graduate faculty status in the College of Business and at The Ohio State University.

7.2 Facilities available for the new degree program

The Fashion School at Kent State University is strong in resources and facilities to support both undergraduate and graduate research and learning. Below are brief descriptions of the facilities specific to the Fashion School, listed to demonstrate the wide-range of resources that can be utilized by potential MFASH students.

Kent Campus

The Fashion School is housed in Rockwell Hall, offering all of its dedicated courses in the building. The building is open and all classrooms and specialized equipment are available for student use from 7am to 11pm, seven days a week at all times except for the week between Christmas and New Year's Day. The Rockwell Hall Atrium connects the Fashion School and the Kent State University Museum. Publicly

accessible student critiques (with industry designer/critics) and dinners are held here. Across from a grand staircase lies a bank of floor-to-ceiling display cases.

The June F. Mohler Fashion Library is located in the center of the first floor. The Fashion Library is open to everyone five days a week from 12 noon to 7pm, and is open by appointment outside of the standard hours. Faculty can schedule course visits (at any time between 8am and 7pm) to the library to conduct sessions on forecasting, research and reference. Fashion Library resources include:

- Approximately 3,500 books and 50 current periodical titles, and over 300 A/V titles
- Fashion forecasting publications for womenswear, menswear, colors and fabrics
- Special collections including original designer sketchbooks, historic fabric swatches, photographs and slides of designers' collections and historic fashion periodicals
- Color microfiche from several historically significant costume collections, including the Victoria and Albert Museum, the Brooklyn Museum, and the Fashion Institute of Technology

TechStyleLAB: We currently support digital textile printing, lasercut/etching, 3D body-scanning and digital embroidery technologies to create custom designed textiles and products. Students have regular business hour access to the lab and are treated like commercial clients on individual projects (pay for print model) and/or engage in the use of the lab through projects completed as part of their coursework in fashion technology.

The Fashion School Store: This live retail/lab environment is located in the Acorn Alley development in downtown Kent, Ohio. The Fashion School Store exists to allow faculty and students to research and test design, production, buying, marketing, sales, and planning models in a live retail setting offering unique products.

Classrooms/Studio sand Computer Labs:
First floor classrooms include industrial sewing/construction workrooms, a computer applications laboratory with industry specific software, and a fabrics research lab housing samples of all fabrication types used in textiles and apparel industries. The second floor hosts the Rockwell Auditorium, with a capacity for 220 students, a full sound booth, proscenium stage with a runway extension, a large central projector screen, and a dressing room (with a capacity for approximately 35 people) backstage. Faculty/Staff Offices and two conference rooms are also housed on this floor. The third floor consists of two large construction/sewing labs. Patternmaking, draping, sewing and construction tools are available. The third floor also houses the Machine Knitting Lab. This knitwear laboratory holds fifteen hand knitting machines, each of which are tethered to a computer with software specific to knit design in which students can program a knit pattern and use it as a means to drive the movement of the needles in the knit machine. The room also houses a production standard double-bed knitting machine to be used for demonstration and by advanced knitwear students.

Additionally, the school has recently been approved for a $1M renovation project to convert what is currently two studio classrooms and open hallway space into four equivalent studio classrooms. The TechStyleLAB will also be moved to the third floor as part of this project, allowing for classroom/seminar space to be created in its current location on the ground floor.
Kent State University Museum
Opened in 1985, the Kent State Museum contains important collections of fashion and decorative arts.

As noted on its website, its eight galleries feature changing exhibitions of work by many of the world's great artists and designers. Closely linked to the Fashion School, the Museum provides students with first-hand experience with historic and contemporary fashions, as well as costumes representing many of the world's cultures.

Study abroad locations (managed by The Fashion School)
Our New York City Fashion Studio is located in the heart of the garment district at 315 W. 39th St., suite #402, New York, NY 10018. Surrounded by fabric and accessory shops, fashion showrooms, and designer studios; one-third of all clothing manufactured in the USA is designed and produced in this neighborhood The facility is a state-of-the art, 4,500-square-foot space and includes a 50-person lecture room, 16-station computer lab with instructor station, and a fashion design studio fully outfitted with professional equipment.

The FDM International Study Away Program in Florence, Italy is located in the newly renovated Palazzo dei Cerchi, near the center of Florence and within short walking distance of the Duomo Cathedral. The facility spans 4 floors and includes the use of two large studio spaces for fashion design students and a large lecture hall (capacity of 75). The design studios hold 30 sewing machines and tables, as well as 20 female dress forms. This space is co-managed for use and instruction under the direction of Fabrizio Ricciardelli the Director of the Florence Campus.

Students can also take Kent State University Fashion School courses at the Paris American Academy (PAA), in Paris, France. Students work in studio environments equipped with industry standard and specialized equipment to engage in textile manipulation, couture and millinery techniques.

Students in the MFASH program will be welcome to study and/or conduct practicum or research projects at any of the three study away locations.

With a few modifications, there can be sufficient space in Rockwell Hall to accommodate graduate seminars and a graduate student work area. Only graduate students with teaching/research assistantships will be provided with dedicated desk space, but a graduate student office will be created by rearranging existing office space to allow for “hot-swapping” style desk management.

7.3 Indicative Faculty Teaching Assignments

instructor name	rank or title	full-time/ part-time	degree, discipline, institution, year	course(s) instructor will teach in proposed program
Benitez	Tenure-track Assistant Professor	FT	MFA Art and Technology Studies, The School of the Art Institute of Chicago, 2008	TechStyleLAB: Digital Design and New Media in Fashion Culture (3) *(FDM 50050);*
Campbell	Tenured Professor & Director	FT	PgCert. In PhD Supervision for the Creative Disciplines MFA, Textile Art and	TechStyleLAB: Digital Design and New Media in Fashion Culture (3) *(FDM 50050);* Forms of Inquiry in Fashion *(FDM 60030);* Fashion Exhibaition Design and Curatorial

			Costume Design, University of California at Davis, 1996	Perspectives (3) *(FDM 53010);* Advanced Fashion Industry Practice (3-6) (FDM 50300)
Ellington	Tenure-track Assistant Professor	FT	PhD Curriculum and Instruction, Kent State University 2011	Advanced Fashion Studio I (3) *(FDM 50161);*
Grieder	Non-tenure track Lecturer	FT	ABD PhD, Education and Curriculum, North Central University Online, 2011	Fashion Design Management (3) *(FDM 60020)*
Hahn	Tenure-track Associate Professor	FT	PhD, Textiles, Clothing and Design concentration on Apparel Merchandising, University of Nebraska, 2005	Forms of Inquiry in Fashion *(FDM 60030)*
Hauck	Tenured Assistant Professor	FT	MA, Speech Communication, Northern Illinois University, 1981	Fashion Design Management (3) *(FDM 60020)*
Hyun	Non-tenure track Assistant Professor	FT	ABD PhD, Retailing and Consumer Sciences, University of Tennessee, 2012	
Kim	Non-tenure track Lecturer	FT	MS Arts, Interdisciplinary Arts, Columbia College Chicago, 2007	Theories in Fashion (3) *(FDM 60010);* Advanced Fashion Studio I (3) *(FDM 50161);*
Lee	Tenure-track Assistant Professor	FT	PhD, Fashion Marketing, Department of Textiles and Clothing, Seoul National University, 2006	Fashion Design Management (3) *(FDM 60020);* Forms of Inquiry in Fashion *(FDM 60030);*
Leslie	Tenured Associate Professor	FT	PhD Textiles and Clothing, The Ohio State University, 2002 History minor	Theories in Fashion (3) *(FDM 60010);* Fashion Exhibition Design and Curatorial Perspectives (3) *(FDM 53010);* Forms of Inquiry in Fashion *(FDM 60030);*
McLeod	Non-tenure track Assistant Professor	FT	PhD Textiles and Clothing, Iowa State University, 2003	Theories in Fashion (3) *(FDM 60010)*

Ohrn-McDaniel	Tenured Associate Professor	FT	MFA Fashion Design, University of North Texas, 2003	Advanced Fashion Studio I (3) *(FDM 50161);*
Palomo-Lovinski	Tenured Associate Professor	FT	MFA Textiles, Kent State University, 2009	Theories in Fashion (3) *(FDM 60010);* Concepts of Sustainable Fashion (3) *(FDM 55010)*; Fashion Exhibition Design and Curatorial Perspectives (3) (FDM 53010)
Perrine	Non-tenure track Lecturer	FT	(ABD) PhD Clothing & Textiles, Iowa State University	Fashion Design Management (3) *(FDM 60020);* Forms of Inquiry in Fashion (3) *(FDM 60030); Create Social Justice Class(FDMXXXXX).*
Quevedo	Tenured Associate Professor	FT	MFA Textiles, University of Nebraska, Lincoln, 2004	Forms of Inquiry in Fashion (3) (*FDM 60030*); Advanced Fashion Studio I (3) *(FDM 50161);*
Schofield	Tenured Associate Professor	FT	PhD Textiles & Clothing, Iowa State 1997	Forms of Inquiry in Fashion (3) (*FDM 60030*); Advanced Fashion Studio I (3) *(FDM 50161);* Fashion: A Unifying Lens (3) (FDM 60040) ; Advanced Fashion Industry Practice (3-6) (FDM 50300)
Stanforth	Tenured Associate Professor	FT	PhD, Textiles and Clothing, Ohio State University, 1993	Fashion Design Management (3) *(FDM 60020);*

SECTION 8: Need for Additional Facilities and Faculty

8.1 Need for additional facilities and the plans to meet this need

During the initial implementation of the program, there is minimal impact on facilities. Although we currently have almost fully scheduled use of all of our classrooms for the undergraduate courses, we will be implementing quality acceptance and retention measures (raising GPA requirements) for entry and persistence in the undergraduate programs as a means to reduce our current population of students from just over 1300 to less than 1200. This reduction will create both classroom availability as well as faculty workload hour openings for teaching courses in the graduate program. Shared computers (desktop or laptop) will likely be necessary for our graduate students. These will be obtained through a refresh strategy created in the Fashion School to manage rotation of computers in faculty offices and computer lab environments. Such costs will be minimal and can be accommodated within the existing facilities.

8.2 Need for additional staff and the plans to meet this need

As mentioned previously, we are currently searching for two tenure-track faculty positions; one at the assistant professor level and one at an advanced rank. Once filled, these two faculty will provide extra value and support to our existing faculty base. Initial staffing needs following the creation of the program will likely include the hiring of at least one graduate assistant to support staff. Research/ teaching graduate assistantships will be offered in balance with the current part-time teaching demand

and expertise. The teaching and facilitation of graduate classes can be met using existing faculty during the initial two years, depending on the number of students admitted. As the program grows, one additional faculty (and/or graduate assistant) may be necessary to support undergraduate program teaching as senior faculty members become re-deployed to serve the growing needs of the graduate program. In the longer term, an additional doctoral-level design faculty position has been budgeted into the FDM five-year hiring plan for FY2014 to address this need for increased supervisory and teaching support. As the graduate program grows, in the fourth year we will assess the potential need for an additional administrative staff member who could be dedicated to graduate program student, faculty, administrative and grant support.

SECTION 9: Projected Cost for the MFASH program

9.1 Projected additional costs

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 at the undergraduate level (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 undergraduate program. The tuition revenue generated by these core undergraduate 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, graduate student assistants, and/or redeployed full-time faculty with a specific skill set.

Initially, the additional costs imposed for the program would include the hiring of one graduate assistant. The projected salary/stipend is estimated to be $10,000 + benefits (MFASH). This position can currently be completely supported through surplus income generated through FDM's large undergraduate programs. Based on budget forecasts as part of the Responsibility Centered Management budget model at KSU, the Fashion School will continue to generate an average of $650,000 in surplus revenue over costs annually. Part of this surplus can be attributed to the graduate program costs (in discussion with the College of the Arts as the designated cost-center). The income generated through tuition from the graduate program should be sufficient to cover additional teaching costs associated with the graduate program. The School is also exploring potential graduate student scholarships with major donors to help subsidize the costs associated with hiring graduate students. Graduate course 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 graduate students will be encouraged to have one as they go through the admissions process in future years.

9.2 Evidence of institutional commitment and capacity to meet these costs

Fiscal Impact Statement for New Degree Program
(calculations are based on in-state tuition rates for AY 13/14; state subsidy rate not included)

	Year 1	**Year 2**	**Year 3**	**Year 4**
Projected Enrollment				
Head-count full time	15	30	40	40
Head-count part time				
Full Time Equivalent (FTE) enrollment	15	30	40	40
Projected Program Income				
Tuition (paid by student or sponsor)	$150,158	$300,316	$400,421	$400,421
Expected state subsidy				
Externally funded stipends, as applicable				
Other income				
Total Projected Program Income	**$150,158**	**$300,316**	**$400,421**	**$400,421**
Program Expenses				
New Personnel Instruction Full Time: 1 Part Time: 2	$17,820	$75,000		
Non-instruction Full Time: 1 Part time: 0				$32,000
New facilities/building/space renovation (if applicable, describe in narrative section below)				
Scholarship/stipend support				
Additional library resources				
Additional technology or equipment needs				
Other expenses				
Total Projected Expense	**$17,820**	**$92,820**	**$92,820**	**$124,820**
Total Projected Revenue Over Expenditure	**$132,338**	**$207,496**	**$307,601**	**$275,601**

SECTION 10: Assessment for the MFASH program

10.1 Program assessment

The program will be evaluated by the FDM Program Assessment Committee, comprised of the Academic Quality Improvement Program (AQIP) representative and the Graduate Studies Committee. The committee will assess the ways in which the program prepares MFASH students in the mastery and practice of disciplinary knowledge:

- applying theory through practice for the fashion industry,
- using their acquired knowledge to lead the global fashion industry,
- disseminating new knowledge to the fashion industry stakeholders.

In order to assess these objectives, the committee will:

- review records on retention of students, determining the number who complete their degrees,
- review records to determine time to graduation,
- identify professional placement two years after graduation,
- review practice-based projects to determine their impact.

The records will be reviewed for retention and time to completion of students. Our goal is for master's students to be completed in 2 years or less. The obstacles to completion and retention will be identified and addressed subsequent to this review.

To track student placement after program completion, the Assessment Committee will conduct an online survey at least once every five years. The survey will be designed to evaluate the student's perception of their preparedness for their current professional/academic roles and their evaluation of the program as a whole. The Assessment Committee will review the results, and if needed, develop an action plan to incorporate changes into the curriculum.

Originality and contribution to knowledge will be demonstrated through creative outcomes accompanied by documentation of the research process, as well as some form of textual analysis or explanation to support its position and to demonstrate critical reflection.

The Program Assessment Committee will conduct assessments bi-annually, review results, and develop action plans based on results to implement changes or improvements. In addition, the findings of the review and action items will be recorded in the Annual AQIP online reporting system.

Fashion - MFASH

Kent State University Catalog 2013 > Colleges and Programs > College of the Arts > Graduate Programs > **Fashion**

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

Resources:

Program Requirements
College Requirements
Academic Policies

DESCRIPTION:	**The Master of Fashion (MFASH)** at Kent State University is a graduate degree program for highly creative and motivated fashion industry professionals who wish to conduct intensive practitioner-based fashion research. The nature of our "fashion lens" approach allows for advanced fashion practice from a number of different perspectives, such as technology implementation, management, design processes, sustainability, and product development. The MFASH degree provides a rich opportunity for diverse research and practical experiences. The MFASH also address emerging trends in the fashion industry towards increased growth in entrepreneurism in small to medium sized businesses with a specific interest in manufacturing locally or within the United States. The proposed curriculum will support a greater diversity of employment opportunities connected to the fashion context, and respond to integrated use of new technologies. The **Master of Fashion** is a 30-credit, professional degree program designed to enable students with specialized interests to pursue advanced studies through course work and independent study. These areas of study complement the traditional elements of the Fashion curriculum and allow students to customize a cross-disciplinary course of study with a high level of specialization. The MFASH program seeks highly motivated students with a keen commitment to practitioner research in emerging domains of fashion.
ADMISSION REQUIREMENTS:	MFASH: Official transcript(s); minimum of a 3.0 college GPA (or a standard GMAT or GRE), a statement of career and/or academic goals, a writing sample; submit a design portfolio or merchandising/business thesis or paper and three letters of recommendation.
GRADUATION REQUIREMENTS:	**MFASH** – All graduate students are required to complete 24 hours of graded coursework and a minimum of 6 hours of thesis or project. Graduate students must take FDM 60010, FDM 60300, FDM 60040, and FDM 60199. A minimum of 30 graduate credit hours is required.
CANDIDACY:	

THESIS / DISSERTATION	The thesis is a significant project or body of work done independently of other coursework. Students are expected to demonstrate the ability to conduct research or produce a significant, original project in a discriminating and disciplined manner. The thesis topic should be one that will further the student's knowledge and ability in the specialty by demonstrating skill as a researcher. The outcome should be an effort that serves as a foundation for the pursuit of independent work when the graduate program is completed. Students are expected to work in close consultation with their thesis advisor.
LANGUAGE REQUIREMENT:	None
STUDY ABROAD/AWAY OPPORTUNITIES:	The Fashion School supports multiple Study Abroad/Away Opportunities, including opportunities to study for a semester at our 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 consult our web-pages at http://www.fashionschool.kent.edu/studyaway/index.cfm or contact the Office of Global Education.
PROGRAM FEE:	None
ACCREDITATION:	
UNDERGRADUATE PROGRAMS:	B.A. Fashion Design, B.F.A. Fashion Design, B.S. Fashion Merchandising
INTERDISCIPLINARY GRADUATE PROGRAM:	Master of Business Administration (M.B.A.) with a Concentration in Fashion (courses are offered by the Fashion School to support the M.B.A Fashion Concentration in the College of Business Administration.

2013 UNIVERSITY CATALOG

Fashion - M.Fash. Program Requirements

FASHION PROGRAM REQUIREMENTS (24 credits)			
Course		**Title**	**Credits**
FDM	60010	Theories in Fashion	3
	60030	Forms of Inquiry in Fashion	3
	60040	Fashion: A Unifying Lens	3
	60199	Master of Fashion Thesis I *	6
Choose from the following:			9
	50050	TechStyleLAB: Digital Design and New Media in Fashion Culture (3)	
	50092	Fashion Industry Practicum (1-6)	
	50093	Workshops in Fashion (1-3)	
	50161	Advanced Fashion Design Studio I (3)	
	50300	Advanced Fashion Industry Practice (3-6)	
	53010	Fashion Exhibition Design and Curatorial Perspectives (3)	
	55010	Concepts in Sustainable Fashion (3)	
	60020	Fashion Design Management (3)	
	60098	Research Project in Fashion Design and Merchandising (3)	
FASHION ADDITIONAL PROGRAM REQUIREMENTS (6)			
Coursework from cognate areas			6
		MINIMUM TOTAL	**30**

* Students may choose between a textual thesis or a portfolio with written commentary.

Thesis: A candidate can submit for examination a textual thesis which shall embody the results of his or her special study or research, following the university thesis guidelines.

Portfolio: A candidate may submit for examination a portfolio together with an extended commentary on its production, presentation and context, when such a commentary is necessary to understanding the new knowledge represented or embodied by the body of the work.

Appendix A: Response to the Program Development Plan (PDP) – MFASH subject-area reviewer comments

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The faculty of the Fashion School at Kent State University would like to thank reviewers who provided critical feedback from other State of Ohio Board of Regents institutions at the Program Development Plan stage of this proposal. The feedback has resulted in a number of substantial improvements/modifications to the full proposal for the Master of Fashion program. Below are the comments supplied from the OBR reviewers followed by our response or action taken in submission of this full proposal.

UNIVERSITY OF AKRON:

Potential Conflict with an Existing Program at The University of Akron

The University of Akron has offered a Master of Arts Program in Clothing, Textiles and Interiors since the late 1980's. While it resides in the School of Family and Consumer Sciences, which provides our underlying framework and body of knowledge, the outcome stresses material culture, historical/cultural perspectives in the near environment of clothing, textiles and interiors, and museum studies. Two of the courses listed in the PDP as courses that are available/required – Visual Culture Studies: Exhibition Planning, Interpretation, and Display (3) and Visual Culture Studies: Fashion, Dress, and Textiles in World Cultures (3) – duplicate the information and/or intended thrust of the program at The University of Akron.

- *Fashion School Response:*
  Because the MFASH program addresses the full scope of the fashion field, there is bound to be some minor overlap with existing programs. In terms of the University of Akron, this "duplication" is seen in only two of the 13 courses in the MFASH program. The content in these two courses may be similar at first glance, but that is mostly in established theory/knowledge base. The Kent State courses will rely heavily on partnership with the extensive Museum facilities and holdings as well as a fashion focus, which will be a different learning experience.

Opportunities for Collaboration with The University of Akron

The University of Akron has had a positive exchange with Kent State University, particularly with the Kent State University Museum, which is closely linked with the Shannon Rodgers and Jerry Silverman School of Fashion Design and Merchandising. Frequently, in the past, our graduate students have worked and/or conducted research for their thesis at the Museum. We support the premise of collaboration and expect that it will continue.

- *Fashion School Response:*
  We value partnerships and collaborations with University of Akron faculty and students and see great promise in expanding these relationships in the future. The University of Akron's program is particularly strong in its Material Culture focus and its resources for conducting research in Textile Science can be noted as the best in the state. Rather than working in competition, we see the presence of two programs in Northeast Ohio to be mutually beneficial. There are opportunities to gain visibility as a regional research center with scholarly exchange. We look forward to continuing to have UA students research at the Kent State University Museum and a future where MFASH students conduct research in Material Culture and Textile Science at UA. We forsee collaborations that could result in faculty from both programs working together to provide learning experiences as well as serving as outside members on Thesis committees.

Concerns with Substantive Elements of the Proposed Degree Program

Whereas the PDP states that currently there are only two doctoral degree programs in a textile and clothing department that focus on design in the U.S., several others spring to mind. The program included in the discussion at Cornell University is a well established program with applicable outcomes in design. It cannot be strictly categorized as a "very theoretically driven course" as is stated in the PDP. This program pioneered the premise of design practice. Oregon State University has continued in this design vein, under the work of Dr. E.

Pederson and Dr. K. Mullet. Furthermore, Dr. C. Caughey has been a leader in sustainability and Cradle to Cradle design, another quite divergent concept that is suggested within this PDP.

- *Fashion School Response:*
  The proposal for the DFASH has been removed from the full proposal at this time.

Closer to home and within Ohio, the University of Cincinnati has had a longstanding and respected design program. The stated need for graduate programs due to the lack of the ability of other graduate programs in maintaining currency in "the face of substantial changes in the industry" should be substantiated.

- *Fashion School Response:*
  As stated in the Program Proposal, the nomenclature and focus of "fashion-related" programs (clothing, textiles, apparel, consumer sciences, etc.) is not standardized nor static. The MFASH program is designed to be unique in its holistic approach to the phenomenon of fashion. We recognize the strengths of graduate programs in design at Cornell, Oregon State, and the University of North Texas as well as the notable work being done by colleagues at other universities in sustainability and addressing changes in the industry. It is assumed that all graduate programs in a particular field will have some similarities as they are grounded in a common body of knowledge. While we do not attempt to presume that other programs lack an ability to maintain currency, we do see a need for a program that embraces the full fashion context and seek to complement existing programs with a new practitioner-centered approach to problem-solving for the future.

The statement that "the current market segment for fashion businesses is seriously challenged by the reduction in the manufacturing capability in the Western Hemisphere" indicates that it is not a "designerly way of thinking" that requires attention, rather textile engineering and product development. Additionally, while the PDP justifies the use of the innovative degree designations of M(Fash) and D(Fash) because of the focus on design, there is little change from traditional MA and PhD programs that stress research (i.e. Research Methods in Fashion Design and Merchandising with a scholarly review of literature as an outcome), statistics and theories in fashion. That being said, there is a distinct lack in course offerings that discuss the design process and theory, particularly when considering the stated fundamental goals of the programs. This body of knowledge is longstanding, comprehensive and important.

- *Fashion School Response:*
  With serious consideration and contemplation, we have amended our objectives and the original proposal to focus on a Master's degree designation (not a Masters and Doctorate). As a faculty, we engaged in extensive and thoughtful revision of the MFASH concept, seeking to better understand and articulate the mission, goals, and components. As a result, we have substantially altered the proposal, focusing on our strengths in the fashion context, facilities, faculty expertise, and global connections. As stated earlier, there is bound to be some overlap among programs in the same field. By concentrating on the interdisciplinary nature of fashion and practitioner-based inquiry, we trust that the revised proposal will be stronger in communicating purpose and mechanics of the MFASH program.

Although the PDP downplays the role of research in this program, judging by the courses suggested, the research history of the faculty is crucial. With only three faculty members having attained a PhD level, there is real concern that the required resources are, in fact, in place. The PDP does not include evidence with respect to the publishing history of the faculty. At the very least, it seems it might be prudent when examining the qualifications of the faculty, that the M(Fash) be introduced and several students successfully move through the program before the D(Fash) be attempted. Graduates of these programs will be difficult to assess regarding their suitability for academic appointments. They will not have gained the background or experience in conducting research to be considered for the traditional faculty position. Positions within Art Institutes are typically filled by graduates with a BFA or MFA.

- *Fashion School Response:*

We are thankful to the faculty of the University of Akron for raising these points. They precipitated lively discussion and thoughtful consideration of what was originally proposed. We have taken the suggestion and are now proposing a MFASH, with the goal of considering a Doctoral degree after the initial degree program has achieved a record of success. Since the initial PDP, we have made a concerted effort and been successful in increasing the number of PhD-holding individuals in our faculty. After completion of the doctoral degree, we promoted a Non-Tenure Track faculty to a Tenure Track position, hired a PhD-holding part-time instructor for a full-time faculty position, and are currently searching for two positions (Assistant and Associate/Full Professor) with "earned doctorate" as a requirement. We have also taken an important step in assessing our mission and re-aligning faculty in terms of expertise with an eye towards better addressing the concept of fashion as a phenomenon. Rather than designating faculty as "design" or "merchandising" (titles based on undergraduate majors), we now consider all faculty to be fashion faculty. This change allows the unit to reflect and better serve the mission of research and education in the fashion context. In these terms, there are seven PhD's (nine with the two new hires), three ABD's, one PgCert. In PhD Supervision for the Creative Disciplines, and four MFA's (terminal degree). These actions present much stronger faculty resources with the majority PhD's, improving our credentials and capacity to offer a high-quality graduate education.

Finally, in terms of the statement, "They will not have gained the background or experience in conducting research to be considered for the traditional faculty position," as explained in the Proposal, the MFASH includes rigorous practice-based research. With regards to the suitability of MFASH degree-holders for academic positions, we understand that the MFASH is not a terminal degree, so it would be a stopping point for those wishing to go into the fashion industry or to teach at a vocational institution (such as an Art Institute). It could be a stepping stone, similar to other Master's degrees, on the way to a doctorate. Please see response to Ohio State University Reviewer #4 for additional comments on this subject.

Suggestions

Courses might not fully align with the stated premise and goals of the new M(Fash) and D(Fash) degrees. The Fashion School currently offers a BS/MBA in collaboration with Kent State University's College of Business, permitting students that are doing well to complete an undergraduate and MBA in five years. Starting in Fall 2010, the Fashion School began offering graduate-level courses in fashion theory, design management and fashion research methods as part of the professional MBA with a Fashion Concentration from the College of Business. This seems to provide exciting options for their students. With this program in place, it seems that the proposed program might duplicate some of what they are already offering.

- *Fashion School Response:*
  As stated in our previous comment, we have taken the UA suggestions to the PDP seriously. We are proud of our affiliation with the College of Business MBA with Fashion Concentration. It has given us an opportunity to develop and offer four courses at the graduate level prior to establishing our own program. The MBA program is wholly under the administration and control of the College of Business Administration. In the past year, they have altered the sequencing of courses to create cohort groups and, as such the concept of "5-year" combined BS/MBA has been affected. The program is suited for a few of our outstanding students, but is in no way an alternative to the scope and type of graduate degree presented by the MFASH

OHIO STATE UNIVERSITY:

Reviewer #1

The applied focus on fashion does not appear to conflict with the research focused degrees at Ohio State. In my read I find it interesting that a DFashion student receives independent study credit to "prepare for the doctoral

exam". The market research is extremely thin and does not make a convincing case of employment opportunities for these graduates.

- *Fashion School Response:*
  Statements mirroring this sentiment from our colleagues at other Ohio institutions led us to rethink and revise the proposal to include only a Master's degree. There is no current initiative to develop a doctoral program. When the time comes where we begin to consider proposing an additional degree, we will take this comment into consideration.

Reviewer #2
Overall, I think it is a very interesting proposal and I do think they have done a great job carving out their niche.

At this moment, I do not see this proposal conflicting with anything we offer or plan to offer. They are clearly targeting the student audience interested in careers in teaching-oriented/technical schools or positions, rather than research-based institutions. It is a professional master's degree, with an extension to a professional doctorate degree. We do not currently have the facilities, personnel or industry support to offer this type of program. I do agree that it is unique in the US and Ohio. A few business schools in Europe and Asia offer degree programs that link fashion and business.

- *Fashion School Response:*
  We are pleased to see this comment as it addresses the unique capabilities of Kent State University's Fashion School. Please see response to OSU Reviewer #4 for additional clarification regarding MFASH degree-holders who are motivated to pursue the terminal degree.

For the proposal itself, I question their break-even mentions in the Prospective Enrollment section of the proposal. How can it be that they can break even with only 5 MS students per year and 4 D students per year? I find this to be implausible. To strengthen the believability of this assertion, I would suggest they provide some evidence in the proposal to document this.

- *Fashion School Response:*
  As referenced in the expanded description of the break-even (or revenue over costs) section of the full proposal (section 9), we have modified our annual number of admitted students to 15. In addition, through the 'Responsibility Centered Management' budget model that has been in place at Kent State since July 2009, the Fashion School has annually generated a strong surplus of revenue over expenditures through the scope and administration of our undergraduate degree programs. The school is also in the process of developing additional funding sources including scholarships and donor-based graduate assistant funding.

Also, the proposal implies that industry demand exists for graduates of these programs. However, the appendices list positions at academic institutions only. What industry demand exists for these graduates? This needs to be documented also. Since we see contraction in these types of programs across the US (as noted in the proposal), how long will these positions be viable employment opportunities?

- *Fashion School Response:*
  We have improved and bolstered supporting information with regards to future needs for individuals with the MFASH degree, including projections for professionals educated in new ways of thinking and problem-solving which is one of the goals of our program. We recognize the contraction of traditional MA/MS programs in clothing, textiles, apparel, consumer sciences, etc, while at the same time a demand for graduate education. As such, we are seeking to fill a need with interdisciplinary practice-based research scholars poised to solve identified challenges in the fashion context. Our supporting research shows a growth in demand for these types of forward-thinking professionals.

Reviewer #3
Well, I am NOT very impressed with this proposal. It lacks professionalism, is filled with jargon whose meaning is

ambiguous in many instances (i.e., is full of sound and fury, signifying nothing, Shakespeare), and does not present a well-justified case for either a MFashion degree or a DFashion degree. I would say that the MFashion degree is more palatable than their DFashion degree. It seems to be a professional master's degree, and there MIGHT be a need for such a non-research based degree. The nature of research they propose is not truly research, but "design research" (whatever that is).

- *Fashion School Response:*
  We have acted upon this comment and substantially revised the conception, articulation, and content of the proposal. The process has greatly benefitted us in better understanding the current market, the needs of the industry, and our resources. We submit this proposal with confidence that we have done the deep thinking and attention to detail required to support the establishment of the MFASH degree. As stated earlier, we now propose one degree at the Master's level. We hope that the revised proposal clearly communicates that the MFASH does not fit in the category of "non-research based degree," instead it is grounded in practice-based research. The MFASH focuses on the phenomenon of fashion and is in no way to be limited to "design research."

Yes, the proposals conflict with what we offer, specifically our Ph.D. in Cons Sci with an emphasis or concentration on Fashion & Retail Studies. I also think there is some conflict with our Master's program, and we definitely do NOT need yet another master's degree in design & merchandising in the state of Ohio (already 5 of them -- OSU, Ohio U., U. Akron, Bowling Green, and Cincinnati), nor do we need a second doctoral program in the state that focuses on Fashion & Retail Studies (within our Consumer Sciences department). That would take applicants away from the OSU graduate pool, which has a very strong history of being an outstanding program at both Master's and Ph.D. levels. We have produced more of the current FRS faculty in the profession than any other US university, and our graduate program was rated as outstanding in both research productivity and teaching by our profession in the Clothing & Textiles Research Journal (Laughlin, J & Kean, R. 2002. Bench marking for strategic planning based on faculty productivity. CTRJ,147-155). Only Doctoral/Research I and II institutions were analyzed. There were only 3 other universities who achieved this same ranking -- Purdue U., U. Arizona and U. Wisconsin. Yes, this study was published 9 years ago, but it attests to our reputation in the field. In this era of diminished economic resources in the state, I do not believe the Ohio Board of Regents would approve this new degree program, nor would legislators want replicated programs.

- *Fashion School Response:*

As amended, the proposal does not include a doctoral degree. Furthermore, it focuses on the fashion context and is not "another master's degree in design & merchandising" (please see revised description of program in Proposal). As for taking students away from other programs in the State, please see responses to University of Akron under "Potential Conflict with an Existing Program" and "Opportunities for Collaboration." We welcome and forsee similar collaborations with The Ohio State University faculty, students, and facilities. Considerable interchange between The Ohio State University Historic Costume and Textiles Collection and the Kent State University Museum has benefitted both institutions for more than 20 years. Furthermore, two of the PhD faculty at The Fashion School are graduates of the OSU program. OSU is noted for its scholarly productivity, especially in the area of the Social Psychology of Appearance and Consumer Studies. We seek to encourage mutually beneficial exchange among the Ohio universities.

I have many criticisms and concerns about the proposal, and they are indeed serious. Perhaps it would be best if I used the "track changes" function and send my comments. If you want me to do this, I will be glad to. Perhaps this is something that could be done in a further review if these proposals go forward at a later date. In a nutshell, there is no DFashion degree anywhere, and it seems very non-competitive with other Ph.D. programs across the country. Students who graduate with a DFashion would NOT be competitive, in my opinion, with others who hold the Ph.D. in Consumer Sciences with a focus on Fashion & Retail Studies, or with a Ph.D. in similar programs across the country currently (Oregon State, Cornell U., U. Minnesota, U. Tennessee, UNorth Carolina Greensboro, North Carolina State, Iowa State University, Oklahoma State, Virginia Tech – the big players in our field at the moment.) Position announcements that are mentioned mostly require the Ph.D., a

research degree, to be able to direct graduate students, produce significant publications, and write competitive grant applications. The qualifications of the 8 tenure track faculty that are attached in the Appendix do not show a critical mass of faculty who are qualified to direct doctoral level research, nor do these faculty members have much of a publication record in our field. Those who hold the MFA as a terminal degree are likely not well-acquainted with theory, nor the "research process".

- *Fashion School Response:*
  Please see revised proposal for MFASH. As the DFASH degree is not being proposed, concerns regarding competitiveness of doctoral degree-holders for academic positions will not be addressed at this time. These comments are noted and considerable research would need to be conducted to support the establishment of a doctoral degree at Kent State University's Fashion School. We do not agree with the statement about Kent State's Fashion School that "nor do these faculty members have much of a publication record in our field." We are proud of our collective publication record and believe it is exemplary among comparable solely undergraduate programs. With the addition of graduate students, and therefore graduate research projects, we forsee an ability to substantially shift towards increased publication productivity. It is difficult to make a blanket statement about those who hold the terminal degree of MFA as there are instances and opportunities to collaborate with colleagues on theory-based research, as is exemplified by a number of the faculty in the Fashion School. One of the reasons we are seeking to establish the MFASH designation is to move towards a broader and more comprehensive understanding of the "research process," including emerging methodologies which go beyond categories of quantitative, qualitative, etc.

Another big concern is the focus on "design research". There are many types of design research, which originated in engineering design process theory, and is taught at U. Delaware, NC State, and OSU programs, to name a few. Branding is taught at several of these graduate programs, as well as others. Sustainable and socially responsible practices are also taught in many graduate programs. Any faculty member who attends the annual International Textiles & Apparel Association conferences can see how prevalent these foci are. So they are certainly not unique to Kent State's proposal. The jargon used in "practice-led research, practice-based research, and research through practice" and the suggestion that only Kent State's program would embed "designerly thinking and assumes a basic understanding of the disciplines of study related to fashion" is preposterous and smacks of ignorance. "Designerly ways of knowing" are never defined, but I can assure you that many programs consider that they teach such ways of knowing THROUGH such well-documented processes such as intuition, observation, experimentation, deductive reasoning, inductive reasoning, etc. These comments also suggest that a European focus (i.e., Scotland where JR Campbell taught for several years) is somehow preferable to an American focus, even though he was educated in America and taught at Iowa State University. How elitist! Furthermore, European programs are Ph.Ds, that do in fact focus on research. And the comment that the DFashion program would be the first practice-based doctoral degree in the US that focuses solely on fashion contexts is very ambiguous – fashion contexts, as opposed to what contexts? Fashion does NOT exist outside of consumers who consume and utilize it. Anyone who has studied fashion theory (and there are hundreds of scholars in this area) understand that fashion cannot exist in a vacuum. Actually, this is one of the courses taught in our FRS focus at the doctoral level.

- *Fashion School Response:*
  Please see previous comments as well as revised proposal, specifically referring to overlap and former presentation of "design" focus. We have sought to better articulate our concept of "fashion and the context/environment/phenomenon in which we will ask our students to conduct original research. We see this "context" as larger than the pure consumer model and, through connections with industry stakeholders have found a need for further exploration. We have attempted to enhance and better explain our terminology in the current proposal, especially in reference to practice-based research. To clarify, we see "Theory-based Research" as where "one formulates a research problem that will test a theory already developed." (Simon, 2011) and "Practice-based Research," being where "a creative

artifact is the basis of the contribution to knowledge." Both have merit. We seek to provide an opportunity for those who seek to add to the body of knowledge by practice.

We in no way intend to convey that a European focus is preferable to an American focus. Rather, a close and careful examination of the global fashion industry and education has led us to see new ways of graduate education to meet the needs of the future. We completely concur with the statement that "fashion cannot exist in a vacuum." It is because of this that we are taking steps to offer the interdisciplinary MFASH program.

Next, a thesis "project" or a dissertation "project" does not seem rooted in research. IF it is only the ideation and creation of designs, that is a trade school approach. For a thesis, 6 semester are proposed. For a dissertation, 30 semester hours are required, which is half of the total number of doctoral hours required. Seriously? What on earth would be the expectation of such a "project"? Creating an apparel brand (designed collection plus a business plan) or what? The proposed courses at the doctoral level seem far below doctoral level study – specifically the "design management: trending" course and the 2 Tech Style courses. These are much more undergraduate level, and not even master's level. The Fashion Design Studio (up to 6 hours) at the master's level also seems very mush an undergrad course.

- *Fashion School Response:*
  This comment was extremely helpful in our discussions regarding the purpose and outcomes of the MFASH program. We have put concentrated effort into better articulating the research component of our program. While we see ideation as an important component, we expect MFASH graduates to demonstrate the creation of original knowledge. Note that the suggested model for the DFASH dissertation semester hours, as it was shown in the PDP, was modeled on a very strong and well-received Doctorate of Design program that is offered at Harvard University. We present the following information by Linda Candy of the University of Technology, Sydney, Australia (2006 http://www.creativityandcognition.com) *as further explanation of the practice-based research construct.*

  "Practice-based Research is an original investigation undertaken in order to gain new knowledge partly by means of practice and the outcomes of that practice…claims of originality and contribution to knowledge may be demonstrated through creative outcomes in the form of designs, music, digital media, performances and exhibitions. Whilst the significance and context of the claims are described in words, a full understanding can only be obtained with direct reference to the outcomes."

  "Creative output can be produced, or practice undertaken, as an integral part of the research process. However, the outcomes of practice must be accompanied by documentation of the research process, as well as some form of textual analysis or explanation to support its position and to demonstrate critical reflection. A thesis arising from a practice-based research process…is expected to both show evidence of original scholarship and to contain material that can be published or exhibited."

  In response to the comments regarding coursework at the Master's level, we have revised the proposed Curriculum for the MFASH.

Finally, I believe that such a DFashion degree would be laughed at in our professional organization, ITAA. This proposal makes light of the degree-granting programs around the country in our field, does not represent them accurately (i.e., Cornell, and OSU -- Trish Cunningham never spoke to anyone about our program, and their representation is certainly inaccurate. We do in fact teach courses that focus on design theory (874 and seminar in computer-aided design research and development), as well as courses that are industry "driven" (multi-channel distribution; international retailing to name a few).

- *Fashion School Response:*
  We are no longer proposing a Doctoral degree, but will take these sentiments under consideration in any

future plans. As stated earlier, it is assumed that there would be some overlap in content among programs in the same field. It is recognized that our colleagues across the state, country, and globe offer "industry driven" courses at the undergraduate and graduate level. At the same time, with 25+ years following the mission of "linking with the fashion industry" and presence in New York and Europe , we believe that Kent State's Fashion School possesses some unique qualities which could greatly benefit future professionals. The MFASH's foundation in practice-based research is well-suited for scholarly work directly grounded in and applied to the fashion industry.

Therefore, I believe that if Kent State wants to venture into graduate education, they should strive for a Master of Arts degree and perhaps an MFA. There are more faculty at Kent State who currently hold the MFA than the Ph.D. degree, including the department chair (5 MFAs and 4 PhDs; those with only master's degrees are generally not qualified to teach at the graduate level, since one generally cannot teach courses to students studying above one's own degree level – no master's degrees teaching doctoral students). Thus, I might support an MA degree or an MFA degree proposal.

- *Fashion School Response:*
  Please see previous responses with regards to faculty, degrees, etc., especially at the top of page 3. Since the original proposal, we have taken steps to address the issues raised in this comment. The rationale for the MFASH rather than MFA or MA are outlined in the proposal. The concern regarding MFA faculty and doctoral students is not applicable as we are not planning a doctoral program at this time.

Reviewer #4

I am responding to the Kent State University School of Fashion and Merchandising proposal for two new degrees: MFash and D Fash. As far as I know there is not a current degree with either of these two names. Having a Doctor of Fashion or Master of Fashion degree would be new and unique to academia. My concern is that the degree would make the recipients second class citizens in the academic world. That most likely would not be the case in the business world. In business very few people have advanced degrees anyway.

- *Fashion School Response: A database developed by The International Textile and Apparel Association, includes 24 graduate programs in the U.S. offering a variety of degrees: MA, MS, MFA, MBA, MPS, and PhD in the areas listed above. Not one of these programs specifically concentrates on the topic of "fashion." Furthermore, these programs force scholars into silos of study, rather than embracing the full interdisciplinary nature of the subject area. This is especially true at the Master's level. For example, those who concentrate on textile science earn a MS; those in merchandising, a MS or MBA, those in design an MFA, those in social psychology of dress a MA or MS, and those in history a MA or MS. As is seen in a review of current programs in the field, there is no strong consistency in terminology or degree designation, especially at the Master's level. Professionals in our field operate with a wide variety of credentials, largely depending on the availability of programs at one's alma mater. With the exception of those holding a MBA, which is a professional designation, individuals with MA, MS, MFA, and MPS, fully participate in both the academic and commercial realms. Students with various Master's degrees are regularly admitted as cohorts to PhD programs and succeed. Therefore, rather than being "second class citizens," those possessing a MFASH would be equally prepared for doctoral study, coming to the opportunity with a significant scholarly foundation formed through rigorous academic training.*

The American standard for a doctorate is the Ph.D. The DFash degree requires practice-based research, and although it sounds intriguing , there is no full explanation of what exactly that is. Although the document states that some European universities offer similar degrees, they did not offer an example. There is nothing about those programs in the document. The MFash and D Fash programs do not appear to be rigorous. The full explanation of the new approach to research(practice-based) is missing. There are no examples. No publications.

- *Fashion School Response:*
  This comment no longer applies, but will be taken into consideration should we begin discussions about a doctoral program. As was stated earlier, it is understood that a step in that direction would only be

warranted after it was determined that the MFASH program was successful and with substantial research in advance. We have amended and expanded the MFASH proposal to reference European graduate programs with a fashion focus. After thoughtful debate, we have integrated comments regarding the rigor of the proposed program and adjusted the curriculum accordingly. Finally, we have further described and illustrated our conception of practice-based research in the proposal.

I believe if the Kent Fashion school wants to take advantage of its recent awards and successes, that it would be better served by sticking with tradition. It is easier to get approval for something that everyone understands. If I were at Kent, I would want to consider developing an MFA in fashion design, which is Kent's strength. And then work at developing a joint PhD. Program with other units across campus. That would offer plenty of possibilities for creating something new, and because it would be a PhD. It could be easily accepted. The new approaches to research mentioned in the proposal could then be addressed within the structure of a PhD. Program. I think that interdisciplinary programs are what we should be doing more of.

- *Fashion School Response:*
  Per the proposal put forth, after careful examination of the current environment in the fashion industry and education, we made a conscious decision not to "stick with tradition." Proposing a MFA in fashion design would duplicate other strong programs (as referenced by the reviewers) and be counter to our mission. We are seeking to expand knowledge and understanding of the phenomenon of fashion, developing creative solutions to the industry's challenges through practice-based research. Limiting our graduate offerings to fashion design would discount the full range of faculty expertise and resources. We concur with the reviewer regarding the value of interdisciplinary programs, and are committed to developing a program that reflects that objective.

2010 BLS Standard Occupational Classification System occupations in which MFASH graduates are eligible to participate:

11-0000 Management Occupations
11-2000 Advertising, Marketing, Promotions, Public Relations, and Sales Managers
11-2010 Advertising and Promotions Managers
11-2020 Marketing and Sales Managers
    11-2021 Marketing Managers
    11-2022 Sales Managers
11-2030 Public Relations and Fundraising Managers
11-3000 Operations Specialties Managers
11-3010 Administrative Services Managers
11-3020 Computer and Information Systems Managers
11-3030 Financial Managers
11-3050 Industrial Production Managers
11-3060 Purchasing Managers
11-3070 Transportation, Storage, and Distribution Managers
11-3120 Human Resources Managers
11-3130 Training and Development Managers
11-9000 Other Management Occupations

13-0000 Business and Financial Operations Occupations
13-1000 Business Operations Specialists
13-1010 Agents and Business Managers of Artists, Performers, and Athletes
13-1020 Buyers and Purchasing Agents
    13-1022 Wholesale and Retail Buyers, Except Farm Products
13-1050 Cost Estimators
13-1070 Human Resources Workers
    13-1071 Human Resources Specialists
13-1080 Logisticians
13-1110 Management Analysts
13-1120 Meeting, Convention, and Event Planners
13-1130 Fundraisers
13-1150 Training and Development Specialists
13-1160 Market Research Analysts and Marketing Specialists
13-1190 Miscellaneous Business Operations Specialists
13-1199 Business Operations Specialists, All Other
13-2000 Financial Specialists
13-2050 Financial Analysts and Advisors
    13-2051 Financial Analysts

19-3000 Social Scientists and Related Workers
19-3020 Survey Researchers
19-3093 Historians

25-0000 Education, Training, and Library Occupations

25-1000 Postsecondary Teachers
25-1010 Business Teachers, Postsecondary
25-1062 Area, Ethnic, and Cultural Studies Teachers, Postsecondary
25-1120 Arts, Communications, and Humanities Teachers, Postsecondary
25-1121 Art, Drama, and Music Teachers, Postsecondary
25-1190 Miscellaneous Postsecondary Teachers
25-1191 Graduate Teaching Assistants
25-1192 Home Economics Teachers, Postsecondary
25-1194 Vocational Education Teachers, Postsecondary
25-1199 Postsecondary Teachers, All Other
25-3000 Other Teachers and Instructors
25-3020 Self-Enrichment Education Teachers
25-3090 Miscellaneous Teachers and Instructors
25-3099 Teachers and Instructors, All Other
25-4000 Librarians, Curators, and Archivists
25-4010 Archivists, Curators, and Museum Technicians
    25-4011 Archivists
    25-4012 Curators
    25-4013 Museum Technicians and Conservators
25-9000 Other Education, Training, and Library Occupations
25-9010 Audio-Visual and Multimedia Collections Specialists
25-9030 Instructional Coordinators
25-9090 Miscellaneous Education, Training, and Library Workers
25-9099 Education, Training, and Library Workers, All Other

27-0000 Arts, Design, Entertainment, Sports, and Media Occupations
27-1000 Art and Design Workers
27-1010 Artists and Related Workers
    27-1011 Art Directors
    27-1012 Craft Artists
    27-1014 Multimedia Artists and Animators
    27-1019 Artists and Related Workers, All Other
27-1020 Designers
    27-1022 Fashion Designers
    27-1024 Graphic Designers
    27-1026 Merchandise Displayers and Window Trimmers
    27-1027 Set and Exhibit Designers
    27-1029 Designers, All Other
27-3000 Media and Communication Workers
27-3020 News Analysts, Reporters and Correspondents
    27-3021 Broadcast News Analysts
    27-3022 Reporters and Correspondents
27-3030 Public Relations Specialists
27-3040 Writers and Editors
    27-3041 Editors
    27-3042 Technical Writers
    27-3043 Writers and Authors
27-3090 Miscellaneous Media and Communication Workers

27-3099 Media and Communication Workers, All Other
27-4000 Media and Communication Equipment Workers
27-4032 Film and Video Editors

41-0000 Sales and Related Occupations
41-1000 Supervisors of Sales Workers
41-1010 First-Line Supervisors of Sales Workers
41-1011 First-Line Supervisors of Retail Sales Workers
41-1012 First-Line Supervisors of Non-Retail Sales Workers
41-3000 Sales Representatives, Services
41-3010 Advertising Sales Agents
41-3090 Miscellaneous Sales Representatives, Services
41-3099 Sales Representatives, Services, All Other
41-4000 Sales Representatives, Wholesale and Manufacturing
41-4010 Sales Representatives, Wholesale and Manufacturing
41-4011 Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products
41-4012 Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products
41-9000 Other Sales and Related Workers
41-9011 Demonstrators and Product Promoters
41-9099 Sales and Related Workers, All Other

51-0000 Production Occupations
51-6000 Textile, Apparel, and Furnishings Workers
51-6020 Pressers, Textile, Garment, and Related Materials
51-6030 Sewing Machine Operators
51-6050 Tailors, Dressmakers, and Sewers
51-6051 Sewers, Hand
51-6052 Tailors, Dressmakers, and Custom Sewers
51-6090 Miscellaneous Textile, Apparel, and Furnishings Workers
51-6092 Fabric and Apparel Patternmakers
51-6099 Textile, Apparel, and Furnishings Workers, All Other

Appendix B – Ohio comparable programs to the proposed MFASH

University of Akron:
M.A. in Clothing, Textiles and Interiors at the University of Akron.

The M.A. program at the University of Akron focuses more on historical, cultural and material culture research in textiles and interiors. It *does not have a clear fashion industry alignment, nor does it incorporate coursework in branding, design or merchandising.*

From the University of Akron website description:
The focus of the Master's Degree in the School of Family and Consumer Sciences is on the individual, the family, and the relationship between families and the changing social, economic, and physical environments. This graduate program is based on scholarship, integrity, and the betterment of the human condition. Housed in Schrank Hall South, their facilities consist of modern, multipurpose seminar and lecture rooms, laboratories, enhanced technology classrooms, a computer laboratory, and the Center for Child Development, all of which are open to graduate students for study and research.

Quote from Contact: Teena Jennings-Rentenaar (tj9@uakron.edu)

> "Our graduate program is different from what I understand yours will be. Because all of the faculty working here in Clothing, Textiles and Interiors have a background in historical research as well as cultural research, our focus is towards material culture, social history with emphasis in fashion, and/or cultural anthropological studies.
>
> We emphasize textile science during our undergraduate degree by requiring three courses. This prepares students who return for a master's degree for subsequent work in textile conservation.
>
> What that means is that our graduate students, once they have completed our program which includes a thesis requirement, usually head off to curatorial/conservation work in a museum context, working in developing countries with co-operatives, or teaching.
>
> With a thesis as a requirement, it also means that from the time the students enter the program until they are finished they are usually here at least 4 years, some much longer. Each year we accept 3-5 new students. From this, you can see that we have between 15-20 in the pipeline at any time."

University of Cincinnati:
MDes at University of Cincinnati.

In this program the students with a background in fashion design focus their degree in product development. The MDes at UC encompasses a wide range of design disciplines, but *does not include applications in merchandising, branding, retail, historical or critical analysis, and is not specific to fashion as a unifying discipline.*

From the University of Cincinnati website description:

The School of Design offers the Master of Design degree through a two-year program intended for students with undergraduate degrees and work experience in digital design, fashion design, graphic design, or industrial design. The School faculty support advanced work in each of these disciplines, and interdisciplinary graduate research is also encouraged.
The Master of Design is a post-professional terminal degree. There are two focus areas for graduate study:

- Product Development for people with backgrounds in fashion design or industrial design.
- Visualization for people with backgrounds in digital design or graphic design.

Interdisciplinary graduate seminars and studios provide an opportunity to explore issues of common concern to all professional design fields, such as sustainable design, universal design, design and identity, and design and consumerism.

Ohio State University, Columbus:
The M.S. and PhD in Consumer Sciences with a concentration in Fashion and Retail Studies.

This M.S. degree program focuses on social-psychological, behavioral and historical perspectives in the investigation of textiles and clothing. *This strong graduate program has more emphasis on theory in retail strategies, design and production, and while it is possibly the most similar to the proposed MFASH, it has less of a technology and industry-driven curriculum.*

Quote from contact: Trish Cunningham (tcunningham@ehe.osu.edu)

> "Fashion and Retail Studies focuses on the investigation of textiles and clothing products and their use by people from historical, behavioral, and social-psychological perspectives. You will integrate the study of human behavior with the market activities of development, allocation, distribution, acquisition, and consumption of softgood products."

Ohio University, Athens:
M.S. in Apparel, Textiles and Merchandising

The M.S. degree from Ohio University is also similar, but *has more student research focus in the consumer behavior and psychological aspects of apparel consumption, rather than the more practitioner-based research models proposed for the MFASH.*

From Ohio University's catalog description:
Apparel, Textiles, and Merchandising (M.S.) - The Apparel, Textiles and Merchandising (ATM) program offers professional preparation with a scholarly foundation for students seeking industry positions in merchandising (such as buying, management, and product development) and teaching and research positions in academe. The program focuses on textile and apparel products, their processes of innovation, production, distribution, promotion, diffusion, and consumption. The ATM masters program provides a strong foundation for students who plan to continue with doctoral study.

Quote from contact: Ann Paulins (paulins@ohio.edu)

> "There is a need in the field to develop more graduate degreed professionals who will be successful seeking careers in academe… The Ohio University masters program is

positioned as a feeder for doctoral programs offered at other institutions because it requires a thesis and offers a strong research foundation… Students in the ATM program select from areas of emphasis in historic clothing and textiles; merchandising; and social and psychological aspects of apparel consumption."

Bowling Green State University:
M.S. in Apparel, Textiles and Merchandising at Ohio University
BGSU used to have a Masters in textiles and clothing, but has been inactive since at least 2002.

Appendix A: Response to the Program Development Plan (PDP) – MFASH subject-area reviewer comments

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The faculty of the Fashion School at Kent State University would like to thank reviewers who provided critical feedback from other State of Ohio Board of Regents institutions at the Program Development Plan stage of this proposal. The feedback has resulted in a number of substantial improvements/modifications to the full proposal for the Master of Fashion program. Below are the comments supplied from the OBR reviewers followed by our response or action taken in submission of this full proposal.

UNIVERSITY OF AKRON:

Potential Conflict with an Existing Program at The University of Akron

The University of Akron has offered a Master of Arts Program in Clothing, Textiles and Interiors since the late 1980's. While it resides in the School of Family and Consumer Sciences, which provides our underlying framework and body of knowledge, the outcome stresses material culture, historical/cultural perspectives in the near environment of clothing, textiles and interiors, and museum studies. Two of the courses listed in the PDP as courses that are available/required – Visual Culture Studies: Exhibition Planning, Interpretation, and Display (3) and Visual Culture Studies: Fashion, Dress, and Textiles in World Cultures (3) – duplicate the information and/or intended thrust of the program at The University of Akron.

- *Fashion School Response:*
  Because the MFASH program addresses the full scope of the fashion field, there is bound to be some minor overlap with existing programs. In terms of the University of Akron, this "duplication" is seen in only two of the 13 courses in the MFASH program. The content in these two courses may be similar at first glance, but that is mostly in established theory/knowledge base. The Kent State courses will rely heavily on partnership with the extensive Museum facilities and holdings as well as a fashion focus, which will be a different learning experience.

Opportunities for Collaboration with The University of Akron

The University of Akron has had a positive exchange with Kent State University, particularly with the Kent State University Museum, which is closely linked with the Shannon Rodgers and Jerry Silverman School of Fashion Design and Merchandising. Frequently, in the past, our graduate students have worked and/or conducted research for their thesis at the Museum. We support the premise of collaboration and expect that it will continue.

- *Fashion School Response:*
  We value partnerships and collaborations with University of Akron faculty and students and see great promise in expanding these relationships in the future. The University of Akron's program is particularly strong in its Material Culture focus and its resources for conducting research in Textile Science can be noted as the best in the state. Rather than working in competition, we see the presence of two programs in Northeast Ohio to be mutually beneficial. There are opportunities to gain visibility as a regional research center with scholarly exchange. We look forward to continuing to have UA students research at the Kent State University Museum and a future where MFASH students conduct research in Material Culture and Textile Science at UA. We forsee collaborations that could result in faculty from both programs working together to provide learning experiences as well as serving as outside members on Thesis committees.

Concerns with Substantive Elements of the Proposed Degree Program

Whereas the PDP states that currently there are only two doctoral degree programs in a textile and clothing department that focus on design in the U.S., several others spring to mind. The program included in the discussion at Cornell University is a well established program with applicable outcomes in design. It cannot be strictly categorized as a "very theoretically driven course" as is stated in the PDP. This program pioneered the premise of design practice. Oregon State University has continued in this design vein, under the work of Dr. E.

Pederson and Dr. K. Mullet. Furthermore, Dr. C. Caughey has been a leader in sustainability and Cradle to Cradle design, another quite divergent concept that is suggested within this PDP.

- *Fashion School Response:*
  The proposal for the DFASH has been removed from the full proposal at this time.

Closer to home and within Ohio, the University of Cincinnati has had a longstanding and respected design program. The stated need for graduate programs due to the lack of the ability of other graduate programs in maintaining currency in "the face of substantial changes in the industry" should be substantiated.

- *Fashion School Response:*
  As stated in the Program Proposal, the nomenclature and focus of "fashion-related" programs (clothing, textiles, apparel, consumer sciences, etc.) is not standardized nor static. The MFASH program is designed to be unique in its holistic approach to the phenomenon of fashion. We recognize the strengths of graduate programs in design at Cornell, Oregon State, and the University of North Texas as well as the notable work being done by colleagues at other universities in sustainability and addressing changes in the industry. It is assumed that all graduate programs in a particular field will have some similarities as they are grounded in a common body of knowledge. While we do not attempt to presume that other programs lack an ability to maintain currency, we do see a need for a program that embraces the full fashion context and seek to complement existing programs with a new practitioner-centered approach to problem-solving for the future.

The statement that "the current market segment for fashion businesses is seriously challenged by the reduction in the manufacturing capability in the Western Hemisphere" indicates that it is not a "designerly way of thinking" that requires attention, rather textile engineering and product development. Additionally, while the PDP justifies the use of the innovative degree designations of M(Fash) and D(Fash) because of the focus on design, there is little change from traditional MA and PhD programs that stress research (i.e. Research Methods in Fashion Design and Merchandising with a scholarly review of literature as an outcome), statistics and theories in fashion. That being said, there is a distinct lack in course offerings that discuss the design process and theory, particularly when considering the stated fundamental goals of the programs. This body of knowledge is longstanding, comprehensive and important.

- *Fashion School Response:*
  With serious consideration and contemplation, we have amended our objectives and the original proposal to focus on a Master's degree designation (not a Masters and Doctorate). As a faculty, we engaged in extensive and thoughtful revision of the MFASH concept, seeking to better understand and articulate the mission, goals, and components. As a result, we have substantially altered the proposal, focusing on our strengths in the fashion context, facilities, faculty expertise, and global connections. As stated earlier, there is bound to be some overlap among programs in the same field. By concentrating on the interdisciplinary nature of fashion and practitioner-based inquiry, we trust that the revised proposal will be stronger in communicating purpose and mechanics of the MFASH program.

Although the PDP downplays the role of research in this program, judging by the courses suggested, the research history of the faculty is crucial. With only three faculty members having attained a PhD level, there is real concern that the required resources are, in fact, in place. The PDP does not include evidence with respect to the publishing history of the faculty. At the very least, it seems it might be prudent when examining the qualifications of the faculty, that the M(Fash) be introduced and several students successfully move through the program before the D(Fash) be attempted. Graduates of these programs will be difficult to assess regarding their suitability for academic appointments. They will not have gained the background or experience in conducting research to be considered for the traditional faculty position. Positions within Art Institutes are typically filled by graduates with a BFA or MFA.

- *Fashion School Response:*

We are thankful to the faculty of the University of Akron for raising these points. They precipitated lively discussion and thoughtful consideration of what was originally proposed. We have taken the suggestion and are now proposing a MFASH, with the goal of considering a Doctoral degree after the initial degree program has achieved a record of success. Since the initial PDP, we have made a concerted effort and been successful in increasing the number of PhD-holding individuals in our faculty. After completion of the doctoral degree, we promoted a Non-Tenure Track faculty to a Tenure Track position, hired a PhD-holding part-time instructor for a full-time faculty position, and are currently searching for two positions (Assistant and Associate/Full Professor) with "earned doctorate" as a requirement. We have also taken an important step in assessing our mission and re-aligning faculty in terms of expertise with an eye towards better addressing the concept of fashion as a phenomenon. Rather than designating faculty as "design" or "merchandising" (titles based on undergraduate majors), we now consider all faculty to be fashion faculty. This change allows the unit to reflect and better serve the mission of research and education in the fashion context. In these terms, there are seven PhD's (nine with the two new hires), three ABD's, one PgCert. In PhD Supervision for the Creative Disciplines, and four MFA's (terminal degree). These actions present much stronger faculty resources with the majority PhD's, improving our credentials and capacity to offer a high-quality graduate education.

Finally, in terms of the statement, "They will not have gained the background or experience in conducting research to be considered for the traditional faculty position," as explained in the Proposal, the MFASH includes rigorous practice-based research. With regards to the suitability of MFASH degree-holders for academic positions, we understand that the MFASH is not a terminal degree, so it would be a stopping point for those wishing to go into the fashion industry or to teach at a vocational institution (such as an Art Institute). It could be a stepping stone, similar to other Master's degrees, on the way to a doctorate. Please see response to Ohio State University Reviewer #4 for additional comments on this subject.

Suggestions

Courses might not fully align with the stated premise and goals of the new M(Fash) and D(Fash) degrees. The Fashion School currently offers a BS/MBA in collaboration with Kent State University's College of Business, permitting students that are doing well to complete an undergraduate and MBA in five years. Starting in Fall 2010, the Fashion School began offering graduate-level courses in fashion theory, design management and fashion research methods as part of the professional MBA with a Fashion Concentration from the College of Business. This seems to provide exciting options for their students. With this program in place, it seems that the proposed program might duplicate some of what they are already offering.

- *Fashion School Response:*
  As stated in our previous comment, we have taken the UA suggestions to the PDP seriously. We are proud of our affiliation with the College of Business MBA with Fashion Concentration. It has given us an opportunity to develop and offer four courses at the graduate level prior to establishing our own program. The MBA program is wholly under the administration and control of the College of Business Administration. In the past year, they have altered the sequencing of courses to create cohort groups and, as such the concept of "5-year" combined BS/MBA has been affected. The program is suited for a few of our outstanding students, but is in no way an alternative to the scope and type of graduate degree presented by the MFASH

OHIO STATE UNIVERSITY:

Reviewer #1

The applied focus on fashion does not appear to conflict with the research focused degrees at Ohio State. In my read I find it interesting that a DFashion student receives independent study credit to "prepare for the doctoral

exam". The market research is extremely thin and does not make a convincing case of employment opportunities for these graduates.

- *Fashion School Response:*
  Statements mirroring this sentiment from our colleagues at other Ohio institutions led us to rethink and revise the proposal to include only a Master's degree. There is no current initiative to develop a doctoral program. When the time comes where we begin to consider proposing an additional degree, we will take this comment into consideration.

Reviewer #2
Overall, I think it is a very interesting proposal and I do think they have done a great job carving out their niche.

At this moment, I do not see this proposal conflicting with anything we offer or plan to offer. They are clearly targeting the student audience interested in careers in teaching-oriented/technical schools or positions, rather than research-based institutions. It is a professional master's degree, with an extension to a professional doctorate degree. We do not currently have the facilities, personnel or industry support to offer this type of program. I do agree that it is unique in the US and Ohio. A few business schools in Europe and Asia offer degree programs that link fashion and business.

- *Fashion School Response:*
  We are pleased to see this comment as it addresses the unique capabilities of Kent State University's Fashion School. Please see response to OSU Reviewer #4 for additional clarification regarding MFASH degree-holders who are motivated to pursue the terminal degree.

For the proposal itself, I question their break-even mentions in the Prospective Enrollment section of the proposal. How can it be that they can break even with only 5 MS students per year and 4 D students per year? I find this to be implausible. To strengthen the believability of this assertion, I would suggest they provide some evidence in the proposal to document this.

- *Fashion School Response:*
  As referenced in the expanded description of the break-even (or revenue over costs) section of the full proposal (section 9), we have modified our annual number of admitted students to 15. In addition, through the 'Responsibility Centered Management' budget model that has been in place at Kent State since July 2009, the Fashion School has annually generated a strong surplus of revenue over expenditures through the scope and administration of our undergraduate degree programs. The school is also in the process of developing additional funding sources including scholarships and donor-based graduate assistant funding.

Also, the proposal implies that industry demand exists for graduates of these programs. However, the appendices list positions at academic institutions only. What industry demand exists for these graduates? This needs to be documented also. Since we see contraction in these types of programs across the US (as noted in the proposal), how long will these positions be viable employment opportunities?

- *Fashion School Response:*
  We have improved and bolstered supporting information with regards to future needs for individuals with the MFASH degree, including projections for professionals educated in new ways of thinking and problem-solving which is one of the goals of our program. We recognize the contraction of traditional MA/MS programs in clothing, textiles, apparel, consumer sciences, etc, while at the same time a demand for graduate education. As such, we are seeking to fill a need with interdisciplinary practice-based research scholars poised to solve identified challenges in the fashion context. Our supporting research shows a growth in demand for these types of forward-thinking professionals.

Reviewer #3
Well, I am NOT very impressed with this proposal. It lacks professionalism, is filled with jargon whose meaning is

ambiguous in many instances (i.e., is full of sound and fury, signifying nothing, Shakespeare), and does not present a well-justified case for either a MFashion degree or a DFashion degree. I would say that the MFashion degree is more palatable than their DFashion degree. It seems to be a professional master's degree, and there MIGHT be a need for such a non-research based degree. The nature of research they propose is not truly research, but "design research" (whatever that is).

- *Fashion School Response:*
  We have acted upon this comment and substantially revised the conception, articulation, and content of the proposal. The process has greatly benefitted us in better understanding the current market, the needs of the industry, and our resources. We submit this proposal with confidence that we have done the deep thinking and attention to detail required to support the establishment of the MFASH degree. As stated earlier, we now propose one degree at the Master's level. We hope that the revised proposal clearly communicates that the MFASH does not fit in the category of "non-research based degree," instead it is grounded in practice-based research. The MFASH focuses on the phenomenon of fashion and is in no way to be limited to "design research."

Yes, the proposals conflict with what we offer, specifically our Ph.D. in Cons Sci with an emphasis or concentration on Fashion & Retail Studies. I also think there is some conflict with our Master's program, and we definitely do NOT need yet another master's degree in design & merchandising in the state of Ohio (already 5 of them -- OSU, Ohio U., U. Akron, Bowling Green, and Cincinnati), nor do we need a second doctoral program in the state that focuses on Fashion & Retail Studies (within our Consumer Sciences department). That would take applicants away from the OSU graduate pool, which has a very strong history of being an outstanding program at both Master's and Ph.D. levels. We have produced more of the current FRS faculty in the profession than any other US university, and our graduate program was rated as outstanding in both research productivity and teaching by our profession in the Clothing & Textiles Research Journal (Laughlin, J & Kean, R. 2002. Bench marking for strategic planning based on faculty productivity. CTRJ,147-155). Only Doctoral/Research I and II institutions were analyzed. There were only 3 other universities who achieved this same ranking -- Purdue U., U. Arizona and U. Wisconsin. Yes, this study was published 9 years ago, but it attests to our reputation in the field. In this era of diminished economic resources in the state, I do not believe the Ohio Board of Regents would approve this new degree program, nor would legislators want replicated programs.

- *Fashion School Response:*

As amended, the proposal does not include a doctoral degree. Furthermore, it focuses on the fashion context and is not "another master's degree in design & merchandising" (please see revised description of program in Proposal). As for taking students away from other programs in the State, please see responses to University of Akron under "Potential Conflict with an Existing Program" and "Opportunities for Collaboration." We welcome and forsee similar collaborations with The Ohio State University faculty, students, and facilities. Considerable interchange between The Ohio State University Historic Costume and Textiles Collection and the Kent State University Museum has benefitted both institutions for more than 20 years. Furthermore, two of the PhD faculty at The Fashion School are graduates of the OSU program. OSU is noted for its scholarly productivity, especially in the area of the Social Psychology of Appearance and Consumer Studies. We seek to encourage mutually beneficial exchange among the Ohio universities.

I have many criticisms and concerns about the proposal, and they are indeed serious. Perhaps it would be best if I used the "track changes" function and send my comments. If you want me to do this, I will be glad to. Perhaps this is something that could be done in a further review if these proposals go forward at a later date. In a nutshell, there is no DFashion degree anywhere, and it seems very non-competitive with other Ph.D. programs across the country. Students who graduate with a DFashion would NOT be competitive, in my opinion, with others who hold the Ph.D. in Consumer Sciences with a focus on Fashion & Retail Studies, or with a Ph.D. in similar programs across the country currently (Oregon State, Cornell U., U. Minnesota, U. Tennessee, UNorth Carolina Greensboro, North Carolina State, Iowa State University, Oklahoma State, Virginia Tech – the big players in our field at the moment.) Position announcements that are mentioned mostly require the Ph.D., a

research degree, to be able to direct graduate students, produce significant publications, and write competitive grant applications. The qualifications of the 8 tenure track faculty that are attached in the Appendix do not show a critical mass of faculty who are qualified to direct doctoral level research, nor do these faculty members have much of a publication record in our field. Those who hold the MFA as a terminal degree are likely not well-acquainted with theory, nor the "research process".

- *Fashion School Response:*
  Please see revised proposal for MFASH. As the DFASH degree is not being proposed, concerns regarding competitiveness of doctoral degree-holders for academic positions will not be addressed at this time. These comments are noted and considerable research would need to be conducted to support the establishment of a doctoral degree at Kent State University's Fashion School. We do not agree with the statement about Kent State's Fashion School that "nor do these faculty members have much of a publication record in our field." We are proud of our collective publication record and believe it is exemplary among comparable solely undergraduate programs. With the addition of graduate students, and therefore graduate research projects, we forsee an ability to substantially shift towards increased publication productivity. It is difficult to make a blanket statement about those who hold the terminal degree of MFA as there are instances and opportunities to collaborate with colleagues on theory-based research, as is exemplified by a number of the faculty in the Fashion School. One of the reasons we are seeking to establish the MFASH designation is to move towards a broader and more comprehensive understanding of the "research process," including emerging methodologies which go beyond categories of quantitative, qualitative, etc.

Another big concern is the focus on "design research". There are many types of design research, which originated in engineering design process theory, and is taught at U. Delaware, NC State, and OSU programs, to name a few. Branding is taught at several of these graduate programs, as well as others. Sustainable and socially responsible practices are also taught in many graduate programs. Any faculty member who attends the annual International Textiles & Apparel Association conferences can see how prevalent these foci are. So they are certainly not unique to Kent State's proposal. The jargon used in "practice-led research, practice-based research, and research through practice" and the suggestion that only Kent State's program would embed "designerly thinking and assumes a basic understanding of the disciplines of study related to fashion" is preposterous and smacks of ignorance. "Designerly ways of knowing" are never defined, but I can assure you that many programs consider that they teach such ways of knowing THROUGH such well-documented processes such as intuition, observation, experimentation, deductive reasoning, inductive reasoning, etc. These comments also suggest that a European focus (i.e., Scotland where JR Campbell taught for several years) is somehow preferable to an American focus, even though he was educated in America and taught at Iowa State University. How elitist! Furthermore, European programs are Ph.Ds, that do in fact focus on research. And the comment that the DFashion program would be the first practice-based doctoral degree in the US that focuses solely on fashion contexts is very ambiguous – fashion contexts, as opposed to what contexts? Fashion does NOT exist outside of consumers who consume and utilize it. Anyone who has studied fashion theory (and there are hundreds of scholars in this area) understand that fashion cannot exist in a vacuum. Actually, this is one of the courses taught in our FRS focus at the doctoral level.

- *Fashion School Response:*
  Please see previous comments as well as revised proposal, specifically referring to overlap and former presentation of "design" focus. We have sought to better articulate our concept of "fashion and the context/environment/phenomenon in which we will ask our students to conduct original research. We see this "context" as larger than the pure consumer model and, through connections with industry stakeholders have found a need for further exploration. We have attempted to enhance and better explain our terminology in the current proposal, especially in reference to practice-based research. To clarify, we see "Theory-based Research" as where "one formulates a research problem that will test a theory already developed." (Simon, 2011) and "Practice-based Research," being where "a creative

artifact is the basis of the contribution to knowledge." Both have merit. We seek to provide an opportunity for those who seek to add to the body of knowledge by practice.

We in no way intend to convey that a European focus is preferable to an American focus. Rather, a close and careful examination of the global fashion industry and education has led us to see new ways of graduate education to meet the needs of the future. We completely concur with the statement that "fashion cannot exist in a vacuum." It is because of this that we are taking steps to offer the interdisciplinary MFASH program.

Next, a thesis "project" or a dissertation "project" does not seem rooted in research. IF it is only the ideation and creation of designs, that is a trade school approach. For a thesis, 6 semester are proposed. For a dissertation, 30 semester hours are required, which is half of the total number of doctoral hours required. Seriously? What on earth would be the expectation of such a "project"? Creating an apparel brand (designed collection plus a business plan) or what? The proposed courses at the doctoral level seem far below doctoral level study – specifically the "design management: trending" course and the 2 Tech Style courses. These are much more undergraduate level, and not even master's level. The Fashion Design Studio (up to 6 hours) at the master's level also seems very mush an undergrad course.

- *Fashion School Response:*
  This comment was extremely helpful in our discussions regarding the purpose and outcomes of the MFASH program. We have put concentrated effort into better articulating the research component of our program. While we see ideation as an important component, we expect MFASH graduates to demonstrate the creation of original knowledge. Note that the suggested model for the DFASH dissertation semester hours, as it was shown in the PDP, was modeled on a very strong and well-received Doctorate of Design program that is offered at Harvard University. We present the following information by Linda Candy of the University of Technology, Sydney, Australia (2006 http://www.creativityandcognition.com) *as further explanation of the practice-based research construct.*

  "Practice-based Research is an original investigation undertaken in order to gain new knowledge partly by means of practice and the outcomes of that practice…claims of originality and contribution to knowledge may be demonstrated through creative outcomes in the form of designs, music, digital media, performances and exhibitions. Whilst the significance and context of the claims are described in words, a full understanding can only be obtained with direct reference to the outcomes."

  "Creative output can be produced, or practice undertaken, as an integral part of the research process. However, the outcomes of practice must be accompanied by documentation of the research process, as well as some form of textual analysis or explanation to support its position and to demonstrate critical reflection. A thesis arising from a practice-based research process…is expected to both show evidence of original scholarship and to contain material that can be published or exhibited."

  In response to the comments regarding coursework at the Master's level, we have revised the proposed Curriculum for the MFASH.

Finally, I believe that such a DFashion degree would be laughed at in our professional organization, ITAA. This proposal makes light of the degree-granting programs around the country in our field, does not represent them accurately (i.e., Cornell, and OSU -- Trish Cunningham never spoke to anyone about our program, and their representation is certainly inaccurate. We do in fact teach courses that focus on design theory (874 and seminar in computer-aided design research and development), as well as courses that are industry "driven" (multi-channel distribution; international retailing to name a few).

- *Fashion School Response:*
  We are no longer proposing a Doctoral degree, but will take these sentiments under consideration in any

future plans. As stated earlier, it is assumed that there would be some overlap in content among programs in the same field. It is recognized that our colleagues across the state, country, and globe offer "industry driven" courses at the undergraduate and graduate level. At the same time, with 25+ years following the mission of "linking with the fashion industry" and presence in New York and Europe , we believe that Kent State's Fashion School possesses some unique qualities which could greatly benefit future professionals. The MFASH's foundation in practice-based research is well-suited for scholarly work directly grounded in and applied to the fashion industry.

Therefore, I believe that if Kent State wants to venture into graduate education, they should strive for a Master of Arts degree and perhaps an MFA. There are more faculty at Kent State who currently hold the MFA than the Ph.D. degree, including the department chair (5 MFAs and 4 PhDs; those with only master's degrees are generally not qualified to teach at the graduate level, since one generally cannot teach courses to students studying above one's own degree level – no master's degrees teaching doctoral students). Thus, I might support an MA degree or an MFA degree proposal.

- *Fashion School Response:*
  Please see previous responses with regards to faculty, degrees, etc., especially at the top of page 3. Since the original proposal, we have taken steps to address the issues raised in this comment. The rationale for the MFASH rather than MFA or MA are outlined in the proposal. The concern regarding MFA faculty and doctoral students is not applicable as we are not planning a doctoral program at this time.

Reviewer #4

I am responding to the Kent State University School of Fashion and Merchandising proposal for two new degrees: MFash and D Fash. As far as I know there is not a current degree with either of these two names. Having a Doctor of Fashion or Master of Fashion degree would be new and unique to academia. My concern is that the degree would make the recipients second class citizens in the academic world. That most likely would not be the case in the business world. In business very few people have advanced degrees anyway.

- *Fashion School Response: A database developed by The International Textile and Apparel Association, includes 24 graduate programs in the U.S. offering a variety of degrees: MA, MS, MFA, MBA, MPS, and PhD in the areas listed above. Not one of these programs specifically concentrates on the topic of "fashion." Furthermore, these programs force scholars into silos of study, rather than embracing the full interdisciplinary nature of the subject area. This is especially true at the Master's level. For example, those who concentrate on textile science earn a MS; those in merchandising, a MS or MBA, those in design an MFA, those in social psychology of dress a MA or MS, and those in history a MA or MS. As is seen in a review of current programs in the field, there is no strong consistency in terminology or degree designation, especially at the Master's level. Professionals in our field operate with a wide variety of credentials, largely depending on the availability of programs at one's alma mater. With the exception of those holding a MBA, which is a professional designation, individuals with MA, MS, MFA, and MPS, fully participate in both the academic and commercial realms. Students with various Master's degrees are regularly admitted as cohorts to PhD programs and succeed. Therefore, rather than being "second class citizens," those possessing a MFASH would be equally prepared for doctoral study, coming to the opportunity with a significant scholarly foundation formed through rigorous academic training.*

The American standard for a doctorate is the Ph.D. The DFash degree requires practice-based research, and although it sounds intriguing , there is no full explanation of what exactly that is. Although the document states that some European universities offer similar degrees, they did not offer an example. There is nothing about those programs in the document. The MFash and D Fash programs do not appear to be rigorous. The full explanation of the new approach to research(practice-based) is missing. There are no examples. No publications.

- *Fashion School Response:*
  This comment no longer applies, but will be taken into consideration should we begin discussions about a doctoral program. As was stated earlier, it is understood that a step in that direction would only be

warranted after it was determined that the MFASH program was successful and with substantial research in advance. We have amended and expanded the MFASH proposal to reference European graduate programs with a fashion focus. After thoughtful debate, we have integrated comments regarding the rigor of the proposed program and adjusted the curriculum accordingly. Finally, we have further described and illustrated our conception of practice-based research in the proposal.

I believe if the Kent Fashion school wants to take advantage of its recent awards and successes, that it would be better served by sticking with tradition. It is easier to get approval for something that everyone understands. If I were at Kent, I would want to consider developing an MFA in fashion design, which is Kent's strength. And then work at developing a joint PhD. Program with other units across campus. That would offer plenty of possibilities for creating something new, and because it would be a PhD. It could be easily accepted. The new approaches to research mentioned in the proposal could then be addressed within the structure of a PhD. Program. I think that interdisciplinary programs are what we should be doing more of.

- *Fashion School Response:*
  Per the proposal put forth, after careful examination of the current environment in the fashion industry and education, we made a conscious decision not to "stick with tradition." Proposing a MFA in fashion design would duplicate other strong programs (as referenced by the reviewers) and be counter to our mission. We are seeking to expand knowledge and understanding of the phenomenon of fashion, developing creative solutions to the industry's challenges through practice-based research. Limiting our graduate offerings to fashion design would discount the full range of faculty expertise and resources. We concur with the reviewer regarding the value of interdisciplinary programs, and are committed to developing a program that reflects that objective.

2010 BLS Standard Occupational Classification System occupations in which MFASH graduates are eligible to participate:

11-0000 Management Occupations
11-2000 Advertising, Marketing, Promotions, Public Relations, and Sales Managers
11-2010 Advertising and Promotions Managers
11-2020 Marketing and Sales Managers
    11-2021 Marketing Managers
    11-2022 Sales Managers
11-2030 Public Relations and Fundraising Managers
11-3000 Operations Specialties Managers
11-3010 Administrative Services Managers
11-3020 Computer and Information Systems Managers
11-3030 Financial Managers
11-3050 Industrial Production Managers
11-3060 Purchasing Managers
11-3070 Transportation, Storage, and Distribution Managers
11-3120 Human Resources Managers
11-3130 Training and Development Managers
11-9000 Other Management Occupations

13-0000 Business and Financial Operations Occupations
13-1000 Business Operations Specialists
13-1010 Agents and Business Managers of Artists, Performers, and Athletes
13-1020 Buyers and Purchasing Agents
    13-1022 Wholesale and Retail Buyers, Except Farm Products
13-1050 Cost Estimators
13-1070 Human Resources Workers
    13-1071 Human Resources Specialists
13-1080 Logisticians
13-1110 Management Analysts
13-1120 Meeting, Convention, and Event Planners
13-1130 Fundraisers
13-1150 Training and Development Specialists
13-1160 Market Research Analysts and Marketing Specialists
13-1190 Miscellaneous Business Operations Specialists
13-1199 Business Operations Specialists, All Other
13-2000 Financial Specialists
13-2050 Financial Analysts and Advisors
    13-2051 Financial Analysts

19-3000 Social Scientists and Related Workers
19-3020 Survey Researchers
19-3093 Historians

25-0000 Education, Training, and Library Occupations

25-1000 Postsecondary Teachers
25-1010 Business Teachers, Postsecondary
25-1062 Area, Ethnic, and Cultural Studies Teachers, Postsecondary
25-1120 Arts, Communications, and Humanities Teachers, Postsecondary
25-1121 Art, Drama, and Music Teachers, Postsecondary
25-1190 Miscellaneous Postsecondary Teachers
25-1191 Graduate Teaching Assistants
25-1192 Home Economics Teachers, Postsecondary
25-1194 Vocational Education Teachers, Postsecondary
25-1199 Postsecondary Teachers, All Other
25-3000 Other Teachers and Instructors
25-3020 Self-Enrichment Education Teachers
25-3090 Miscellaneous Teachers and Instructors
25-3099 Teachers and Instructors, All Other
25-4000 Librarians, Curators, and Archivists
25-4010 Archivists, Curators, and Museum Technicians
    25-4011 Archivists
    25-4012 Curators
    25-4013 Museum Technicians and Conservators
25-9000 Other Education, Training, and Library Occupations
25-9010 Audio-Visual and Multimedia Collections Specialists
25-9030 Instructional Coordinators
25-9090 Miscellaneous Education, Training, and Library Workers
25-9099 Education, Training, and Library Workers, All Other

27-0000 Arts, Design, Entertainment, Sports, and Media Occupations
27-1000 Art and Design Workers
27-1010 Artists and Related Workers
    27-1011 Art Directors
    27-1012 Craft Artists
    27-1014 Multimedia Artists and Animators
    27-1019 Artists and Related Workers, All Other
27-1020 Designers
    27-1022 Fashion Designers
    27-1024 Graphic Designers
    27-1026 Merchandise Displayers and Window Trimmers
    27-1027 Set and Exhibit Designers
    27-1029 Designers, All Other
27-3000 Media and Communication Workers
27-3020 News Analysts, Reporters and Correspondents
    27-3021 Broadcast News Analysts
    27-3022 Reporters and Correspondents
27-3030 Public Relations Specialists
27-3040 Writers and Editors
    27-3041 Editors
    27-3042 Technical Writers
    27-3043 Writers and Authors
27-3090 Miscellaneous Media and Communication Workers

27-3099 Media and Communication Workers, All Other
27-4000 Media and Communication Equipment Workers
27-4032 Film and Video Editors

41-0000 Sales and Related Occupations
41-1000 Supervisors of Sales Workers
41-1010 First-Line Supervisors of Sales Workers
41-1011 First-Line Supervisors of Retail Sales Workers
41-1012 First-Line Supervisors of Non-Retail Sales Workers
41-3000 Sales Representatives, Services
41-3010 Advertising Sales Agents
41-3090 Miscellaneous Sales Representatives, Services
41-3099 Sales Representatives, Services, All Other
41-4000 Sales Representatives, Wholesale and Manufacturing
41-4010 Sales Representatives, Wholesale and Manufacturing
41-4011 Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products
41-4012 Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products
41-9000 Other Sales and Related Workers
41-9011 Demonstrators and Product Promoters
41-9099 Sales and Related Workers, All Other

51-0000 Production Occupations
51-6000 Textile, Apparel, and Furnishings Workers
51-6020 Pressers, Textile, Garment, and Related Materials
51-6030 Sewing Machine Operators
51-6050 Tailors, Dressmakers, and Sewers
51-6051 Sewers, Hand
51-6052 Tailors, Dressmakers, and Custom Sewers
51-6090 Miscellaneous Textile, Apparel, and Furnishings Workers
51-6092 Fabric and Apparel Patternmakers
51-6099 Textile, Apparel, and Furnishings Workers, All Other

Appendix B – Ohio comparable programs to the proposed MFASH

University of Akron:
M.A. in Clothing, Textiles and Interiors at the University of Akron.

The M.A. program at the University of Akron focuses more on historical, cultural and material culture research in textiles and interiors. It *does not have a clear fashion industry alignment, nor does it incorporate coursework in branding, design or merchandising.*

From the University of Akron website description:
The focus of the Master's Degree in the School of Family and Consumer Sciences is on the individual, the family, and the relationship between families and the changing social, economic, and physical environments. This graduate program is based on scholarship, integrity, and the betterment of the human condition. Housed in Schrank Hall South, their facilities consist of modern, multipurpose seminar and lecture rooms, laboratories, enhanced technology classrooms, a computer laboratory, and the Center for Child Development, all of which are open to graduate students for study and research.

Quote from Contact: Teena Jennings-Rentenaar (tj9@uakron.edu)

> "Our graduate program is different from what I understand yours will be. Because all of the faculty working here in Clothing, Textiles and Interiors have a background in historical research as well as cultural research, our focus is towards material culture, social history with emphasis in fashion, and/or cultural anthropological studies.
>
> We emphasize textile science during our undergraduate degree by requiring three courses. This prepares students who return for a master's degree for subsequent work in textile conservation.
>
> What that means is that our graduate students, once they have completed our program which includes a thesis requirement, usually head off to curatorial/conservation work in a museum context, working in developing countries with co-operatives, or teaching.
>
> With a thesis as a requirement, it also means that from the time the students enter the program until they are finished they are usually here at least 4 years, some much longer. Each year we accept 3-5 new students. From this, you can see that we have between 15-20 in the pipeline at any time."

University of Cincinnati:
MDes at University of Cincinnati.

In this program the students with a background in fashion design focus their degree in product development. The MDes at UC encompasses a wide range of design disciplines, but *does not include applications in merchandising, branding, retail, historical or critical analysis, and is not specific to fashion as a unifying discipline.*

From the University of Cincinnati website description:

The School of Design offers the Master of Design degree through a two-year program intended for students with undergraduate degrees and work experience in digital design, fashion design, graphic design, or industrial design. The School faculty support advanced work in each of these disciplines, and interdisciplinary graduate research is also encouraged.
The Master of Design is a post-professional terminal degree. There are two focus areas for graduate study:

- Product Development for people with backgrounds in fashion design or industrial design.
- Visualization for people with backgrounds in digital design or graphic design.

Interdisciplinary graduate seminars and studios provide an opportunity to explore issues of common concern to all professional design fields, such as sustainable design, universal design, design and identity, and design and consumerism.

Ohio State University, Columbus:
The M.S. and PhD in Consumer Sciences with a concentration in Fashion and Retail Studies.

This M.S. degree program focuses on social-psychological, behavioral and historical perspectives in the investigation of textiles and clothing. *This strong graduate program has more emphasis on theory in retail strategies, design and production, and while it is possibly the most similar to the proposed MFASH, it has less of a technology and industry-driven curriculum.*

Quote from contact: Trish Cunningham (tcunningham@ehe.osu.edu)

> "Fashion and Retail Studies focuses on the investigation of textiles and clothing products and their use by people from historical, behavioral, and social-psychological perspectives. You will integrate the study of human behavior with the market activities of development, allocation, distribution, acquisition, and consumption of softgood products."

Ohio University, Athens:
M.S. in Apparel, Textiles and Merchandising

The M.S. degree from Ohio University is also similar, but *has more student research focus in the consumer behavior and psychological aspects of apparel consumption, rather than the more practitioner-based research models proposed for the MFASH.*

From Ohio University's catalog description:
Apparel, Textiles, and Merchandising (M.S.) - The Apparel, Textiles and Merchandising (ATM) program offers professional preparation with a scholarly foundation for students seeking industry positions in merchandising (such as buying, management, and product development) and teaching and research positions in academe. The program focuses on textile and apparel products, their processes of innovation, production, distribution, promotion, diffusion, and consumption. The ATM masters program provides a strong foundation for students who plan to continue with doctoral study.

Quote from contact: Ann Paulins (paulins@ohio.edu)

> "There is a need in the field to develop more graduate degreed professionals who will be successful seeking careers in academe… The Ohio University masters program is

positioned as a feeder for doctoral programs offered at other institutions because it requires a thesis and offers a strong research foundation… Students in the ATM program select from areas of emphasis in historic clothing and textiles; merchandising; and social and psychological aspects of apparel consumption."

Bowling Green State University:
M.S. in Apparel, Textiles and Merchandising at Ohio University
BGSU used to have a Masters in textiles and clothing, but has been inactive since at least 2002.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **3-Dec-12** Curriculum Bulletin _____

Effective Date **Fall 2013** Approved by EPC _____

Department

College **AS - Arts and Sciences**

Proposal **Inactivate Institutes/Centers**

Proposal Name **Inactivate the Institute for Computational Mathematics; Water Resources Institute; Kent Nanostructured Materials Center; Center for Research and Workplace Literacy; and the Center for Psychoanalysis and LIterature**

Description of proposal:

The centers and institutes above are not active and need to be removed from the university's list of centers and institutes.

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

None

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 12/3/12
College Dean (or designee)

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

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

AS
3

Proposal Summary

Inactivate Non-Performing Institutes and Centers in the College of Arts and Sciences

Description of Action, Including Intended Effect

Spring 2012 the College of Arts and Sciences undertook a systematic review of the institutes and centers associated with the College. Five were found to be non-active – faculty are not active within their stated roles and no resources are associated with them. The College would like them to be formally inactivated and removed from any university listing. Specifically the College seeks to inactivate the:

1. Institute for Computational Mathematics
2. Water Resources Institute
3. Kent Nanostructured Materials Center
4. Center for Research and Workplace Literacy
5. Center for Psychoanalysis and Literature

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

None

Fiscal, Enrollment, Facilities and Staffing Considerations

None

Evidence of Need and Sustainability if Establishing

NA

Provisions for Phase-Out if Inactivating

Nothing is currently undertaken in the name of these centers and institutes. Inactivating them immediately will have no impact.

Timetable and Actions Required: *a chronology of actions required to approve the proposal with an anticipated implementation date for each action*

Fall 2012	College Curriculum Committee approval
January 2013	EPC Approval
Fall 2013	Effective Date

AS
2

About

Centers and Institutes

As Northeast Ohio's premier public university, Kent State University is proud to host many centers and institutes -- each of which supports the institution's teaching, research and public service mission in its own unique way. The university has a long, strong history of public-private partnerships and of sharing the expertise of our world-class faculty and highly trained staff far beyond campus boundaries.

Oftentimes, the research and initiatives produced by these facilities translate to "knowledge at work." It can mean improving Ohio's classrooms through learning technologies, developing the next generation of liquid crystal display nanotechnology or improving the lives of people in depressed areas of the world -- which also creates contacts and markets for Ohio businesses.

A-C

- Applied Psychology Center (APC)
- Center for Applied Conflict Management (CACM)
- Center for Conrad Studies
- Center for Health Promotion through Education
- Center for Information Systems (CIS)
- Center for Materials Informatics (CMI)
- Center for Nuclear Research (CNR)
- Center for Nursing Research (CNR)
- Center for Public Administration and Public Policy (CPAPP)
- ~~Center for Research and Workplace Literacy (CRWL)~~
- Center for Scholastic Journalism
- Center for Sport and Recreation Development (CSRD)
- Center for the Study of Information and Religion
- Center for the Study of Librarianship
- Center for the Study of World Musics (CSWM)
- Center of Pan African Culture (CPAC)
- Child Development Center (CDC)
- College of Architecture and Environmental Design
- Communication Research Center (CRC)

E-G

- Educational Technology and Distance Learning
- Family Child Learning Center
- Gerald H. Read Center for International and Intercultural Education (CIIE)
- Global Management Center (GMC)

H-M

- Hattie Larlham (HLRI)
- Human Development Center (HDC)
- Institute for African American Affairs (IAAA)
- Institute for Applied Linguistics (IAL)
- Institute for Bibliography and Editing (IBE)
- Institute for CyberInformation (ICI)
- Institute for Library and Information Literacy Education (ILILE)
- Institute for the Study and Prevention of Violence (ISPV)
- Justice Volunteer Center

AS
4

- Kent Regional Business Alliance (KRBA)
- Liquid Crystal Institute (LCI)
- Lyman L. Lemnitzer Center for NATO and European Union Studies
- Media Law Center for Ethics and Access (MLC)

O-R

- Ohio Employee Ownership Center (OEOC)
- Ohio Literacy Resource Center (OLRC)
- Ohio Small Business Development Center at Kent State Stark (OSBDC)
- Psychological Clinic
- Reading and Writing Development Center (RWDC)
- Regional Corporate and Community Services
- Research Center for Educational Technology (RCET)
- Research in Justice Issues (RJUS)

S-W

- Small Business Administration Resource Center, Trumbull Campus
- Small Business and Workforce Development, Salem Campus
- Small Business Development Center, East Liverpool Campus
- Speech and Hearing Clinic
- Survey Research Lab (SRL)
- The Center for Innovation in Transition and Employment (CITE)
- The Entrepreneurial Academy
- The Research and Evaluation Bureau
- Urban Design Center (UDC)
- ~~Water Resources Research Institute (WRRI)~~
- Wick Poetry Center
- Workforce Development and Continuing Studies Center, Trumbull Campus

AS 5

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **18-Dec-12** Curriculum Bulletin _____

Effective Date **Fall 2013** Approved by EPC _____

Department **Sociology**

College **AS - Arts and Sciences**

Degree **MA - Master of Arts**

Program Name **Justice Studies** Program Banner Code **JUS**

Concentration(s) – Concentration(s) Banner Code(s)

Proposal **Inactivate program**

Description of proposal:
Inactivation of the MA degree in Justice Studies (now Sociology)

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):
Political Science.

REQUIRED ENDORSEMENTS

Department Chair / School Director — 12/27/12

Campus Dean (for Regional Campuses proposals) — / /

College Dean (or designee) — 1/7/13

Dean of Graduate Studies (for graduate proposals) — 1/8/13

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

Proposal Summary
Inactivation of MA JUS Program

Subject Specification:

The intent of this proposal is to provide details for a proposed inactivation of the MA degree in Justice Studies.

Background Information:

History and Rationale for Inactivation

A proposal to suspend the MA degree in Justice Studies was submitted in the Fall of 2010 after the Justice Studies Department merged with Sociology. At that time enrollment was extremely low (only several students), and Justice Studies had lost eight of 14 faculty capable of supporting the MA JUS degree. During the suspension period, Sociology attempted to hire faculty needed for successful delivery of the degree; however, we have not completed hiring within the area. Once hiring is completed, Sociology will need to reevaluate the degree and its delivery to determine if and how it might be restructured to make it more marketable and improve previously low enrollment. At this time, the faculty in Sociology unanimously agree that the program should be inactivated until such time that a new degree can be designed and served. There are no active students in the MA JUS degree program at this time.

Effect on current programs, offerings, students, staff

The MA JUS degree program was near-obsolete when Justice Studies merged with Sociology. Since that time, the few students enrolled in the program have completed it (i.e., during the suspension period). The program is now inactive in practice. As such, formal inactivation of the program will have no adverse effects on our program (including its fiscal well-being), faculty teaching duties, active graduate students, or staff duties. Furthermore, the Justice Politics and Policy (JPP) track in the Department of Political Science--jointly administered with Justice Studies before its merger with Sociology--was discontinued by POL in 2011, and at this time there are no Political Science MA/PhD students in the track who are actively taking courses or need to take comprehensive exams (personal communication with Mike Ensley, POL Graduate Coordinator, 12/18/2012). As such, we have confirmed that inactivation of the MA JUS degree will have no adverse effects on current programs, offerings, students, or staff in POL.

Provisions for phase-out if inactivating

Because elimination of the concentration will have no impact on our program (or POL), offerings, active graduate students, or staff, no provisions for phase-out are necessary.

Alternatives and Consequences:

For the reasons outlined above, the Sociology Department has not considered alternatives to inactivation. The Department does not have the faculty to serve the degree at this time. If a new degree program is created in the future, it will look very different than the current MA JUS program.

Specific Recommendation and Justification:

For the reasons outlined above, the Sociology Department specifically recommends inactivating the MA degree in Justice Studies.

Timetable and Actions Required:

No further action is required at the department level. The Sociology Department voted unanimously to inactivate the MA JUS degree at the December 2012 faculty meeting.

Kent State University Catalog 2012 - 2013

Justice Studies - M.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: Department of Sociology
215 Merrill Hall
Tel: 330-672-2562
E-mail: tlowens@kent.edu
Web: www.kent.edu/cas/sociology

Resources:

DESCRIPTION: The Master of Arts in Justice Studies prepares students for staff and administrative careers in fields related to the prevention, treatment and control of crime and delinquency. It also offers opportunities for agency personnel to broaden their education and upgrade their skills. An important purpose of the program is preparation for advanced study at the doctoral level.

ADMISSION REQUIREMENTS: Official transcript(s), 3.2 GPA, GRE, goal statement and three letters of recommendation (preferably academic).

THESIS/DISSERTATION: Students have three options for the final culminating research requirement. The first option is the thesis requirement. The second option is an internship and research paper. The third option is to complete one additional elective course and write a research paper.

If a student chooses the thesis option, the thesis topic must be approved by the student's thesis committee. A completed thesis must show evidence of original research and meet the standards set by the university.

If a student chooses the internship and research option, the internship arrangements can be made with a wide variety of juvenile and adult federal, state and county justice agencies. Students must also write a monograph over the internship experience. In addition to the internship, the student must complete an original research paper and oral examination on the research paper.

If a student chooses the additional elective course and research paper, the student can select any 60000-level course, except JUS 66796 Individual Investigation. The student must also complete an original research paper and oral examination on the research paper.

GRADUATION REQUIREMENTS: Requirements for the degree are 33 semester hours. These requirements include 15 hours of required core courses, 12 hours of electives, and 6 hours of thesis, internship and research paper, or an additional course and research.

PROGRAM FEE: None

Kent State University Catalog 2012 - 2013

Justice Studies - M.A. Program Requirements

Back to program page

JUSTICE STUDIES PROGRAM REQUIREMENTS (33 credit hours)			
Course		**Title**	**Credits**
JUS	66762	Proseminar in Issues in Contemporary Justice	3
	66763	Theories of Crime and Delinquency	3
	66767	Justice Administration	3
	66768	Research Methods in Justice Studies	3
	66775	Research Methods in Justice Studies II	3
Elective*			12
Choose from the following:			6
JUS	66199	Thesis I (6)	
	66792 66798	Internship in Justice Studies (4) and Research (2)	
	66798 6xxxx	Research (3) and 60000 level Justice Studies elective course (3)**	
		TOTAL	33

*Elective courses should be selected in consultation with the faculty advisor
**Excluding JUS 66796.

HALEY, MARY ANN

From: KALKHOFF, WILLIAM
Sent: Thursday, December 27, 2012 2:28 PM
To: SERPE, RICHARD
Cc: TILLETT, THERESE; STEPHENS, MARY ANN; HALEY, MARY ANN
Subject: RE: Admission suspended until 2013 - MA Justice Studies - Gerontology concentration in MA Sociology
Attachments: ccp-programs_GERON.docx; ccp-programs_MAJUS.docx; proposal-summary_GERON.docx; proposal-summary_MAJUS.docx

Importance: High

Richard,

I have completed the paperwork to request inactivation of the MA JUS degree program and the GERO concentration for the MA in Sociology.

Based on the an earlier email that you had received (below), I filled out the forms that Therese Tillett identified. They are attached to this message. Two of the forms, as you'll see, require your signature, and other signatures will need to be added to these as they make their way to the January meeting of the Educational Policies Council.

Will

From: SERPE, RICHARD
Sent: Thursday, November 01, 2012 2:02 PM
To: KALKHOFF, WILLIAM
Subject: FW: Admission suspended until 2013 - MA Justice Studies - Gerontology concentration in MA Sociology

Will,

We need to decide what's next for these two issues....

Richard

Richard T.Serpe, Ph.D.
Chair and Professor of Sociology

Department of Sociology
Kent State University
P.O. Box 5190
Kent, OH 44242-0001
Email: rserpe@kent.edu
Voice: (330) 672-4896
Fax: (330) 672-4724

From: TILLETT, THERESE
Sent: Thursday, November 01, 2012 1:59 PM
To: SERPE, RICHARD

Cc: HALEY, MARY ANN; STEPHENS, MARY ANN
Subject: RE: Admission suspended until 2013 - MA Justice Studies - Gerontology concentration in MA Sociology

Hello, Richard,

Just a reminder about these programs. The deadline for the January EPC meeting is 5 January.

Best, Therese

Therese E. Tillett | Director of Curriculum Services | Office of the Provost
Kent State University | 384 University Library | 1125 Risman Dr | Kent, OH 44242
Tel: 330-672-8558 | Fax: 330-672-2645 | ttillet1@kent.edu | www.kent.edu
Curriculum Services: www.kent.edu/provost/curriculum

From: TILLETT, THERESE
Sent: Wednesday, June 20, 2012 11:11 AM
To: SERPE, RICHARD
Cc: HALEY, MARY ANN; STEPHENS, MARY ANN
Subject: Admission suspended until 2013

Hello, Richard,

I wanted to let you know that we're coming up on the deadline for the admission suspension for the following two programs. They were approved to be suspended until fall 2013, when at that time, the faculty are to decide to either reopen admissions or officially inactivate the program.

- MA degree in Justice Studies
- Gerontology concentration within the MA degree in Sociology

That decision should be brought to the Educational Policies Council no later than its January 2013 meeting. To revise the program and reopen the program, or to inactivate the program, please complete the following:

1. Certification of curriculum proposal (CCP) form
2. Proposal summary

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 | www.kent.edu
Curriculum Services: www.kent.edu/provost/curriculum

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **27-Nov-12** Curriculum Bulletin _____

Effective Date **Fall 2013** Approved by EPC _____

Department **Nursing**

College **NU - Nursing**

Degree **PHD - Doctor of Philosophy**

Program Name **Nursing** Program Code **NURS**

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

Proposal **Offer program fully online**

Description of proposal:

This proposal is written to describe transition of PhD coursework in nursing to a synchronous, real-time, online format.

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

Current total credit hours: **72** Proposed total credit hours **72**

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

We will offer the PhD in nursing synchronously, online. No other programs, policies, or procedures will be affected by the proposed online delivery. Faculty numbers are adequate for teaching; enrollment has increased, which makes the courses more resource neutral, as a function of increased revenues accruing. Staffing currently is adequate to manage academic and professional advising. The hiring plan for the College of Nursing (CON) incorporates 3-4 faculty hires and 1-2 staff hires (as needed), annually, to accommodate increased demands that will arise from dissertation requirements. The RCM budgeting model helps to ensure adequacy of funding to make the required hires.

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

At Kent State, Dean of the Graduate School; at the University of Akron, nursing program faculty and administrators (program is offered jointly with University of Akron).

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)

PhD in Nursing at Kent State University
MEMO
November 2012

The Kent State University/University of Akron (KSU/U of A) Doctor of Philosophy (PhD) PhD in Nursing program—ranked 127 of 442 nationally-ranked doctoral programs in nursing—is designed to prepare scholars for research, strengthening the quality of their individual and collective contributions to nursing science. The purpose of this proposal is to further strengthen our impact by creating an online instructional format for the PhD in Nursing degree. Because we have built high quality graduate programming, we know that we can deliver online doctoral programming with the same excellence as demonstrated through our online masters programming and our core of exemplary doctoral courses.

Nurses practice in a wide diversity of practice areas with differing scopes of practice and levels of authority. Collectively, however, nurses subscribe to a metaparadigm that involves assisting people to interact with the environment in a way that strengthens and supports their health. The science undergirding nursing practice has evolved relatively recently, and involves in-depth, conceptual/theoretical/philosophical systems of knowledge. Nursing science and nursing knowledge affect quality of life for people everywhere, and it is at the PhD level that nursing knowledge and its undergirding science are established, tested, and expanded. Because the PhD in nursing is about science in a variety of contexts, scientific learning involves a range of possible settings and research foci—hospitals, home care, research laboratories, clinics, and schools, for example, where patients, clients, and practitioners are involved. Nursing's complex 'laboratory' and research foci make online instruction an appropriate way to provide mentored research experiences.

We are in the midst of a redesign in American healthcare, led, in large part, by a well-educated nursing workforce. The need for expansion of nursing science is increasingly apparent as technology expands and healthcare becomes increasingly more complex. In their 2010 report—The Future of Nursing: Leading Change, Advancing Health—the Institute of Medicine called for an improved information infrastructure in healthcare, with nurses partnering fully with physicians and other healthcare professionals to strengthen the quality of healthcare throughout the US. More specifically, **the 2010 Institute of Medicine report called for doubled numbers of doctorally-prepared nurses by 2020, increasing the number of nurse scientists prepared in education and research** (http://www.iom.edu/~/media/Files/Report%20Files/2010/The-Future-of-Nursing/Future%20of%20Nursing%202010%20Recommendations.pdf).

Nursing PhD graduates from the KSU/U of A program conduct and disseminate critical research that informs healthcare agendas regionally, nationally, and internationally. By offering the program in a synchronous, online format, KSU and U of A will make our high quality coursework available to students nationally, expanding the pool of highly qualified nurse scientist scholars. Moreover, the synchronous online format ensures that every student opting to enroll will have ready, local access to coursework exactly as it is offered in a traditional, face-to-face format. Synchronous online coursework makes optimal use of available technology—in the case of our program, use of the Elluminate platform—to allow students to access coursework, instruction, and mentorship from their chosen locations, in real time. Students actually see the faculty member and other students in the class session or small group discussion or mentor meeting, for examples, as it takes place. Students have access to course materials online or through library reserves, they can ask questions and will receive responses in real time. Because they access the class online, however, there is no need for them to relocate to pursue the degree; rather, the classroom is brought to them.

Our efforts to pursue online doctoral coursework in nursing are not unique. The following universities (all ranked by U.S. News and World Report, as noted) also offer doctoral programs online:

University with Online PhD in Nursing	U.S. News and World Report Ranking
Vanderbilt	15
University of Texas—Houston	21
University of Texas—San Antonio	36
Medical College of South Carolina	50
University of Texas at Arlington	64
University of Texas at Galveston	64
Texas Women's University	64
University of Hawaii	99
University of North Dakota	127
New Mexico State University	193

Although our online PhD program in nursing will be trailblazing for Ohio, there is clear precedent among strong nursing doctoral programs nationally for online doctoral nursing education. For example, the Vanderbilt University School of Nursing offers the PhD for Nursing Science through course work delivered using Internet supported technology with limited on-campus visits. Courses are taught using a combination of:

- Concentrated blocks of time on campus (i.e., intensives). Blocks are approximately 20 days per academic year spread out among three campus visits.
- Synchronous and asynchronous delivery methods. Synchronous classes (i.e., required same time sessions) are held weekly.

Similarly, the University of North Dakota College of Nursing offers the PhD in Nursing and utilizes online instruction (e.g., live web classes, recorded lectures) with face-to-face intensives (e.g., held yearly on campus or at regional nursing conferences). The University of Hawai'i and New Mexico State University's School of Nursing's online PhD program also require one week campus visit per year, meeting at a research conference once per year, and all other courses and assignments (including comprehensive oral and written examinations, and the dissertation) through online instruction. East Tennessee State University requires their online PhD Nursing students to attend an on-campus session at the beginning of each semester, and the University of Tennessee's online DNP requires candidates to be on campus either twice during their programming (Knoxville campus) or four times yearly (Memphis campus). All other instructional delivery and mentorship is through online methods. The University of Missouri requires students in their Nursing PhD program to attend two summer research institutes but all coursework is provided online. Moreover, the Medical University of South Carolina, Texas Woman's University, University of Texas, offer 100% online PhD programs in Nursing through the use of synchronous and asynchronous technology.

Our plan for enhancing socialization of our students as research scientists is included herein and in the documents accompanying this memo.

Across the US, PhD level faculty shortages limit capacity for undergraduate and master's nursing student enrollment, even as the need for nurses prepared at advanced practice levels across education, research, and practice arenas continues to grow. Nationally, budget constraints, increasing average

faculty age, and demand for nurses' expanded clinical roles (encouraged in the 2010 Institutes of Medicine) increase competition for nurses' interest in academic and advanced practice roles. The nursing shortage will significantly affect the quality of health care in America; that shortage is attributable, in large part, to a significant shortage of PhD level nursing faculty recognized since at least 2007 (Association of Academic Health Centers).

To enhance available numbers of well-prepared nursing faculty, the American Association of Colleges of Nursing (AACN) and its accrediting arm, The Commission on Collegiate Nursing Education (CCNE), have been active in leveraging resources to secure federal funding for faculty development programs; to collect extensive data regarding faculty vacancy rates; to identify strategies to address the shortage; and to focus media attention on the faculty shortage. Our choice to offer our doctoral programming online contributes directly to AACN's efforts and is intended, as well, to contribute actively to helping to stem the shortage of highly qualified nursing faculty.

AACN's 2011-2012 Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing report indicated that nursing programs in the US turned away 75,587 qualified baccalaureate and graduate nursing program applicants in 2011, as a consequence of a combination of factors. An insufficient number of faculty exacerbated the limitations imposed by scarce clinical sites and classroom space, unavailable clinical preceptors, and budget constraints in restricting programs' options for admitting students. Almost two-thirds of the nursing program administrators responding to the survey pointed to PhD level faculty shortages as a reason for not accepting all qualified applicants into entry-level baccalaureate programs.

In northeast Ohio, we are privileged to be part of one of the most robust healthcare environments in the country, and probably in the world. Given our overall access to clinical sites and interested preceptors, and establishment of and responsibility center approach to budget management, PhD level faculty shortage becomes the primary factor restricting our capacity to enroll nursing students.

The critical need for PhD level faculty is not unique to northeast Ohio. AACN's Special Survey on Vacant Faculty Positions (September 2011) indicated that 1,088 faculty vacancies were identified by 603 participating undergraduate and/or graduate nursing program administrators (88.6% response rate). Respondents identified needs for an additional 104 faculty positions to accommodate student demand. Survey data showed a nursing faculty vacancy rate of 7.7%, nationally, with most (91.4%) requiring or preferring a doctoral degree as the criterion of choice for faculty. The predominant reason identified by administrators having difficulty securing faculty was the limited pool of doctorally-prepared faculty (31.3%). Salaries deemed noncompetitive, compared to positions in the practice arena were identified by 26.72% of respondents.

Our effort to provide coursework online facilitates working nurses' access to education that will promote their strengthened contributions to nursing research as well as to nursing education. Strengthening nursing science through expansion of a doctorally-prepared nursing workforce is essential to quality healthcare, especially in light of expectations regarding nurses' expanding roles. Through our online programming, coupled with our planned, on-campus, intensive sessions to foster socialization and options for face-to-face coursework as desired, our proposed online program, already clearly successful in its intent, will make direct and significant contributions to stemming the nursing faculty shortage. Specific actions we will take to support students' socialization as research scientists are articulated in the 'Change Request' document accompanying this introductory memo.

Even as preparation of this document was initiated in August, 2012, National Public Radio broadcast a segment regarding the urgency of addressing the shortage of US nursing faculty http://www.npr.org/blogs/health/2012/08/03/156213925/nursing-schools-brace-for-faculty-shortage). With the gradual initiation of online courses available for our PhD students enrollments in the PhD program have trended, upwards, as follows: 2005-2008: 20 doctoral admissions; 2009-2012: 42 doctoral admissions.

Integrity and program quality will not be affected by the transition to a synchronous, online offering, as offerings the success of courses and experiences available online to this point have demonstrated. Moreover, by offering our PhD program in a real-time, synchronous, online format we will contribute actively to a national effort to recruit highly-qualified, doctorally-prepared nursing faculty and researchers.

Nursing faculty and administration at Kent State University and the University of Akron are pleased to submit the attached documents in support of our goal to offer the PhD in nursing in a synchronous, online format.

Ohio | Board of Regents

University System of Ohio

CHANGE REQUEST:
ONLINE OR BLENDED/HYBRID DELIVERY

This form is to request authorization to deliver 50 percent or more of a degree/degree program that has previously been approved by the chancellor using an online or blended/hybrid[1] delivery model. The 50 percent marker excludes internships, clinical practicum, field experiences and student teaching.

Date of submission: January 28, 2013

Name of institution: Kent State University

Degree/degree program to be offered using online or blended/hybrid delivery:
PhD in Nursing

Primary institutional contact for the request
Name: Mary Ann Stephens
Title: Dean, Graduate Studies
Phone number: (330) 672-4712
E-mail: mstephen@kent.edu

Proposed start date: **Fall** 2013

Date that the request received final approval from the appropriate institutional committee:
Approved by the Educational Policies Council, a subcommittee of the Faculty Senate on January 28, 2013

Does the institution have Higher Learning Commission approval for online or blended/hybrid delivery:
Yes

Educator Preparation Programs:
Leads to licensure No
Leads to endorsement No

3. CURRICULUM

3.1 Will the online or blended/hybrid program be offered instead of or in addition to the onsite program?

The online program will be offered **in addition to the face-to-face program**. If this proposal is approved, most of the courses in the Nursing PhD program will be offered synchronously online—meaning that they will be offered in real time, in an online format. Additionally, they will be offered face-to-face in the classroom. Domestic (US) students may choose to enroll in either the online format or the face-to-face format. (International students will not be enrolled in the online format, but will continue to meet with faculty face-to-face in the physical classroom.)

[1] For this document, the following definitions will be used:
Online—most (80+%) of the content is delivered online; typically requires no face-to-face meetings.
Blended/hybrid—blends online and on-ground delivery; substantial content is delivered online; typically has a reduced number of face-to-face meetings.
Web-facilitated—use web-based technology (learning management system or web pages) to facilitate what is essentially a face-to-face course.
On-ground (aka traditional)—traditional, face-to-face, whereby content is primarily delivered orally or in writing. For this document, on-ground courses include those that are web-facilitated.

By creating an online instructional format for the PhD in Nursing degree, we hope to further strengthen the impact of Kent State University's program on the field of nursing. Because we have built high quality online graduate programming, we know that we can deliver online doctoral programming with the same excellence as demonstrated through our online master's programming and our core of exemplary doctoral courses.

3.2 Indicate whether the online or blended/hybrid program is equivalent to the on-ground program (e.g., expected outcomes, number of credits, course availability, etc.). If there are differences, please explain.

In every regard except physical presence of the online students in the classroom, the online PhD program is equivalent to the on-ground program traditionally offered. Student outcomes, number of credits, course availability, student assignments, time spent in preparation for and involvement in class, and faculty expectations of student performance will not differ between the two formats.

To address socialization of PhD students as research scientists, mandatory, onsite requirements, as outlined below, will be established to foster students' socialization as scientists.

Socialization, an important aspect of doctoral education, has to do with the relationship between the educational experience and expected outcomes, and the adoption of the norms and values consistent with those held by members of the scientific community. Whether doctoral education is delivered in a face-to-face environment or online environment, socialization occurs through experiences both inside and outside the classroom.

The American Association of Colleges of Nursing (AACN) (2001) developed a position paper regarding indicators of quality in research-focused doctoral programs. It is available at (http://www.aacn.nche.edu/publications/position/quality-indicators). Among these indicators are essential elements of formal and informal teaching and learning opportunities for doctoral students. These essentials include:

A. Analytical and leadership strategies for dealing with social, ethical, cultural, economic, and political issues related to nursing, health care, and research;
B. Progressive and guided student scholarship research experiences, including exposure to faculty's interdisciplinary research programs;
C. Immersion experiences that foster the student's development as a nursing leader, scholarly practitioner, educator, and/or nurse scientist; and
D. Socialization opportunities for scholarly development in roles that complement students' career goals.

Each of these essential elements of formal and informal teaching/learning and socialization opportunities for doctoral students can be addressed through online formats, and enhanced through on-campus opportunities. Our approach to addressing them is outlined in the table below.

Essential Element	Examples of instructional activities, formats, and processes
A. Analytical and leadership strategies	• Monthly, course faculty members will post (online) critiques of published research studies, current issues, or policies, or research methods s relevant to the courses in which students are enrolled. In synchronous, online discussions or in online chat rooms, students will create discussion threads around the topics, and provide solid

	evidential support for their responses. • Throughout their first year, students will engage in synthesizing research with the goal of developing a grant proposal during Year 2. To do this, students will use their discussion boards with peers and their advising time with faculty to brainstorm and specify their research questions and designs. By the end of Year 2, students are expected to have fully developed proposals ready to submit for review for funding. • In relevant courses, we will interactively discuss the nature of styles of leadership; identify relationships among interdisciplinary leadership, collaboration, and health outcome; and help students to develop skills, competencies, and capacities shown through research and best practices to be associated with leadership success. The relevance of leadership characteristics to development as a research scientist will be emphasized.
B. Progressive and guided student scholarship research experiences	Year 1 • Monthly small group meetings via synchronous video/audio technology (e.g., Skype) among faculty and students will guide students as they analyze and critique published research. • Guided modules offered in relevant courses (those specifically addressing research contexts and methods) will address CITI training through the IRB. • In relevant courses, and in on-campus seminars described below, students will organize and collaborate on research projects in a small group. The projects they develop will be presented during the August face-to-face program (see description below). • Assignments in relevant courses will include guided writing activities through which students will strengthen their skills in posing arguments and expanding the science of nursing. Year 2 • Coursework will build on the courses offered in year one, with a goal of strengthening students' ability to analyze and critique research and to begin to develop lines of thought that allow them to make active contributions to existing lines of research, as well as to develop novel lines of research. • Students will complete IRB applications and engage in interactions with peers and faculty regarding readiness of application • Course content will prepare students to initiate careers as independent researchers.
C. Immersion experiences	• Twice a year, students will travel to Kent to participate in a week-long intensive program (see table below for an outline of activities planned for the intensive program).

	• Students will be expected to participate in state, regional, and national conferences.
D. Socialization opportunities	• Collectively, as the points identified in the table are enacted, and as students interact with faculty on-line through coursework and in face-to-face immersion experiences, socialization as leaders and scientists emerges.

Whenever possible, group discussions will be audio-recorded so that students can return to the discussion at any time to review key ideas. Moreover, to ensure that these essential elements are present in online doctoral course offerings as comprehensively as they are in our face-to-face offerings, every student will spend two weeks per academic year on campus: one week in August and one week in January.

August and January Intensives

The overall goal of semi-annual on-campus intensives (each one week in length) will be to focus and refine students' ability to integrate what they are learning as they engage in 'deliberative practice.' Through deliberative practice, students will move beyond achieving the tasks important for a doctorally-prepared research scientist and will focus, in addition, on the assumptions, thinking, and beliefs *behind* these tasks, so they can contribute fully and effectively to the science of nursing. Activities for those two weeks, for each of the two academic years, will be conducted as follows:

August

On-campus activities offered in August will focus on students' actual experiences as doctoral students. Activities will differ for first- and second-year student cohorts, as follows.

Date	First year Cohort	Second Year Cohort
Day 1—scheduled, face-to-face meetings with faculty members	**Overview of on-campus experience**. This experience is intended to lay the groundwork for what preparation at the doctoral level actually means, how a research scientist in nursing interacts with the world, how doctoral education changes one, and about a PhD graduate's responsibility to the scientific community; interprofessional collaboration for transdisciplinary research; directions for the future	Faculty advisement to discuss research proposal and goals for on-campus experience. We will build ideas through peer discussion, critique, and review through design meetings that help students to bring relevant, cutting-edge projects to life. Address the culture of research for nurse scientists –consider wide-ranging viewpoints, broaden individual perspective, talk with others across disciplines through planned and focused meetings
	Learning on-line. Forging collaborations from distant points; thinking with	**Preparing for candidacy (written and oral exams).** Specific tasks required to prepare: forming a committee, structuring the

	intention; learning to maximize interactions with others in real time. Expanding one's individual lens and learning to work with others to give student ideas new legs. 'Speedstorming' (Joyce et al., 2010). Using web-conferencing systems: Elluminate – work through learning to think via synchronous online interaction	dissertation. Intentionally linking course content and formal thinking through deliberative practice so that course content begins to drive thinking as the student refines his or her professional development as a nurse scientist.
Day 2:	**Lecture series**. *Addressing Contemporary Issues in Nursing* (e.g., Nurse Topical lectures such as the roles of scientists in translational research) provide students a forum to better understand a broader scope of contemporary issues facing nurse scientists. As a practice discipline, moving the science to the practice is a necessary component of the socialization of students into the scientific role. Guided lectures provide a forum for thoughtful and intellectual inquiry.	
	Curriculum Overview. Provide an overview of each course required in the doctoral program—goals, sequence, scientific tools required. **Using scientific tools**. How to use tools such as Reference Manager, Literature Searches, Beginning of Scientific Writing	**Tool Kit for Scientists** Success as a scientist depends on communication of research findings to the broader scientific community. However, certain perquisites are needed to optimize the communication of the research enterprise. Learning what the basic infrastructure tools are (e.g., reference managers) and how to use these tools to accomplish goals for scientific writing, grant development and dissemination is foundational to research productivity. While dissemination is cornerstone to the scientific enterprise, an often undeveloped but necessary skill for students to experience includes peer review. In faculty modeled and directed peer review, students can learn constructive strategies to scrutinize discipline specific science.
Day 3:	**Becoming a scientist.** The shift in perspectives from being a practitioner to learning to be a scientist is important. We will spend extensive time in discussion about necessary practice and research roles and how those	Conducting research is not an isolated endeavor. As healthcare becomes more complex, nurse scientists are partners in interdisciplinary teams. Building scientific networks that extend beyond the single disciplinary perspective to advance the understanding of these complex issues is essential.

	roles should intersect, in addition to addressing the assumptions that guide both practice and science for nursing as a discipline among many. **Building scientific networks.** The importance of building interdisciplinary teams for scientific inquiry will be discussed. We will engage in small group activities related to expanding perspectives. **Content and process of critiquing scientific articles.** Faculty will lead discussions focused on formal critique and analysis of research. Discussion will include implications for students' dissertation work.	Excelling as a scientist is grounded in establishing mentoring relationships. Shared dialogue between faculty and students about the nature of mentoring relationships and how to navigate them broadens perspective on building a support system.
Day 4:	**Faculty Research Panel Discussion** *Building a fundable program of research*: The faculty research panel will discuss the importance of and ways of matching research interest with funding opportunities at the local, professional, and federal level. In addition, they will talk about the importance of reviewing RFPs and writing to proposal guidelines. Formative and summative mock reviews of grants will be conducted during this time. Career pathways for nurse scientists are embedded both in academia and practice. Challenges faced by faculty in academia are dominated by balancing teaching, research, and service. Similarly, nurse scientists in practice face different but equally challenging obstacles. In both settings, work-life balance is increasingly recognized as vital to a successful and long lasting career. Building a fundable program of research requires both infrastructure and skill. Learning to build the program of research at the local, professional and federal level is inclusive of formative and summative mock reviews.	
Day 5:	Doctoral Student Colloquium	

January

We will deliver the lecture component of one three credit-hour course for each cohort in an intensive, five-day format with writing and follow-up opportunities provided throughout the remaining semester. Work from the entire semester will constitute evidence of course performance. The courses will be one of the required courses in the PhD curriculum. The course will include classroom hours consistent with the

number of credits assigned to the course and will be structured so that there are pre-immersion, immersion and post-immersion activities. Six to eight weeks prior to the course, faculty will send course syllabi to the students. Students who attend the intensive course will to come to campus fully prepared to participate in the course. During this intensive course, the curriculum will be consistent with the course content when delivered in the semester-long format. Typically 2-3 assignments will be due throughout the following semester and timed so that they build on the content and each previous assignment. Assignment due dates will be structured so that students receive faculty feedback prior to the next assignment.

Sample Intensive Course—Year 1 Cohort

History and Philosophy of Nursing Science (NURS 70710) focuses on examination of the nature of metaphysics and epistemology, and the influence of contemporary Eastern and Western philosophies on the developing epistemology of nursing knowledge. Through this course, students will acquire knowledge, perspectives, and analytical skills important to understanding discourse about philosophies of nursing science. The course is designed so that, by the end of the course, successful students will be competent in: analysis and discourse on various ways of knowing used in development of nursing science; discussion of the nature and syntax of disciplines; analysis and discourse on the development of Western and Eastern philosophical traditions; analysis and discourse on the influence of Western and Eastern philosophical approaches to knowledge development in nursing science; analysis of the impact of social movements such as culture, ethnic and gender on knowledge development in the discipline; and critical analysis and discussion of extant epistemological issues in the discipline. The immersion format is ideal for encouraging students to think beyond the contexts that have guided their past experiences in nursing and science.

Sample Intensive Course—Year 2 Cohort

Advanced Quantitative Methods (NURS 70745) builds on three previous methods courses and so is ideally suited for an intensive format. The course objective "focuses on integration and application of elements of quantitative research design in nursing. Advanced topics in methods, statistics, and measurement are addressed." The course content advances student's previous level of understanding in designing, executing and analyzing quantitative research. The course focus includes classical and contemporary measurement models, a range of instrumentation issues from choosing an instrument to translational techniques, variability in sampling, data collection, and analysis. Traditional and contemporary research designs are explored. The immersion format is ideal for students to begin to refine their ability to synthesize theoretical, methodological, and analytical dimensions of their study.

3.3 Describe how interaction (synchronous or asynchronous) between the instructor and the students and among the students is reflected in the design of the program and its courses.

Because classes for the PhD program are synchronous and offered in real time, students will have full interaction with each other with and faculty during class time. Planned activities in courses will allow students to interact with one another in small group formats as well. Students will have access to all course materials as a function of the delivery platform.

A variety of technologies, all "housed" in the delivery platform, will be used to facilitate interactions. For example, students will enter the course through a web conferencing feature that will allow students in one location to see and hear students in another location. The instructor will be able to have all students participate in the discussion, regardless of their physical location. Using share technology, students will

be able to view presentations on their own screens as instructors refer to the material, engage in chats or break-out sessions with other students, and ask/answer questions in real time.

In relation to course delivery and mentoring, using online technologies will provide opportunities for students to hear content directly from the instructor, engage in discussions with faculty or other students, and participate in shared learning activities. We will use a variety of instructional technologies that allow us to teach and mentor students in research regardless of geographic location of the student—whether students are on ground or online.

In sum, as Bragg (1976) suggested, we employ a framework in our courses that supports socialization opportunities through three specific sets of interactions: 1) interactions with the educational setting, 2) interactions with faculty and students, and 3) interactions among students. These socialization opportunities are available through our synchronous, online formatted courses, through specific, campus-based activities highlighted in Section 3.2, above, and through more informal opportunities for student to student and student to faculty dialogue.

3.4 Explain how students are supported and counseled to ensure that they have the skills and competencies to successfully complete the curriculum in an online learning environment.

Students will be trained in the specifics of the relevant course delivery systems as they enter the program (prior to first class). As delivery platform changes, students will be re-trained and updated. For the most part, any change in delivery platform will require less training than did the platform preceding it, as technology improves and platforms become inherently more simple to use. Since students taking each course will be involved through audio and video communication with the faculty member, faculty support and counseling are available to each student during each class. Students will work directly with faculty members as they have questions about the online learning technology.

In addition to faculty support, the universities offer full support in online course delivery and technology. For example, KSU devotes a significant amount of technical support to students (and faculty) through its Office of Continuing and Distance Education (http://www.kent.edu/dl/index.cfm). Through email or phone calls, students can access personal responses to their online learning questions from qualified and competent technicians.

3.5 Describe the evaluation systems used to measure the quality and effectiveness of the program delivered in an online or blended/hybrid format.

Quality and effectiveness of the programs is evaluated in terms of students' course grades as well as trends in successful completion of preliminary and comprehensive examinations. Evaluation will be identical to that enacted for traditional, face-to-face PhD coursework. Instructors can post activities and exams online and students can respond directly to assessments or upload artifacts of their learning (e.g., papers, videos) in the delivery system. Safeguards regarding access and due dates are determined by the faculty member prior to the beginning of an assessment. Results of assessments can be provided via the delivery system as well as directly through instructor feedback through audio/video technology.

3.6* Using the chart below, please list the courses that make up the major/program and indicate whether they are delivered using an online, blended/hybrid or on-ground format (see definitions on first page). Identify all new courses (i.e., courses that are not a part of the approved, on-ground curriculum.) *Please provide a syllabus for each new course as an appendix item.

3.7 There are no new courses, however, syllabi for all courses are listed here.

Course	Online	On-ground (including web facilitated)	Blended/ Hybrid	Course currently required in approved program	Comments (as needed)
FOR COURSES IN THE PhD PROGRAM					
NURS 70710	■	■		Yes	3 cr
NURS 70727	■	■		Yes	3 cr
NURS 70705	■	■		Yes	3 cr
NURS 70715	■	■		Yes	3 cr
NURS 70737	■	■		Yes	3 cr
NURS 70725	■	■		Yes	3 cr
NURS 70730	■	■		Yes	3 cr
NURS 70720	■	■		Yes	3 cr
NURS 70745	■	■		Yes	3 cr
NURS 70747	■	■		Yes	3 cr
NURS 86091	■	■		Yes	3 cr
Cognate	■	■		Yes	3 cr
NURS 87091	■	■		Yes	3 cr
NURS 70735	■	■		Yes	3 cr
NURS 70749 or Cognate	■	■		Yes	3 cr
NURS 80199	■	■		Yes	30 cr
NURS 80299	■	■		Yes	1 cr/sem

4. FACULTY AND ADMINISTRATION

4.1 Describe the duties of the individual who has major responsibility for the administration and coordination of the online or blended/hybrid program. Describe the qualifications of this individual for the oversight of a distance education program and provide this individual's CV as an appendix item.

Dr. Mary Anthony is the Associate Dean, Research, in the College of Nursing. She is directly responsible for administration and coordination of the online PhD program and for processes implemented to ensure socialization of students as nurse scientists and researchers. Her CV is attached.

Decisions about curriculum are managed by a faculty council, comprising those individuals who teach in the PhD in nursing program (both Kent State and University of Akron).

4.2 Describe faculty members' responsibilities to the online or blended/hybrid program. In your response, indicate how faculty members' responsibilities to the online or blended/hybrid program affect their responsibilities to the on-ground program, including teaching load, advising, research/scholarship, and participation in faculty committees/governance. Are additional faculty members going to be hired to implement the online or blended/hybrid program? Will these faculty members participate in only the online or blended/hybrid program or will they participate in the on-ground program as well.

For the PhD, faculty members will teach the online section of every course **synchronously** with the face-to-face section (the latter including international students). That is, each course will be offered online AND face-to-face simultaneously. Therefore, all faculty will participate in the face-to-face and online programming. The responsibilities involved in teaching any given course changes little as a function of offering the online program. No additional teaching load will be incurred by adding the online option to our PhD deliver, and no additional strains on committees or governance will be incurred.

However, with increased numbers of students, advising will naturally increase. However, our current enrollments allow for an increase in advising without adversely affecting our faculty members responsibilities in this area or in meeting their research agendas.

As enrollment increases in the doctoral programs, new hires may be required. However, those new hires would be budgeted for through our RCM funding model—which allows for programs generating more tuition to meet their needs. All new faculty hired will be expected to teach in the online and on-ground programs.

The university has adopted standards for online teaching and each course is evaluated at time of development as well as annually. Significant resources are available to faculty for developing and delivering online instruction. The Office of Continuing and Distance Education provides up-to-date support for faculty and students (see http://www.kent.edu/dl/index.cfm).

For courses in the PhD program, faculty using Elluminate load course materials on the Elluminate site, and whether they are enrolled in the on-line or the face-to-face sections, students access course materials and content in the same way.

4.3 Describe the mechanisms used to ensure that faculty members have the appropriate qualifications and support to teach successfully in an online environment. Include in your response the pedagogical and technical support provided for the design, production and management of online courses, as well as institutional support for all essential technology.

All faculty members involved in teaching online PhD courses have been trained in use of delivery platforms. As noted, as technology is updated, ongoing training will be provided. Should in–class support be required, four support staff are available through the Nursing Help Desk (330-672-8757) to work through access and or delivery issues.

4.4 Using the form below, provide the information requested for each member of the instructional staff. A faculty member must be identified for each course to be taught during the first two years of program delivery. If a faculty member has not yet been identified for a course, indicate that as an "open position" and describe the necessary qualifications in the matrix (as shown in the example below). ***A copy of each faculty member's CV must be included as an appendix item.***

Faculty members teaching in the PhD program are as follows:

Name of instructor	Rank or title	Full-time/ part-time	Terminal degree title, discipline on diploma, institution, year	Course instructor will teach in proposed program	Experience teaching distance education courses/ professional development in DL	Number of courses instructor will teach/year (include traditional and DL)
Dr. Barbara Drew	Associate Professor	FT	PhD nursing, Case Western Reserve University, 1999	N 70715 Theory Development and Construction in	Past experience with master's courses, NURS 60012 (Advanced Assessment)	6

				Nursing		
Dr. Carolyn Murrock	Assistant Professor	FT	PhD nursing, Case Western Reserve University, 2007	N 70725 Quantitative Research Methods in Nursing	Experience teaching using Elluminate	3
Dr. Denice Sheehan	Assistant Professor	FT	PhD nursing, Kent State University, 2007	N70730 Qualitative Research Methods in Nursing	Past experience with master's courses NURS 60101 (Theoretical Basis) and with Elluminate	4
Dr. Michelle Dumpe	Visiting Associate Professor	FT	PhD, University of South Carolina, 1999	N70735 Nursing and Health Care Policy. (NOT OFFERED FALL 2012)	Experience teaching using Elluminate	4
Dr. Ratchneewan Ross	Associate Professor	FT	PhD nursing, Case Western Reserve University, 1999	N70737 Advanced Healthcare Statistics II	Instructs faculty in use of Elluminate; works with support personnel as expert	4
Dr. Stephanie Woods	Professor	FT	PhD nursing, Wayne State University, 1997	N87091 Nursing Science Seminar II	Experience teaching via Elluminate	1
Dr. Carolyn Murrock	Assistant Professor	FT	PhD nursing, Case Western Reserve University, 2007	N70705 Foundations of Research Methods	Experience teaching via Elluminate	3
Dr. Laura Dzurec	Professor	FT	PhD nursing, Case Western Reserve University, 1986	N70710 History and Philosophy of Nursing Science	Experience in a distance program in Oregon; HRSA funding for online program development	1
Dr. Tracy Riley	Associate Professor	FT	PhD. University of Pittsburgh nursing, 1999	N70720 Introduction to Nursing Knowledge Domains	Experience teaching via Elluminate	2
Dr. Mary Anthony	Professor	FT	PhD, Case Western Reserve University, nursing, 1995	N70745 Advanced Methods in Nursing Research: Application of Quantitative Methods	Experience teaching via Elluminate	2
Dr. Denice Sheehan/Dr. Laura Dzurec	Assistant Professor/ Professor	Both FT	PhD Kent State University, nursing, 2007	N70747 Advanced Methods in Nursing	As noted previously (NOT OFFERED	4 and 1, respectively, as noted previously

			Case Western Reserve University, nursing, 1986	Research: Application of Qualitative Methods	FALL 2012)	
Dr. Cathy Chen	Assistant Professor	FT	PhD Case Western Reserve University, nursing, 2005	N70727 Advanced Healthcare Statistics	Training to teach via Elluminate	4
Dr. Marlene Huff	Professor	FT	PhD, Case Western Reserve University, nursing, 1991	N86091 Nursing Science Seminar I	Experience teaching via Elluminate	1

Kent State verifies that the information in this request is truthful and accurate.

Respectfully,

Todd A. Diacon,
Senior Vice President for Academic Affairs and Provost

References

Bragg, A. K. (1976). *The socialization process in higher education*. Washington, DC: The George Washington University.

Joyce, C. K., Jennings, K. E., Hey, J., Grossman, J. C., & Kalil, T. (2010). Getting down to business: Using speedstorming to initiate creative cross-disciplinary collaboration. *Creativity and Innovation Management, 19,* **57-67.**

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **18-Oct-12** Curriculum Bulletin _____

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

Department

College **PH - Public Health**

Degree **PHD - Doctor of Philosophy**

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

Concentration(s) **Epidemiology, Prevention Science** Concentration(s) Banner Code(s) **EPI, PRSC**

Proposal **Temporarily suspend admissions**

Description of proposal:

Because of Ohio Board of Regents restrictions, and the availability of faculty to supervise dissertations, we want to suspend admissions to the doctoral concentrations in Epidemiology and Prevention Science until at least fall 2014.

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):

Suspension of admissions has no effect on other programs because students outside Public Health are not required to take the courses

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

Graduate Studies

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)

Olds 10/18/12

Public Health PhD Concentrations: Prevention Science and Epidemiology

1. **Explanation of why the temporary program suspension is being proposed:**

   We are proposing a temporary admissions suspension, not a program suspension. We will continue delivering the curriculum to our current students. The Public Health PhD concentrations in Prevention Science and Epidemiology have both reached or exceeded their maximum enrollments (10) as agreed to with the Ohio Board of Regents (OBR) when the programs were originally approved by OBR.

2. **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:**

   Suspension of admissions has no effect on other programs because students outside Public Health are not required to take our courses. Further, the courses listed below will be delivered to seven current students:
   - SBS 73018 Theories of Prevention Science I
   - SBS 73019 Theories of Prevention Science II
   - SBS 73020 Advanced Methods in Prevention Science
   - SBS 80100 Emerging Issues in Prevention Science

3. **Effect on current students enrolled in the program, faculty, staff and active courses:** There is no anticipated effect on current students.

4. **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, and grants that could be jeopardized:**

   None of the above issues apply

5. **Term and year when it is anticipated that it will end (<u>no temporary suspension may exceed three years</u>):**

   This is an admissions suspension request not a program suspension request. We request the admission suspension begin December 1, 2012 and end January 15, 2014 when a new cohort of students can apply and enroll in August, 2014.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **13-Nov-12** Curriculum Bulletin _____

Effective Date **Fall 2013** Approved by EPC _____

Department

College **AT - Applied Engineering...Technology**

Degree ~~**BS - Bachelor of Science**~~ **Minor**

Program Name ~~**Applied Engineering**~~ Program Banner Code ~~**AENG**~~

~~Concentration(s)~~ **Computer Engineering Technology** Concentration(s) Banner Code(s) **CET**

Proposal **Establish program**

Description of proposal:

This proposal recommends establishment of a minor in Computer Engineering Technology

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

Current total credit hours: Proposed total credit hours ~~18~~ 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):

None

REQUIRED ENDORSEMENTS

Department Chair / School Director — 12/21/12

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

College Dean (or designee) — 12/19/12

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

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

KENT STATE UNIVERSITY

College of Applied Engineering, Sustainability and Technology

Transmittal Memo

To: Therese E. Tillet, Director of Curriculum Services

From: Dr. Simon Song, Dean, College of Applied Engineering, Sustainability and Technology

Subject: Establishment of a Minor in Computer Engineering Technology

Date: November 2, 2012

Summary statement describing the proposed action:

This proposal recommends establishment of a minor in Computer Engineering Technology.

Curricular Bodies That Have Reviewed and Approved This Action

College of Applied Engineering, Sustainability and Technology, Applied Science and Technology Program Area

College of Applied Engineering, Sustainability and Technology, College Curriculum Committee

KENT STATE UNIVERSITY

College of Applied Engineering, Sustainability and Technology

Proposal Summary

Title:

Establishment of a Minor in Computer Engineering

Subject Specification:

This proposal recommends establishment of a minor in Computer Engineering with Networking option. This minor will be composed of existing courses from the College of Applied Engineering, Sustainability and Technology. and new/revised courses

Background Information:

Description of action, including its intended effect – Creation of a minor in Computer Engineering Technology (CET) will provide visibility to students and future employers of this acquired skill that Kent State University has been developing. CET students study the design of network systems, telecommunications systems, networking hardware and computer hardware engineering and architecture technologies. CET students will have the opportunity to conceptualize, develop and analyze requirements engineering specifications for practical systems. The minor consists of existing TECH courses that have attracted students from other units, including Computer Science, School of Digital Sciences, Chemistry and College of Applied Engineering Sustainability and Technology. The minor will include the following courses: catalog description

NEW [TECH 16010]	Intro to Computer Engineering Technology	3
[TECH ~~23010~~ 26301]	Networking Hardware I	3
[TECH 36302]	Networking Hardware II	3
[TECH 43222]	Computer Engineering Hardware and Architecture	3
[TECH 46330]	Visual Basic Programming in Engineering Technology	3
[TECH 46350]	Network Management ~~&~~ and Design Technology	3
[TECH 46411]	Requirements Engineering and Analysis	3 ← revised-was 36411
[TECH 46312]	Wireless Network and Telecommunication Systems	3
		24

Total Credit **24**

Conformity of action with mission of sponsoring unit – The program conforms well to the mission of the College of Applied Engineering, Sustainability and Technology and the University as a whole, since the minor is applicable in most disciplines on campus.

Rationale for action – According to the US Bureau of Labor and Statistics projections for 2010 – 2020 http://www.bls.gov/ooh/About/Projections-Overview.htm: The "employment in computer systems design and related services is expected to increase by 47 percent, driven by growing demand for sophisticated computer network and mobile technologies.

Effect on current programs, offerings, students, staff – It is expected and hoped that this will attract more students to these courses. The current staff is capable of handling the load and more of the courses will be converted to distance learning/on-line formats to reach larger audiences.

Scope of action, – Complete the minor program approval process, advertise the minor in catalogs and web pages, teach larger classes.

Fiscal and staffing impact of action – None currently but additional sections and staff may be needed in time.

Evidence of need and sustainability –

According to the US Bureau of Labor and Statistics projections for 2010 – 2020
http://www.bls.gov/ooh/About/Projections-Overview.htm

Employment of network and computer systems administrators is expected to grow 28 percent from 2010 to 2020. Demand for these workers is high and should continue to grow as firms invest in newer, faster technology and mobile networks.

Alternatives and consequences:

Other universities will copy our lead, lower enrolment growth at KSU, fewer student will benefit from these courses.

Specific recommendation and justification:

Approve the minor as proposed.

Timetable and actions required:

Approval by Applied Science and Technology Program Area – November 7, 2012
Approval by College of Applied Engineering and Technology CCC – December 13, 2012
Approval by Kent State University EPC – January 28, 2013
Effective – Fall 2013

Courses for Minor in Computer Engineering Technology Fall 2012
Networking Option

[TECH 16010] Intro Computer Engineering Technology

Course describes Computer Engineering Technology concepts and principles. Covers computer hardware, computer hardware operations, digital systems design, networking hardware, technology of networking, computer aided design and embedded systems
Prerequisite: MATH11022

[TECH 26301] Networking Hardware I

A hands-on, applied engineering-focused course emphasizing the operation, maintenance, and performance aspects of networking hardware. Topics include networking hardware operation, characteristics, configuration, and troubleshooting fundamentals. Course also includes network standards, protocols, configuration, topologies, and administrative fundamentals as related to networking hardware systems. Note: This course is part of the Networking and Hardware course sequence required for students enrolled in the Computer Engineering Technology concentration. Lab Fees:

Prerequisite: TECH 16010, TECH 21021 or DSCI 16010

[TECH 36302] Networking Hardware II

This course is a continuation of TECH 26301. In-depth coverage of personal computer-based enterprise networking systems hardware with a focus on network hardware and software configuration, fault analysis, diagnostics, and troubleshooting. Topics include router and switch operation, programming, configuration, and troubleshooting, along with overall enterprise network maintenance, troubleshooting, and repair. Course also includes WAN and VLAN fundamentals, intermediate TCP_IP, and network administration and maintenance as related to fielding and maintaining networking hardware components and systems. Note: This course is part of the Networking Hardware course sequence required for students enrolled in the Computer Engineering Technology concentration.
Prerequisite: TECH 26301. Lab Fees:

[TECH 43222] Computer Hardware Engineering and Architecture

Covers the Internal architecture and operation of digital computers. Topics include computer processor datapaths and control, computer memory datapaths and control, pipelining and parallel processing, memory architecture and management, IO control, system bus architecture and properties, and computer control timing and synchronization. Prerequisite: TECH 33222. Lab Fees:

[TEC H 46330] Visual Basic Programming in Engineering Technology

This course will cover the concepts of object-oriented, event-driven programming with hands-on application of those concepts to solve engineering-related problems utilizing the current version of visual basic. Prerequisite: TECH 16010, TECH 10001 or PHY 13001 and special approval

[TECH 46350] Network Management Technology

Course covers the technical aspects of centrally managed and distributed Wide Area Networks, with an emphasis on the techniques used to maintain and improve the performance of telecommunications and data networks. Students will use software packages to monitor the real-time performance of a network and to diagnose various networking hardware and software problems. Topics include the five stacks of network management (fault management, configuration management, performance management, security management, and accounting management). Examples of current specific network management products are reviewed. Note: This course is part of the Networking Hardware course sequence required for students enrolled in the Computer Engineering Technology concentration.

Prerequisite: TECH 36302. Lab Fees:

[TECH 46411] Requirements Engineering and Analysis

Describes requirements engineering concepts for practical systems. Topics include identifying stakeholders and how to work with them effectively, requirements elicitation techniques, requirements engineering in the Problem Domain, developing Use-Case scenarios, reference models, systems requirements specifications, validating and prototyping requirements and case study presentations by industry SMEs. Some knowledge of a programming language or good analytical background is assumed. Prerequisite may be waived for students with industry experience in software development or consent from the instructor.

Prerequisite: Grade of C or higher in Intro Computer Engineering Technology (TECH 16010), Computational Thinking (DSCI 15310) or Computer Science 1 (CS 13001)

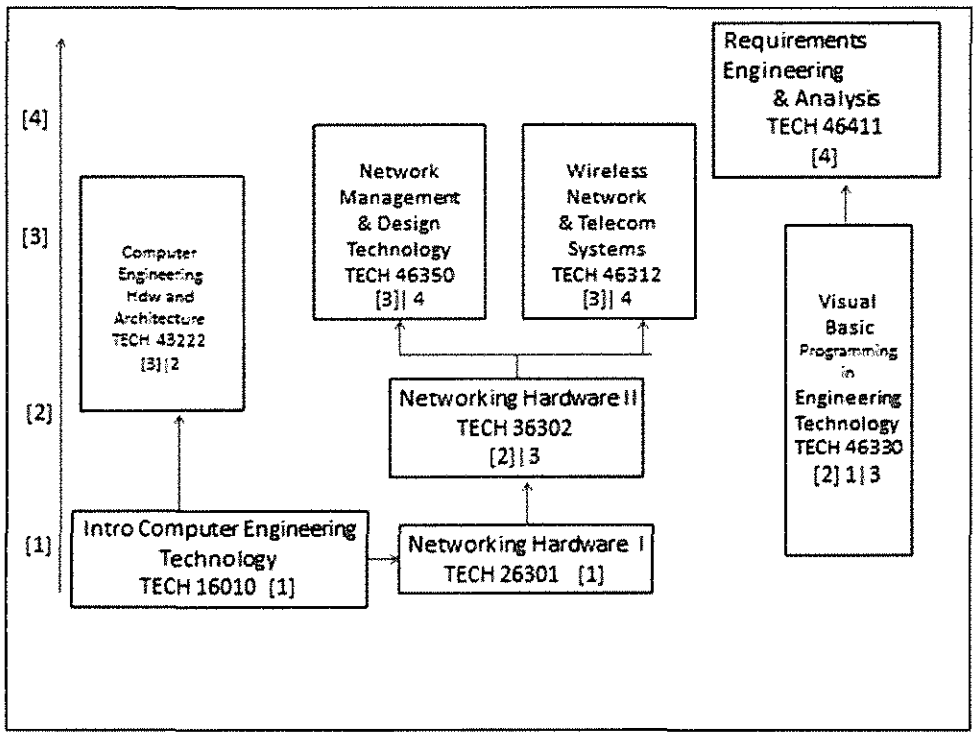
[TECH 46312] Wireless Network and Telecommunication Systems

Course describes cellular, mobile and the Public Switch Telephone Network infrastructures; electronic switching systems, transmission systems, and emerging wireless networks.

Courses for Minor in Computer Engineering Technology Fall 2012

Networking Option

Recommended Sequence



TILLETT, THERESE

From: TILLETT, THERESE
Sent: Wednesday, January 16, 2013 1:33 PM
To: THOMAS, WANDA; Edge, Irene; WATSON, RUTH
Subject: Computer Engineering Technology minor
Attachments: SKMBT_C36013011614190.pdf

Hello, Wanda, Ruth and Irene,

Attached is a proposal from the College of Applied Engineering, Sustainability and Technology to create a Computer Engineering Technology minor.

I had asked the college to notify you of this new minor. However, I see no mention of the notification in the proposal, so please consider this e-mail as notification if you have not yet already received one.

It is anticipated that the minor will be an action item on the 28-Jan EPC agenda.

Best, Therese

Therese E. Tillett | Director of Curriculum Services | Office of the Provost
Kent State University | 384 University Library | 1125 Risman Dr | Kent, OH 44242
Tel: 330-672-8558 | Fax: 330-672-2645 | ttillet1@kent.edu | www.kent.edu
Curriculum Services: www.kent.edu/provost/curriculum

From: RC-C360@kent.edu [mailto:RC-C360@kent.edu]
Sent: Wednesday, January 16, 2013 2:20 PM
To: TILLETT, THERESE
Subject: Message from KMBT_C360

Name: Augustine S Samba Submission Date: 11/2/2012

Organization: Dean AEST

Course Catalog Update

<< Go back to Course Catalog Update form

Print

Course Catalog Update Information: **STU0004**

Reference Number: CCU004612 **Date:** 29-OCT-12

Level: of **Currently On The Worklist Of:** , unassigned

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: Dr. Augustine Samba

Requested Effective Term: 201380

Campus: Kent

College: AEST-Technology

Department: AEST-Applied Engineering, Sustainability and Technology

Course Subject: TECH-Technology

Course Number: 16010

Course Title: Introduction to Computer Engineering Technology

Title Abbreviation: Intro Computer Eng 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): Describes Computer Engineering Technology concepts and principles. Topics include computer hardware, computer hardware operations, digital systems design, networking hardware, technology of networking, computer aided design and embedded systems

Prerequisites (edited): MATH 11022

Corequisites (edited): MATH 11022

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
3	Computer Engineering Technology Overview
6	Computer Hardware
3	Computer Hardware Operations

6	Digital Communication Systems
6	Programming Digital Devices
3	Networking Hardware
6	Technology of Networking
6	Embedded Systems
6	Computer Aided Design - Hardware Abstractions

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Digital Design by M. Morris Mano and Michael Ciletti, latest edition

Writing Expectations: Written exams, test, homework

Instructor(s) expected to teach: Those approved by the College of Applied Engineering, Sustainability and Technology

Instructor(s) contributing to content: Dr. Darwin Boyd and Dr. Gus Samba

Proposal Summary

Explain the purpose for this proposal:

Provides fundamental principles and concepts in Computer Engineering Technology

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

An entry level course for the CET concentration; and required for the networking and hardware options in CET

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):

School of Digital Sciences, College of Business, Computer Science

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Submit

You must click the submit button to submit your catalog update request for approval. After the document is successfully submitted, a printable confirmation page will appear.

Stop Workflow

Name: Augustine S Samba

Submission Date: 11/2/2012

Organization: Dean AEST

Course Catalog Update

<< Go back to Course Catalog Update form

Print

Course Catalog Update Information:

STU0004

Reference Number: CCU004660

Date: 02-NOV-12

Level: of

Currently On The Worklist Of: , unassigned

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: AT-College of Applied Engineering, Sustainability and Technology

Department: AEST-Applied Engineering, Sustainability and Technology

Course Subject: TECH-Technology

New Course Subject:

Course Number: 26301

New Course Number:

Course Title: NETWORKING HARDWARE I

Title Abbreviation: NETWORKING HARDWARE I

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 2 to 2

Contact Hours: Lab - Minimum Hours/Maximum Hours: 2 to 2

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: A hands-on, applied engineering-focused course emphasizing the operation, maintenance, and performance aspects of personal computer networking hardware. Topics include networking hardware operation, characteristics, configuration, and troubleshooting fundamentals. Course also includes network standards, protocols, configuration, topologies, and administrative fundamentals as related to networking hardware systems. Note: This course is part of the Networking Hardware course sequence required for students enrolled in the Computer Engineering Technology concentration. Prerequisite: TECH 21021 or DSCI 16010.

Catalog Description (edited): A hands-on, applied engineering-focused course emphasizing the operation, maintenance, and performance aspects of personal computer networking hardware. Topics include networking hardware operation, characteristics, configuration, and troubleshooting fundamentals. Course also includes network standards, protocols, configuration, topologies, and administrative fundamentals as related to networking hardware systems. Note: This course is part of the Networking Hardware course sequence required for students enrolled in the Computer Engineering Technology concentration. Prerequisite: TECH 16010, TECH 21021 or DSCI 16010.

Prerequisites (edited): TECH 16010, TECH 21021 or DSCI 16010.

Corequisites (edited):

Registration is by special approval only: No

Name: Augustine S Samba Submission Date: 11/2/2012

Organization: Dean AEST

Course Catalog Update

<< Go back to Course Catalog Update form

Print

Course Catalog Update Information: **STU0004**

Reference Number: CCU004645 **Date:** 01-NOV-12

Level: of **Currently On The Worklist Of:** , unassigned

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: AT-College of Applied Engineering, Sustainability and Technology		
Department: AEST-Applied Engineering, Sustainability and Technology		
Course Subject: TECH-Technology		
New Course Subject:		
Course Number: 63411		
New Course Number: 66411		
Course Title: WIRELESS AND TELECOMMUNICATION SYSTEMS REQUIREMENTS ENGINEERING		
Title Abbreviation: WIRELESS AND TELECOM REQ ENG		
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: Methods and techniques to develop requirements engineering specifications for wireless and telecommunication systems. Topics covered include Industry standards for telecom and wireless communications, reference data models, functional requirements specifications, performance analysis, the requirements review process, and systems verification. Familiarity with Requirements Engineering and Analysis (TECH 36411) concepts is recommended. Prerequisite: graduate standing.		
Catalog Description (edited): Methods and techniques to develop requirements engineering specifications for wireless and telecommunication systems. Topics covered include Industry standards for telecom and wireless communications, reference data models, functional requirements specifications, performance analysis, the requirements review process, and systems verification. Familiarity with Requirements Engineering and Analysis (TECH 56411) concepts is recommended.		
Prerequisites (edited): TECH 56411		
Corequisites (edited):		
Registration is by special approval only: No		
Content Information		

Content Outline:

Content Hours per Course Topic	Topic Description
6	End-to-End Wireless and Telecommunication Network Technologies
3	Telecom Systems Architecture Review Process
6	RE Case Study for Telecommunication Systems
6	Functional Requirements Definitions: WirelessTelecommunication Systems
3	Telecommunication Systems Data Modeling
3	Requirements Specifications for Wireless and Telecom Systems
3	Performance Analysis
3	Requirements Review Process
3	Systems Verification Plans for Wireless and Telecom Systems
3	Industry Presentation
3	Individual Research Project Presentations

Display/Hide Delimited Course Outline

Total Contact Hours: 42

Textbook(s) used in this course: Textbook(s) used in this course: Requirements Engineering, Elizabeth Hull, Ken Jackson and Jeremy Dick, latest edition, Wireless Telecommunications Systems and Networks, Mullett, Mastering the Requirements Process, Suzanne Robertson & James Robertson

Writing Expectations: Written Exams, Homework, Tests, Reports

Instructor(s) expected to teach: Those approved by College of Applied Engineering and Sustainability

Instructor(s) contributing to content: Dr. Augustine Samba

Proposal Summary

Explain the purpose for this proposal:

Change course number; Enhance catalog description; Add prerequisite

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, not applicable

Revisions made to form (if applicable):

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

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Submit

You must click the submit button to submit your catalog update request for approval. After the document is successfully submitted, a printable confirmation page will appear.

Stop Workflow

Name: Augustine S Samba

Submission Date: 11/1/2012

Organization: Dean AEST

Course Catalog Update

<< Go back to Course Catalog Update form

Print

Course Catalog Update Information:

STU0004

Reference Number: CCU004611

Date: 29-OCT-12

Level: of

Currently On The Worklist Of: , unassigned

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: Dr. Augustine Samba		
Requested Effective Term: 201380		
Campus: Kent		
College: AT-College of Applied Engineering, Sustainability and Technology		
Department: AEST-Applied Engineering, Sustainability and Technology		
Course Subject: TECH-Technology		
New Course Subject:		
Course Number: 36411		
New Course Number: 46411		
Course Title: REQUIREMENTS ENGINEERING AND ANALYSIS		
Title Abbreviation: REQUIREMENTS ENG AND ANALYSIS		
Slash Course and Cross-list Information: TECH 46411 + TECH 56411		
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: Describes requirements engineering concepts for practical systems. Topics include identifying stakeholders and how to work with them effectively, requirements elicitation techniques, requirements engineering in the Problem Domain, developing Use-Case scenarios, reference models, systems requirements specifications, validating and prototyping requirements and case study presentations by Industry SMEs. Some knowledge of a programming language or good analytical background is assumed. Prerequisite may be waived for students with industry experience in software development or consent from the instructor. Prerequisite: DSCI 15310 with a minimum grade of C (2.000).		
Catalog Description (edited): Describes requirements engineering concepts for practical systems. Topics include identifying stakeholders and how to work with them effectively, requirements elicitation techniques, requirements engineering in the Problem Domain, developing Use-Case scenarios, reference models, systems requirements specifications, validating and prototyping requirements and case study presentations by Industry SMEs. Some knowledge of a programming language or good analytical background is assumed. Prerequisite may be waived for students with industry experience in software development or consent from the instructor.		
Prerequisites (edited): Grade of C or higher in Intro Computer Engineering Technology (TECH 16010), Computational Thinking (DSCI 15310) or Computer Science 1 (CS 13001)		

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
3	Requirements Engineering Overview
3	Systems Overview
6	Requirements Elicitation Techniques
6	Functional Requirements: Reference Models, Use Cases
3	Requirements Validation and Verification
6	Requirements Review Process
3	Management Tools
3	Group Presentations
6	Case Studies and Industry Presentations
6	Requirements Specifications: Enumerated Requirements, IEEE Standards
0	Requirements Engineering Project

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Textbook(s) used in this course: Requirements Engineering, Elizabeth Hull, Ken Jackson and Jeremy Dick, latest edition

Writing Expectations: Homework, Tests, Exams and reports

Instructor(s) expected to teach: Those approved by the College of Applied Engineering, Sustainability and technology

Instructor(s) contributing to content: Dr. Augustine Samba

Proposal Summary

Explain the purpose for this proposal:

Change existing course number to 46411 so that it can be offered jointly with TECH 56411 to undergraduate and graduate students. Add options for prerequisite

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. No effect

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

None, Not Applicable

Revisions made to form (if applicable):

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

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Name: Augustine S Samba Submission Date: 11/1/2012

Organization: Dean AEST

Course Catalog Update

<< Go back to Course Catalog Update form

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Course Catalog Update Information: **STU0004**

Reference Number: CCU004611 **Date:** 29-OCT-12

Level: of **Currently On The Worklist Of:** , unassigned

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: Dr. Augustine Samba		
Requested Effective Term: 201380		
Campus: Kent		
College: AT-College of Applied Engineering, Sustainability and Technology		
Department: AEST-Applied Engineering, Sustainability and Technology		
Course Subject: TECH-Technology		
New Course Subject:		
Course Number: 36411		
New Course Number: 46411		
Course Title: REQUIREMENTS ENGINEERING AND ANALYSIS		
Title Abbreviation: REQUIREMENTS ENG AND ANALYSIS		
Slash Course and Cross-list Information: TECH 46411 + TECH 56411		
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: Describes requirements engineering concepts for practical systems. Topics include identifying stakeholders and how to work with them effectively, requirements elicitation techniques, requirements engineering in the Problem Domain, developing Use-Case scenarios, reference models, systems requirements specifications, validating and prototyping requirements and case study presentations by Industry SMEs. Some knowledge of a programming language or good analytical background is assumed. Prerequisite may be waived for students with industry experience in software development or consent from the instructor. Prerequisite: DSCI 15310 with a minimum grade of C (2.000).		
Catalog Description (edited): Describes requirements engineering concepts for practical systems. Topics include identifying stakeholders and how to work with them effectively, requirements elicitation techniques, requirements engineering in the Problem Domain, developing Use-Case scenarios, reference models, systems requirements specifications, validating and prototyping requirements and case study presentations by Industry SMEs. Some knowledge of a programming language or good analytical background is assumed. Prerequisite may be waived for students with industry experience in software development or consent from the instructor.		
Prerequisites (edited): Grade of C or higher in Intro Computer Engineering Technology (TECH 16010), Computational Thinking (DSCI 15310) or Computer Science 1 (CS 13001)		

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
3	Requirements Engineering Overview
3	Systems Overview
6	Requirements Elicitation Techniques
6	Functional Requirements: Reference Models, Use Cases
3	Requirements Validation and Verification
6	Requirements Review Process
3	Management Tools
3	Group Presentations
6	Case Studies and Industry Presentations
6	Requirements Specifications: Enumerated Requirements, IEEE Standards
0	Requirements Engineering Project

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Textbook(s) used in this course: Requirements Engineering, Elizabeth Hull, Ken Jackson and Jeremy Dick, latest edition

Writing Expectations: Homework, Tests, Exams and reports

Instructor(s) expected to teach: Those approved by the College of Applied Engineering, Sustainability and technology

Instructor(s) contributing to content: Dr. Augustine Samba

Proposal Summary

Explain the purpose for this proposal:

Change existing course number to 46411 so that it can be offered jointly with TECH 56411 to undergraduate and graduate students. Add options for prerequisite

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. No effect

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

None, Not Applicable

Revisions made to form (if applicable):

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

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Name: Augustine S Samba Submission Date: 11/2/2012

Organization: Dean AEST

Course Catalog Update

<< Go back to Course Catalog Update form

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Course Catalog Update Information: **STU0004**

Reference Number: CCU004646 **Date:** 01-NOV-12

Level: of **Currently On The Worklist Of:** , unassigned

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: Dr. Augustine Samba

Requested Effective Term: 201380

Campus: Kent

College: AEST-Technology

Department: AEST-Applied Engineering, Sustainability and Technology

Course Subject: TECH-Technology

Course Number: 66350

Course Title: Advance Network Management and Design Technology

Title Abbreviation: Advance Network Mgt and Design

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

Attributes

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

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

Can this course be repeated for credit: No Repeat	**Course Limit:**	**OR Maximum Hours:**
Course Level: Graduate	**Grade Rule:** B-Standard letter	

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

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

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): Covers network management techniques including the TMN framework and the ISO Model for managing WAN communication networks. Topics covered include network management technologies, TMN protocols, Common Management Information Protocol, ISO Model, Simple Management Information Base, MIB architecture, Network Operations Center and Network Design. Examples of current network management tools are reviewed Upon completion of this course, students will have good understanding of network management framework and network management technologies for communication networks

Prerequisites (edited): TECH 56350

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
3	Network Management Problem Domain

6	Telecommunication Network management Protocol
3	Open System Interconnection Model
6	Common Management Information Protocol and CMISE
6	Simple Network Management Protocol
3	Abstract Syntax Notations
3	MIB Architecture
6	Network Management Tools
9	Telecommunications Network Design

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Automated Network management Systems, latest edition; Douglas E. Comer

Writing Expectations: Written exams, homework, report

Instructor(s) expected to teach: Those approved by the College of Applied Engineering Sustainability and Technology

Instructor(s) contributing to content: Dr. Augustine Samba

Proposal Summary

Explain the purpose for this proposal:

This is an advanced version of TECH 56350. Course is adopted in Computer Engineering Technology program and School of Digital Sciences

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

No effect

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

No effect

Explain how this proposal affects enrollment and staffing:

No effect

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

Computer Science, College of Busiess and School of Digital Sciences

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Submit

You must click the submit button to submit your catalog update request for approval. After the document is successfully submitted, a printable confirmation page will appear.

Stop Workflow

TO:	Educational Policies Council
FROM:	Senior Vice President and Provost Todd A. Diacon
SUBJECT:	Agenda for Monday, 18 February 2013 Undergraduate EPC: 3:20 p.m., Kent Student Center, room 204
DATE:	11 February 2013

Agenda for Undergraduate EPC
Agenda for Graduate EPC
Course Changes

The Graduate EPC will not meet in person this month. All items on this agenda are lesser, therefore, considered administratively approved. If any Graduate EPC member wishes to table any of the lesser action items on this agenda for the council's March meeting, please contact either Therese Tillett or Mary Ann Stephens.

In the event that any of the action item proposals require corrections or create consequences not addressed in the response memos, please bring these matters to the attention of the Office of the Curriculum Services before the meeting. If you wish to elevate an information item or lesser action item on the agenda to an action or discussion item, please notify Therese Tillett, director of curriculum services, by Friday, 15 February 2013, to ensure that the materials are available at the meeting for review.

UNDERGRADUATE EDUCATIONAL POLICIES COUNCIL

ACTION ITEMS

1. Approval of minutes of 28 January 2013.
   Attachment 1

EPC Ad Hoc Committee for Academic Policies *(presented by Interim Associate Provost Denise A. Seachrist)*

2. Establishment of university policy for undergraduate students who are not permitted to continue in their program (major, minor).
   Effective Fall 2013 | Attachment 2

College of Business Administration *(presented by Assistant Dean Elizabeth A. Sinclair-Colando)*

Department of Marketing and Entrepreneurship

3. Establishment of Professional Sales [C149] post-secondary certificate. Minimum total credit hours to program completion are 15.
   Effective Fall 2013 | Attachment 3

ACTION ITEMS *continued*

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

5. Establishment of Computer Forensics and Security [CFSE] minor. Minimum total credit hours to program completion are 18.
   Effective Fall 2013 | Attachment 4

6. Establishment of Software Development [SWDV] minor. Minimum total credit hours to program completion are 19.
   Effective Fall 2013 | Attachment 5

INFORMATION ITEM

University Requirements Curriculum Committee

1. Approved assessment plans for the following Kent Core courses:
   ARCH 10001 Understanding Architecture (Fine Arts)
   ARCH 10011 Survey of Architectural History I (Fine Arts)
   ARCH 10012 Survey of Architectural History II (Fine Arts)
   Effective Fall 2013 | Visit the URCC Website for Assessment Plans

LESSER ACTION ITEMS

College of Education, Health and Human Services

School of Health Sciences

1. Revision of course requirements for the Athletic Training [ATTR] major within the Bachelor of Science [BS] degree to allow BSCI 20020 in place of required ATTR 25058; or to allow BSCI 11010 and 11020 or EXSC 25057 and 25058 in place of required ATTR 25057 and 25058. Minimum total credit hours to program completion are unchanged at 121.
   Effective Fall 2013

2. Revision of course requirements for the Exercise Science [EXSI] major within the Bachelor of Science [BS] degree to allow BSCI 20020 in place of required ATTR/EXSC 25058; or to allow BSCI 11010 and 11020 in place of required ATTR/EXSC 25057 and 25058. Minimum total credit hours to program completion are unchanged at 121.
   Effective Fall 2013

3. Revision of course requirements for the Health Sciences [HLSC] concentration in the Integrated Health Studies [IHS] major within the Bachelor of Science [BS] degree to allow BSCI 20020 in place of required ATTR/EXSC 25058; or to allow BSCI 11010 and 11020 in place of required ATTR/EXSC 25057 and 25058. Minimum total credit hours to program completion are unchanged at 121.
   Effective Fall 2013

4. Revision of course requirements for the Health and Physical Education [HPE] concentration in the School Health Education [SHED] major within the Bachelor of Science in Education [BSE] degree to allow BSCI 11010 in place of required ATTR/EXSC 25057. Minimum total credit hours to program completion are unchanged at 159.
   Effective Fall 2013

LESSER ACTION ITEMS *continued*

College of Education, Health and Human Services *continued*

School of Lifespan Development and Educational Science

5. Revision of course requirements for the Gerontology [GERO] concentration in the Human Development and Family Studies [HDFS] major within the Bachelor of Science [BS] degree to allow the following courses in place of required BSCI 20020: ATTR/EXSC 25057 and 25058, or BSCI 11010 and 11020. Minimum total credit hours to program completion are unchanged at 121.
   Effective Fall 2013

School of Teaching, Learning and Curriculum Studies

6. Revision of course requirements for the Physical Education [PEP] major within the Bachelor of Science [BS] degree to allow BSCI 11010 in place of required ATTR/EXSC 25057. Minimum total credit hours to program completion are unchanged at 121-159, depending on concentration.
   Effective Fall 2013

College of Nursing

7. Revision of course requirements for the Nursing [NURS] major within the Bachelor of Science in Nursing [BSN] degree to allow ATTR/EXSC 25057 and 25058 in place of required BSCI 20020 or BSCI 11010 and 11020. Minimum total credit hours to program completion are unchanged at 122.
   Effective Fall 2013

Regional College

8. Revision of course requirements for the Emergency Medical Services [EMST] major within the Associate of Technical Study [ATS] degree to allow the following courses in place of required BSCI 20020: ATTR/EXSC 25057 and 25058, or BSCI 11010 and 11020. Minimum total credit hours to program completion are unchanged at 62.
   Effective Fall 2013

9. Revision of name of the Manufacturing/Mechanical/Systems [MMSY] concentration—to Mechanical/Systems [MSY]—in the Engineering Technology [ENGT] major within the Bachelor of Science [BS] degree.
   Effective Fall 2013

10. Revision of course requirements for the Nursing [NRST] major within the Associate of Applied Science [AAS] degree to allow ATTR/EXSC 25057 and 25058 in place of required BSCI 20020 or BSCI 11010 and 11020. Minimum total credit hours to program completion are unchanged at 68.
    Effective Fall 2013

11. Revision of course requirements for the Occupational Therapy Assistant [OCAT] major within the Associate of Applied Science [AAS] degree to allow ATTR/EXSC 25057 and 25058 in place of required BSCI 11010 and 11020. Minimum total credit hours to program completion are unchanged at 68.
    Effective Fall 2013

LESSER ACTION ITEMS *continued*

Regional College *continued*

12. Revision of course requirements for the Physical Therapist Assistant [PTST] major within the Associate of Applied Science [AAS] degree to allow BSCI 20020 in place of required BSCI 11020 they are still required to take BSCI 11010; or to allow ATTR/EXSC 25057 and 25058 in place of required BSCI 11010 and 11020. Minimum total credit hours to program completion are unchanged at 66.
    Effective Fall 2013

13. Revision of course requirements for the Radiologic Imaging Sciences [RIS] major within the Bachelor of Radiologic Imaging Sciences Technology [BRIT] degree to allow ATTR/EXSC 25057 and 25058 in place of required BSCI 20020 or BSCI 11010 and 11020. Minimum total credit hours to program completion are unchanged at 121-122, depending on concentration.
    Effective Fall 2013

14. Revision of course requirements for the Radiologic Technology [RADT] major within the Associate of Applied Science [AAS] degree to allow ATTR/EXSC 25057 and 25058 in place of required BSCI 20020 or BSCI 11010 and 11020; however, the courses must have been completed within the past five years prior to admission to the program. Minimum total credit hours to program completion are unchanged at 72.
    Effective Fall 2013

15. Revision of admission and course requirements for the Respiratory Therapy Technology [RTT] major within the Associate of Applied Science [AAS] degree. Admission revisions are decreasing GPA requirements, from 2.750 to 2.700, replacing the beginning developmental mathematics course MATH 00024 with 00023 and adding four hours of job shadowing experience. Course revisions include adding options to the microbiology, chemistry and physics requirements, and allowing ATTR/EXSC 25057 and 25058 in place of required BSCI 20020 or BSCI 11010 and 11020. In addition, catalog accreditation wording is revised to accreditor's specifications. Minimum total credit hours to program completion are unchanged at 70.
    Effective Fall 2013

16. Establishment of tech prep articulation agreement with GlenOak High School (Canton), whereby eligible graduates of the Animation and Graphic Design program, after admittance, will 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 Fall 2012

GRADUATE EDUCATIONAL POLICIES COUNCIL

ACTION ITEM

1. Approval of minutes of 28 January 2013.
   Attachment 1

LESSER ACTION ITEMS

College of the Arts

School of Theatre and Dance

1. Revision of graduation requirements for the Theatre Studies [THEA] major within the Master of Fine Arts [MFA] degree. Revisions include catalog language for the internship requirements. Minimum total credit hours to program completion are unchanged at 60.
   Effective Fall 2013

College of Education, Health and Human Services

School of Health Sciences

2. Revision of admission, graduation and course requirements for the Audiology [AUD] major within the Doctor of Audiology [AUD] degree. Admission requirement now includes three letters of recommendation, and a note was added to the graduation requirements clarifying the total number of credit hours. Course revisions include removing SPA 70692, 70716, 70718, 70720, 70722, 70723, 70724 and adding 12 new SPA courses. Minimum total credit hours to program completion are unchanged at 120.
   Effective Fall 2013

College of Nursing

3. Revision of course requirements for the Nursing [NURS] major within the Master of Science in Nursing [MSN] degree. Revisions include removing NURS 60206 and adding NURS 60506 in the following concentrations: Women's Health Nurse Practitioner [WHNP]; Adult Gerontology Acute Care Nurse Practitioner [AGPN]; Psychiatric Mental Health Nursing Family Nurse Practitioner [PMNF]; Advanced Practice Registered Nurse: Nurse Practitioner Family [APNF]; and Advanced Practice Registered Nurse: Nurse Practitioner Adult–Gerontology Primary Care [APNG]. Minimum total credit hours to program completion either are unchanged or decrease, from 40-50 to 40-49, depending on concentration.
   Effective Fall 2013
4. Revision of name and course requirements for the Acute Care Nurse Practitioner [C801] post-master's certificate. Name changes to Adult Gerontology Acute Care Nurse Practitioner [C840]. Revisions include removing NURS 60021, 60022 and 60792. Minimum total credit hours to program completion decrease, from 16 to 12.
   Effective Fall 2013
5. Revision of name and course requirements for the Adult Health Clinical Nurse Specialist [C814] post-master's certificate. Name changes to Adult-Gerontology Clinical Nurse Specialist [C844]. Revisions include adding NURS 60110, 60210 and 60310. Minimum total credit hours to program completion increase, from 12 to 14.
   Effective Fall 2013

LESSER ACTION ITEMS *continued*

College of Nursing *continued*

6. Revision of name and course requirements for the Family Nurse Practitioner [C802] post-master's certificate. Name changes to Advanced Practice Registered Nurse: Nurse Practitioner Family [C841]. Revisions include removing NURS 60042 and 60092 and adding NURS 60006, 60325 and 63292. Minimum total credit hours to program completion decrease, from 17 to 8.
   Effective Fall 2013

7. Revision of course requirements for the Nurse Educator [C811] post-master's certificate. Revisions include removing NURS 60692. Minimum total credit hours to program completion are unchanged at 9.
   Effective Fall 2013

8. Revision of course requirements for the Pediatric Clinical Nurse Specialist [C820] post-master's certificate. Revisions include removing NURS 60075 and 61021 and adding NURS 60170 and 60272. Minimum total credit hours to program completion decrease, from 18 to 17.
   Effective Fall 2013

9. Revision of course requirements for the Pediatric Nurse Practitioner [C806] post-master's certificate. Revisions include removing NURS 60075 and 61021 and adding NURS 60170 and 60270. Minimum total credit hours to program completion decrease, from 20 to 18.
   Effective Fall 2013

10. Revision of name and course requirements for the Primary Adult Nurse Practitioner [C804] post-master's certificate. Name changes to Advanced Practice Registered Nurse: Nurse Practitioner Adult Gerontology Primary Care [C842]. Revisions include removing NURS 60042 and 60092 and adding NURS 60120, 60125 and 60220. Minimum total credit hours to program completion are unchanged at 15.
    Effective Fall 2013

11. Revision of name and course requirements for the Psychiatric Mental Health Nurse Practitioner [C805] post-master's certificate. Name changes to Psychiatric Mental Health Family Nurse Practitioner for Psychiatric Mental Health Child/Adolescent Clinical Nurse Specialist [C843]. Revisions include removing NURS 60001, 60002, 60201 and 61003, and adding NURS 60452, 61592 and 63592. Minimum total credit hours to program completion decrease, from 16 to 13.
    Effective Fall 2013

12. Revision of course requirements for the Women's Health Nurse Practitioner [C807] post-master's certificate. Revisions include removing NURS 60006 and 60036 and adding NURS 60140 and 60240. Minimum total credit hours to program completion are unchanged at 18.
    Effective Fall 2013

UNIVERSITY REQUIREMENTS CURRICULUM COMMITTEE

Approved for the Experiential Learning Requirement Effective Fall 2013

EPSY 49525 Relational Learning in Education (3)

Approved for the Writing-Intensive Requirement Effective Fall 2013

EDST 44004 Research and Writings in Educational Studies (3)

COURSE CHANGES

Course Changes Effective Fall 2013

AERN 45800 Unmanned Aircraft Systems Flight Operations Theory (4) ..... New

AERN 55135 Aviation Safety Theory (3) ..... New

ARCH 30002 Urban Design (1) ..... Revise

ARCH 30012 Urban Design, Florence Italy (1) ..... Revise

ARCH 30102 Third Year Design Studio II (5) ..... Revise

ARCH 30112 Third Year Design Studio II, Florence Italy (5) ..... Revise

ARCH 60922 Methods of Inquiry in Architectural Studies (2) ..... Revise

ARCH 65003 Professional Practice: Leadership, Ethics and Office Management (2-3) ..... Revise

CI 65392 Advanced Practicum in Physical Education (10) ..... Revise

COMT 36392 Internship for Computer Technology Students (3) to:
(1-3) [experiential learning] ..... Revise

CTTE 56031 Student Teaching in Career Technical Education (9) ..... Revise

ECET 22150 Student Teaching (6) ..... Revise

EHS 60192 Practicum Experience in Environmental Health Sciences (6) ..... Revise

EPI 80199 Dissertation I (15) ..... New

HPM 60192 Practicum Experience in Health Policy and Management (6) ..... New

LIS 80654 Preservation Management (3) to:
Preservation and Conservation of Heritage Materials ..... Revise

MCED 52358 Student Teaching in Middle Childhood Education (9) ..... Revise

NURS 60007 Advanced Health Assessment Across the Lifespan (2) ..... Revise

NURS 60008 Advanced Health Assessment Across the Lifespan Laboratory (1) ..... Revise

NURS 60011 Advanced Assessment Across the Lifespan Laboratory for Advanced Practice
Registered Nurses (2) to: (1) ..... Revise

NURS 60041 Advanced Assessment of Adult Clients (3) ..... Inactive

Course Changes Effective Fall 2013 *continued*

NURS 60042 Adult Primary Health Care I (5) ..... Inactive
NURS 60045 Pathophysiology for Advanced Practice Nurses (3) ..... Revise
NURS 60050 Pharmacology for Women's Health Nurse Practitioners (3) ..... Revise
NURS 60075 Pediatric Clinical Nurse Specialist Capstone (4) ..... Inactive
NURS 60080 Health Care of the Well Women (3) ..... Inactive
NURS 60081 Health Care of the Reproductive Age Women (3) ..... Inactive
NURS 60082 Geriatric Primary Care I (5) ..... Inactive
NURS 60083 Geriatric Primary Care II (5) ..... Inactive
NURS 60110 Adult Gerontology Clinical Nurse Specialist I (3) ..... Revise
NURS 60120 Primary Care I: Adults Across the Lifespan (3) ..... Revise
NURS 60125 Advanced Practice Registered Nurse Role (1) ..... Revise
NURS 60130 Adult Gerontology Acute Care Nurse Practitioner Role (1) ..... Revise
NURS 60140 Women's Health Care Nurse Practitioner I (2) ..... Revise
NURS 60160 Primary Care Pediatrics (3) ..... Revise
NURS 60192 Practicum: Adult Geriatric Nurse Practitioner (2) ..... Inactive
NURS 60204 Health Care Issues of Aging: Nursing Concepts (3) ..... Inactive
NURS 60210 Adult Gerontology Clinical Nurse Specialist II (3) ..... Revise
NURS 60220 Primary Care II: Chronically Ill Adults Across the Lifespan (3) ..... Revise
NURS 60230 Adult Gerontology Acute Care Nurse Practitioner I (4) ..... Revise
NURS 60240 Women's Health Care Nurse Practitioner II (2) ..... Revise
NURS 60270 Pediatric Nurse Practitioner I (3) ..... Revise
NURS 60292 Practicum: Adult Geriatric Primary Care Nurse (4) ..... Inactive
NURS 60310 Adult Gerontology Clinical Nurse Specialist III (3) ..... Revise
NURS 60325 Primary Care: Family Health and Chronic Illness Across the Lifespan (3) ..... Revise
NURS 60320 Comprehensive Primary Care III: Adults Across The Lifespan (3) ..... Revise
NURS 60330 Adult Gerontology Acute Care Nurse Practitioner II (2) ..... Revise
NURS 60340 Women's Health Care Nurse Practitioner III (2) to: (1) ..... Revise
NURS 60370 Pediatric Nurse Practitioner II (1) ..... Revise
NURS 60372 Care of the Chronically Ill Child for Advanced Practice Nurse (3) ..... Revise
NURS 60440 Women's Health Care Nurse Practitioner IV (2) ..... Revise
NURS 60470 Pediatric Nurse Practitioner III (2) ..... Revise

Course Changes Effective Fall 2013 *continued*

NURS 60540 Women's Health Care Nurse Practitioner V (2) ..... Revise

NURS 60592 Nursing Education Practicum (3-4) ..... Revise

NURS 60601 Nursing Curriculum and Instruction in Higher Education to:
Curriculum and Instruction in Nursing Education (3) ..... Revise

NURS 61192 Adult Gerontology Clinical Nurse Specialist I Practicum (2) ..... Revise

NURS 61292 Primary Care I Practicum: Adults Across the Lifespan (1) ..... Revise

NURS 61492 Women's Health Care Nurse Practitioner I Practicum (1) ..... Revise

NURS 61692 Primary Care Pediatrics Practicum (1) ..... Revise

NURS 61792 Pediatric Assessment for Advanced Practice Nurse Practicum (1) ..... Revise

NURS 61892 Advanced Practice Registered Nurse Role Practicum (1) ..... Revise

NURS 62192 Adult Gerontology Clinical Nurse Specialist II Practicum in Nursing (2) to:
Adult Gerontology Clinical Nurse Specialist II Practicum ..... Revise

NURS 62292 Primary Care II Practicum: Chronically Ill Adults Across The Lifespan (1) ..... Revise

NURS 62492 Women's Health Care Nurse Practitioner II Practicum (1) ..... Revise

NURS 62792 Pediatric Nurse Practitioner I Practicum (1) ..... Revise

NURS 63192 Adult Gerontology Clinical Nurse Specialist III Practicum in Nursing (1) to:
Adult Gerontology Clinical Nurse Specialist III Practicum ..... Revise

NURS 63292 Primary Care: Family Health and Chronic Illness Across the
Lifespan Practicum (2) ..... Revise

NURS 63492 Women's Health Care Nurse Practitioner III Practicum (1) ..... Revise

NURS 63692 Comprehensive Primary Care III Practicum: Adults Across the Lifespan (2) .. Revise

NURS 63792 Pediatric Nurse Practitioner II Practicum (1) ..... Revise

NURS 63992 Care of the Chronically Ill Child for Advanced Practice Nurse Practitioner (1) Revise

NURS 64792 Pediatric Nurse Practitioner III Practicum (2) ..... Revise

NURS 64892 Women's Health Care Nurse Practitioner IV Practicum (1) ..... Revise

NURS 65892 Women's Health Care Nurse Practitioner V Practicum (2) ..... Revise

RTT 11003 Application and Mechanisms of Cardiopulmonary Anatomy
and Physiology (3) ..... Revise

RTT 11008 Blood Gas Analysis (2) ..... Revise

RTT 21000 Critical Care (4) ..... Revise

RTT 21001 Mechanical Ventilation (5) ..... Revise

RTT 21003 Perinatal and Pediatric Respiratory Therapy (2) ..... Revise

RTT 21004 Advanced Diagnostics (3) ..... Revise

Course Changes Effective Fall 2013 *continued*

SPA	64525	Student Teaching in Speech-Language Pathology and Audiology (3)	Revise
SPA	70616	Hearing Aid Fitting and Selection Across the Lifespan (4)	New
SPA	70618	Implantable Technology (4)	New
SPA	70623	Audiologic Treatment Across the Lifespan (4)	New
SPA	70627	Multicultural Issues in Audiology (2)	New
SPA	70730	Practice Management in Audiology (3)	New
SPA	70732	Audiologic Treatment Across the Lifespan (4)	New
SPA	70733	Advanced Electrophysiologic and Vestibular Measures (4)	New
SPA	70734	Principles in Precepting (1)	New
SPA	70892	Internship III (2)	New
SPA	70992	Internship IV (2)	New
SPA	74592	Clerkship I (1)	New
SPS	70615	Central Auditory Processing Evaluation and Management (2)	New
SPA	74692	Clerkship II (1)	New
SPA	74792	Graduate Audiology III (6)	New
SPA	74892	Graduate Audiology V (8)	New
SPA	75792	Internship I (3)	New
SPA	76792	Internship II (3)	New
SPED	63992	Advanced Practicum Special Education (2-8)	Revise
TECH	46031	Student Teaching (9)	Revise
TECH	68120	Stem Cell and Tissue Engineering (3)	New
THEA	51303	Acting I Foundations: Stranislavski and Michael Chekhov (3)	Revise
THEA	51701	Movement, Form and Space I: The Actor's Physical Instrument (3)	Revise
UD	65632	Urban Ecological Systems (1-3)	Revise
US	00003	Reading Strategies for College Success (3)	Revise
US	00006	Study Strategies for College Success (3)	Revise

Course Changes Effective for Spring 2014

US	20010	Career Navigation: Constructing Possibilities (2)	New

Corrections to 28 January 2013 Agenda:

The Paralegal Studies post-secondary certificate is coded C202 in Banner, not C624.

RADT 14021 Radiologic Procedures II (4) *revision incorrectly listed with new number 14017*

FDM 60030 Research Methods in Fashion Design and Merchandising (3) to:
Forms of Inquiry in Fashion *revision incorrectly reported as new*

MUS 71191 Seminar in 20th-Centrury Music and Techniques (3) to:
Seminar in Music Since 1900 *revision incorrectly reported as new*

The following courses were listed as new, for the Bioengineering concentration (BS Applied Engineering) and Bioengineering minor. These have been tabled with the concentration and minor.

TECH 37010 Introduction to Bioengineering (3)

TECH 37110 Biofluid Mechanics (3)

TECH 37120 Stem Cell and Tissue Engineering (3)

TECH 47110 Transport Phenomena in Bioengineering (3)

TECH 47120 Biomaterials and Biocompatibility (3)

TECH 47130 Bioengineering Senior Design (3)

Agenda prepared by the Office of Curriculum Services

Educational Policies Council
Minutes of the Meeting
Monday, 28 January 2013

Minutes for Undergraduate EPC
Minutes for Graduate EPC

UNDERGRADUATE EDUCATIONAL POLICIES COUNCIL

Ex-Officio Members present: Provost Todd A. Diacon; Deans James K. Bracken, John R. Crawford, Donald F. Palmer, Eboni J. Pringle, Shin-Min (Simon) Song, Douglas L. Steidl, Wanda E. Thomas, Stanley T. Wearden; Associate Deans Joanne M. Arhar, Thomas W. Brewer; Assistant Dean Elizabeth A. Sinclair-Colando; Director Robert A. Walker; Faculty Senate Vice Chair Donald L. White for Chair Paul A. Farrell; Assistant Dean Mary Ann Haley for Dean (Interim) James L. Blank;

Ex-officio Members not present: Dean Laura Cox Dzurec

Faculty Senate-Appointed Representatives present: Terrence L. Uber, William C. Ward III

Faculty Senate-Appointed Representatives not present: Vanessa J. Earp, Tracy A. Laux, Linda L. Williams

Council Representatives present: Paul J. Albanese, Gregory M. Blase, Pamela K. Evans, William E. Hauck, Denice Sheehan, Roberto M. Uribe, Tina D. Bhargava, Belinda S. Zimmerman

Council Representatives not present: Jessie Carduner, John A. Marino

Observers present:

Observers not present: Breanne Yonkof

Consultants and Guests present: Susan M. Augustine, Jennifer Sandoval, Therese E. Tillett, Jocelyn Folk, Kamal Bichara

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Provost Todd A. Diacon called the Undergraduate Educational Policies Council meeting to order on Monday, 28 January 2013, at 3:20 p.m. in room 204 of the Kent State Student Center.

Director Therese Tillett announced that several items on the agenda have been tabled pending further discussion: establishment of minors in Bioengineering, Software Development and Computer Forensics and Security; inactivation of American Studies major and minor; and establishment of a Bioengineering concentration in the Applied Engineering major.

Action Item 1: Approval of the minutes of 15 October 2012.

Dean Donald F. Palmer moved for approval of the minutes, which was seconded by Dean Wanda E. Thomas. The item passed unanimously with no discussion or corrections.

Action Item 2: Removal of requirement within the Kent Core Additional category that courses must be from two categories.

Dean Palmer stated that the University Requirements Curriculum Committee (URCC) considered both sides of this request. The Kent Core Additional category involves 6 credit hours that could be taken from two Kent Core categories or two courses listed in the Additional category. Dean Palmer recounted that the URCC had a lively discussion and voted (10 for, six against) to recommend removal of the statement "no more than one course per category" for the Additional category.

Dean Palmer explained some administrative reasons for this recommendation, including students who transfer from another institutions having a hard time meeting this requirement because it is not universal. The URCC discussed whether the university should put up with those instances so students can get as broad of a background as possible, or if changes need to be made. One of the points discussed was if the requirement was removed, students could take four history courses and fulfill two categories. The additional category allows students to satisfy breath but also indulge themselves in some depth within their studies.

Dean Palmer made a motion for approval of the item, seconded by Dean Stanley T. Wearden. The item passed unanimously with no discussion.

Director Tillett informed the Council that the item will go to the Faculty Senate for a vote. If it does pass, it will be effective for fall 2013, and the Office of Curriculum Services will review each program to update the Kent Core. She advised the council to pay close attention to this when reviewing the University Catalog proofs.

Action Item 3: Establishment of Aircraft Dispatch [ACD] minor.

Dean Shin-Min Song informed the Council that the Aircraft Dispatch minor will consist of eight courses, two of which are newly established. With this minor, students in the aeronautics program can more easily get a job as an aircraft dispatcher after graduation.

Dean Song moved approval of this item, seconded by Dean Palmer. The item passed unanimously.

Action Item 5: Establishment of Liquid Crystal and Display Engineering [LCDE] minor.

Dean Song stated that the Liquid Crystal and Display Engineering minor comprising eight courses, half existing and half new. The college consulted with the Liquid Crystal Institute and other disciplines, including physics, chemistry and chemical physics.

His motion for approval of the item was seconded by Professor Roberto M. Uribe-Rendon and passed unanimously.

Action Item 6: Establishment of Sustainability [SUST] minor.

Professor Uribe-Rendon introduced the new minor to the council as a result of the updated mission (and college name change) for the College of Applied Engineering, Sustainability and Technology.

He noted that an advisory board was the Sustainability minor was established and has been meeting for almost a year. The board has consulted with faculty from other colleges, including College of Business Administration. The advisory board came to the decision to create a new minor with courses that are related to sustainability. There is one required, new course—Introduction to Sustainability—and a list of electives. Students in this minor will be able to see the big picture of sustainability with a variety of coursework. The minor will be active, with yearly reviews and updates to the list of electives.

Director Tillett asked for calcification with the Experiential Learning Requirement (ELR) Plus-1 course in the minor. Professor Uribe explained that the minor requirement can be fulfilled only with the ELR Plus-1 course. [Note; the Plus-1 course, administered by the Office of Experiential Education and Civic Engagement, is a 1-credit experiential learning activity that can be attached to any regular course with faculty permission.]

An EPC member asked if the ELR for the minor will satisfy for the university requirement. Director Tillett answered in the affirmative and added that the ELR is not required per program; it is an overall university requirement for undergraduate students.

Professor Uribe-Rendon made a motion to approve, which was passed unanimously.

Action Item 7: Establishment of Unmanned Aircraft Systems [UAS] minor.

Dean Song said that this new minor will prepare the college for the market of unmanned aircraft systems. The minor will include five new courses. He moved approval of this item, seconded by Dean Palmer. The item passed unanimously.

Action Item 8: Establishment of Dance Studies [DNST] major within the Bachelor of Arts [BA].

Dean John R. Crawford explained that the new Dance Studies major will allow students that have some previous dance experience to combine this major with another major or minor to expand their capabilities with other areas that may relate to dance. This proposal mirrors what the College of Arts already has in the School of Theatre and Dance, where there is both a Bachelor of Arts and a Bachelor of Fine Arts in Theatre Studies. The BA degree in Dance Studies will address an entirely different population of people in the college, and will benefit from having a more flexible degree program. The curriculum will include three new courses; the rest of the curriculum will contain courses that are already required in the Bachelor of Fine Arts degree.

Dean Crawford made a motion to approve this item, which was seconded by Dean Wearden. The item passed unanimously.

Action Item 9: Establishment of Dance Accompaniment [DANA] minor.

Dean Crawford said that there are a number of students in the past who have pursued experiences in dance accompaniment through individual investigation or internships. This would be the first undergraduate-credential dance accompaniment in the nation.

Dean Crawford moved approval of this item, which was seconded by Associate Dean Pamela K. Evans and passed unanimously.

Action Item 11: Establishment of Psychology [PSYC] major within the Bachelor of Science [BS] degree.

Assistant Dean Mary Ann Haley said the Department of Psychology is proposing a BS degree in Psychology, in addition to its existing BS degree in Psychology. Student who are likely to pursue the BS degree are those who want to pursue further education in medical schools. The department recently underwent an external review, and the reviewers were encouraging this proposal. This is something that is developing across the country.

Assistant Dean Haley moved approval of this item, seconded by Associate Dean Evans. The item passed unanimously.

Action Item 12: Revision of degree designation for the Educational Studies [EDST] major, from the Bachelor of Science in Education [BSE] to the Bachelor of Science [BS] degree.

Associate Dean Joanne M. Arhar explained that since the College of Education, Health and Human Services is no longer solely a teacher-education college, a Bachelor of Science degree is better fit for the students in the Educational Studies major. She then made a motion to approve the item, which was seconded by Associate Director Gregory M. Blase and passed unanimously.

Action Item 13: Establishment of Computer Design, Animation and Game Design [CDAG] minor.

Dean Thomas moved approval for the establishment of the minor. She said that the minor will give students in other majors the opportunity to gain a background in this field.

The item was seconded by a member of the council. Dean Thomas introduced Academic Program Director Kamal Bichara to elaborate on the proposal. He explained that this minor offers students a strong background in computer-aided design, animation and game design. Student will also have the opportunity to take other courses from art or visual communication design.

The item passed unanimously.

Action Item 15: Establishment of Help Desk Support [HDKS] minor.

Dean Thomas said the Help Desk Support minor comprising existing courses, including courses in troubleshooting and networking. Dean Thomas referred to the lead faculty member, Associate Professor William C. Ward for further questions. Associate Professor Ward added that the minor can lead to a good job opportunity for students.

Dean Thomas moved the item for approval, which Dean Palmer seconded. The item passed unanimously.

Action Item 17: Establishment of CAD for Manufacturing [C148] post-secondary certificate.

Dean Thomas referred to Academic Program Director Bichara, who explained that there are a significant amount of unfilled jobs available for students who have the right skills in computer-aided design (CAD) in the manufacturing industry. This certificate will give students the opportunity to gain those skills.

Dean Thomas made a motion for approval of the item. Dean Wearden seconded the motion, and it passed unanimously.

Action Item 18: Establishment of Computer Engineering Technology [CET] minor.

Dean Song said that the college already has a concentration [with Applied Engineering major] in this area; this proposal will give students in other majors the opportunity take the minor. The minor will be a total of 24 credit hours; there is one new course and the rest are existing courses.

Dean Song moved approval of this item, seconded by Professor Uribe-Rendon. The item passed unanimously.

General Discussion

An EPC attendee questioned which campuses the Regional College minors and certificates will be offered. It was confirmed that the Computer Design, Animation and Game Design minor will be offered on the Tuscarawas and Kent campuses; the Help Desk Support minor will be offered on all seven regional campuses; and the CAD for Manufacturing certificate will be offered on the Tuscarawas Campus only.

An EPC member raised a question about **Information Item 19 Revision of the Student Responsibilities policy as published in the University Catalog**. The proposal replaces the words "registration schedule" with "student schedule," but to him, registration schedule means when the student should register for their courses. He asked for clarification on what was the original intent for the registration schedule wording. Director Tillett clarified that the original intent for "registration schedule" was the student's schedule of registered courses. The wording change is to align with how it's stated in FlashLine. There is another item in the Student Responsibilities policy (#3) that stated students should be familiar with the university calendar, including deadlines for course registration, etc., which addresses the member's concern.

Director Tillett promoted council members to remember that the Kent State curriculum review/ approval process was revised last year, and as a result, some items that have previously have gone to EPC for a vote are now considered lesser action items (e.g., establishment of concentrations). Therefore, the final approver of new concentrations is the college; however, EPC members reserve the right to make a motion to bring any item on the agenda to the floor for discussion and/or vote. She encouraged the council to review the lesser action items.

Hearing no further questions or discussion, Provost Diacon asked for a motion to adjourn. Dean Song moved for adjournment, seconded by Dean Palmer at 3:59 p.m.

Respectfully submitted,

Jennifer Sandoval
Academic Program Coordinator, Curriculum Services
Office of the Provost

GRADUATE EDUCATIONAL POLICIES COUNCIL

Ex-Officio Members present: Deans Sonia A. Alemagno, Vincent J. Hetherington; Associate Deans Gail E. Bromley, Raymond A. Craig, Catherine E. Hackney, LuEtt J. Hanson, Ralph Lorenz, Frederick W. Schroath; Interim Associate Dean Denise A. Seachrist representing Provost Todd A. Diacon

Ex-officio Members not present: Dean Mary Ann Stephens; Interim Associate Dean Jonathan P. Fleming; Associate Dean Thomas E. Klingler, Isaac Richmond Nettey

Faculty Senate-Appointed Representatives present: Richard Feinberg, Donald (Mack) Hassler, Thomas Janson, Michael Mikusa, Jonathan V. Selinger, James A. Tyner

Faculty Senate-Appointed Representatives not present:

Council Representatives present: Michael W. Chunn, Scott F. Grey, Joffrey P. Jones, Marilyn Norconk, David B. Robins, Cynthia G. Roller

Council Representatives not present: John C. Duncan, Adil M. Sharag-Eldin, John H. Thornton

Observers present: Lindsay L. Westermann Ayers, Mary A. Mooney

Observers not present:

Consultants and Guests present: Mary K. Anthony, Wendlyn K. Bedrosian, Stephane E. Booth, James R. (J.R.) Campbell, Lisa N.H. Delaney, Julie A. Gabella

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Interim Associate Provost Denise A. Seachrist called the meeting to order on Monday, 28 January 2013, at 3:22 p.m., in room 310C of the Kent Student Center.

Action Item 1: Approval of the minutes of 15 October 2012.

Associate Provost Seachrist called for approval of the minutes, which was seconded by Associate Professor Cynthia G. Roller. With no corrections or changes the item passed unanimously.

Action Item 2: Establishment of Fashion [FASH] major in the Master of Fashion [MFAS] degree.

Associate Dean Ralph Lorenz introduced the item saying that the council had seen this item before in the form of the Program Development Plan, which also proposed a doctorate. He explained that feedback from the Ohio Board of Regents' Advisory Committee for Graduate Studies stated that the master's degree should be the first focus, with the doctorate developed after the Master of Fashion degree is established. He then moved for approval of the item, which was seconded by Professor Tom Janson.

Associate Dean Lorenz added that School Director James R. (J.R.) Campbell was present to answer any questions. Director Campbell said that one distinction worth noting is that the Master of Fashion is designated as a professional degree, addressing practice-based research through practice-based methodologies. It will be new degree designation within the professional degree category.

A member asked if this degree will be in offered in conjunction with the University of Akron. Director Campbell replied in the negative. With no further questions or discussion, the item passed unanimously.

Action Item 3: Inactivation of five non-performing institutes and centers: Water Resources Institute, Kent Nanostructured Materials Center, Institute for Computational Mathematics, Center for Psychoanalysis and Literature and, Center for Research and Workplace Literacy.

Associate Dean Raymond A. Craig said inactivation of these institutes and centers is a matter of housekeeping. An annual review was done a more than a year ago, and it was found that these institutes centers are either inactive, were never active or currently have no resources.

He moved for approval of the item, which was seconded by Associate Dean LuEtt J. Hanson. With no questions or discussion, the item was passed unanimously.

Action Item 4: Inactivation of Justice Studies [JUS] major within the Master of Arts [MA] degree.

Associate Dean Craig said that, as the members know, the Department of Justice Studies was merged into to Department of Sociology a couple of years ago, and the department has determined that there is not enough faculty to offer the program. He added that in order to offer the program, the department would need to update the curriculum and hire faculty. He said that it is likely that a Criminal Justice concentration will be added to the Sociology major in the future.

Associate Dean Craig's motion for approval of the item was seconded by Associate Dean Frederick W. Schroath.

A member asked if this inactivation would leave the justice studies discipline without a master's program, and if there are no students in the program. Associate Dean Craig answered in the affirmative for both. Another member asked if the justice studies faculty agreed with this decision. Associate Dean Craig explained that the faculty members were strongly in favor of this move.

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

Action Item 5: Establishment of fully online delivery, in addition to on-ground delivery, for the Nursing [NURS] major within the Doctor of Philosophy [PHD] degree.

Associate Dean Gail E. Bromley introduced Associate Dean Mary Anthony who noted that the PhD program is a joint degree program with the University of Akron. She stated that the Institute of Medicine made a strong case for the need for more nursing faculty with PhD degrees because many students are being turned away from nursing programs due to lack of faculty. She explained that the Ohio Board of Regents required approval when more than 50 percent of a program will be offered online. She added that the courses are the same as the on-ground program. The program was modeled after other Nursing PhD degrees nationwide that are ranked higher than Kent State and have online programs supplemented with on-campus activities. The college was following guidelines from the American Academy of Nursing to map out the online delivery.

Associate Dean Bromley moved for approval of the item, which was seconded by Dean Sonia A. Alemagno.

A member asked if some face-to-face interaction would be still required. Associate Dean Anthony replied that students would connect synchronously through Blackboard's Elluminate online classrooms. Another member asked if students who were in the on-ground program could be in cohort at the University of Akron. Associate Dean Anthony said students could be, or they could be a Kent State student who works full time and is enrolled part time.

The member then asked if those students might never be physically present in classes, and they could complete this degree without ever physically being on campus. Associate Dean Anthony explained that the college was examining requiring an intensive one-week attendance on campus twice a year for online students. She added that certain activities are required for the online students for their socialization and interaction with faculty and their peers, for proposal development and writing. This requirement was modeled after the American Academy of Nursing guidelines.

Another member asked what happens to the terminal oral defense. Associate Dean Anthony explained that the requirements for the degree do not change, and several requirements such as candidacy and proposal defense are still required with campus presence. She said that, at this time, none of those could be done electronically.

A member asked if the college anticipated increasing enrollment. Associate Dean Anthony replied yes, adding that there has already been a significant increase: from 2005 to 2008 there were 20 doctoral admissions; since 2009 to now, there are 42 admissions. A member wondered about the ability for current faculty to handle an increase due a heavy investment for faculty as an individual advisor. She asked if there would be an enrollment limit. Associate Dean Anthony answered that the college felt a limit has not yet been reached; however, in a Responsibility Centered Management (RCM) environment, there may be the opportunity to increase faculty if needed. She added that national standards have been used as guidance for the faculty-to-advisee ratio. Some students are part time; the college has made mindful and thoughtful decisions about how that will flow during the heavy time of dissertation.

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

Information Item I: Temporary suspension of admissions for the Prevention science [PRSC] and Epidemiology [EPI] concentrations in the Public Health [PH] major within the Doctor of Philosophy [PHD] degree.

Dean Alemagno explained that the College of Public Health has grown rapidly, with enrollment capacity reached for these two concentrations. She added that it was a stipulation by the Ohio Board of Regents, due to the provisional approval received, that enrollment would be capped at 10 students per concentration. She suspects a third concentration will need to be capped soon too.

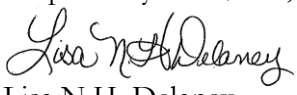
Other Business:

A member expressed concern that an agenda item revising the credit hour definition for applied music course appeared on the Undergraduate EPC agenda only even though it affects both undergraduate and graduate course. He added that he hopes it passes. [Note: The item was informational only on the Undergraduate EPC agenda.] The member said the item should have appeared on both agendas.

A guest asked if lesser action items are discussed in the meeting, or are they considered approved. Associate Provost Seachrist answered in the affirmative. [Note: Items designated as informational or lesser are considered administratively approved; however, members of the EPC reserve the right to make a motion to move them to the floor for discussion and/or vote.]

With no further questions or discussion, Associate Professor Mikusa moved for adjournment of the meeting at 3:44 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 **1-Feb-13** Curriculum Bulletin _____

Effective Date **Fall 2013** Approved by EPC _____

Department **EPC Ad Hoc Committee for Academic Policies**

College

Proposal **Establish Policy**

Proposal Name **Not Permitted to Continue**

Description of proposal:

Proposal seeks to create a policy to address undergraduate students who are identified by their academic unit as not eligible to continue in their declared major or minor because they no longer meet the program's requirements.

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

If students who are not permitted to continue do not declare another program by the deadline set by their college, an advisor will place a hold on their student record, and they will not be able to register for any courses until they meet with an advisor to select another program.

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

Professional advisors; Undergraduate Studies; Office of the Provost; College of Nursing; College of Business Administration; College of Education, Health and Human Services

Approved by members of the EPC Ad Hoc Committee for Academic Policies on 1 February 2013.

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
Not Permitted to Continue Policy

SUBJECT SPECIFICATION

This proposal seeks to create a policy to address undergraduate students who are identified by their academic unit as not eligible to continue in their declared major or minor because they no longer meet the program's requirements.

BACKGROUND INFORMATION

Students who are no longer eligible to continue in their declared major or minor must meet with an advisor and change their program. The Change of Program worklfow is initiated by the student and, presently, there is no mechanism in place to require the student to make the change. Consequently, students who do not change their program either leave the university without graduating or remain in the program they are no longer eligible to puruse.

In academic year 2009-2010, there were 505 students, total, in the colleges of Nursing, Business Education and Education, Health and Human Services deemed not permitted to continue in their declared major. The start of the following academic year, fall 2010, 376 of those students (74 percent) returned to Kent State. That left an attrititon rate of 26 percent or 129 students. See Appendix A for a breakdown of that data, and Appendix B for the subsequent major (or, in some cases, the original major) declared by these students who did return.

Creating a university policy with consequences that can be enforced will help to motivate students to seek out an advisor's assistance to find a more appropriate major. If students who are not permitted to continue do not declare another program by the deadline set by their college, an advisor will place a registration hold on their student record, and they will not be able to register for any courses until they meet with an advisor to select another program. Through academic advising and other university resources, students can be directed to other, more suitable programs in which they can be successful and graduate.

ALTERNATIVES AND CONSEQUENCES

The alternate is no policy, and students will either not return to Kent State or continue to stay in a program from which they may never graduate. Creating a policy that can be enforced will ensure students will seek out assistance to find a "best fit" for their academic needs and skills.

SPECIFIC RECOMMENDATION AND JUSTIFICATION

It is recommended that the proposed Not Permitted to Continue policy be approved and published in the 2013 University Catalog to increase student persistence and graduation rates:

> **Baccalaureate-seeking students who are deemed no longer eligible to continue in their program (major, minor) must select another program within the time specified by their college. Students failing to meet the deadline will not be able to register for future terms until they have met with an advisor to select an appropriate program.**

TIMETABLE AND ACTIONS REQUIRED

Educational Policies Council..... approval sought 18 February 2013
Faculty Senate..... approval sought 11 March 2013
Implementation in University Catalog..... fall 2013

APPENDIX A

Retention Rate for Students Declared Not Permitted to Continue (NPC) in Their Major

College of Business Administration
College of Education, Health and Human Services
College Nursing

College	Students Declared NPC in Declared Major				NPC Students Who Returned to Kent State		Students Declared NPC in Declared Major				NPC Students Who Returned to Kent State		Students Declared NPC in Declared Major	NPC Students Who Returned to Kent State	
	Fall 2008	Spring 2009	Summer 2009	Total	Fall 2009	Percent	Fall 2009	Spring 2010	Summer 2010	Total	Fall 2010	Percent	Fall 2010	Spring 2011	Percent
Business	198	198	52	310*	237	76%	202	195	51	304*	243	80%	**	**	**
Education	48	94	**	125*	91	73%	66	97	**	142*	100	70%	**	**	**
Nursing	**	**	**	**	**	**	**	50	9	59*	33	56%	28	20	71%

* Duplicates removed from the total count

** Data not collected in the term specified

Report compiled by the Office of Research, Planning and Institutional Effectiveness from data provided by the College of Nursing, College of Business Administration and College of Education, Health and Human Service.

APPENDIX B

The following charts show the subsequent major (or, in some cases, the original major) declared by students who are not permitted to continue (NPC) in their original major (fall 2009 to spring 2011).

Those majors designated with an ✕ include students who did not change their major despite being deemed no longer eligible to continue in it.

NPC students whose original major was in the College of Business	
Campus/College/Major	**Count**
Ashtabula Campus	**1**
EHHS	**1**
Nutrition and Food	1
Geauga Campus	**2**
Business Administration	**2**
✕ Business Management	1
✕ Pre-Marketing	1
Kent Campus	**459**
Arts & Sciences	**22**
Chemistry	1
Conservation	1
German Translation	1
General Studies	11
History	1
Justice Studies	4
Pan-African Studies	1
Political Studies	2
Business Administration	**421**
✕ Accounting	21
✕ Business Management	62
✕ Computer Information Science	7
✕ Economics	10
✕ Entrepreneurship	1
✕ Finance	20
✕ Marketing	26
✕ Managerial Marketing	4
✕ Pre-Accounting	46
✕ Pre-Business Management	131
✕ Pre-Business	14
✕ Pre-Computer Info Science	14
✕ Pre-Economics	4
✕ Pre-Finance	24
✕ Pre-Marketing	36
✕ Pre-Operations Management	1
CCI	**4**
CCI General	1
Pre-Communication Studies	3
TECH	**1**
Aeronautics	1

NPC students whose original major was in Teacher Education	
Campus/College/Major	**Count**
Ashtabula Campus	**2**
EHHS	**2**
✕ Family Consumer Sci Edu	1
✕ Middle Childhood Education	1
East Liverpool Campus	**3**
EHHS	**3**
✕ Early Childhood Education	2
✕ Integrated Language Arts	1
Kent Campus	**146**
Arts & Sciences	**7**
English	1
General Studies	2
History	1
Justice Studies	1
Political Studies	1
Psychology	1
Business	**3**
Business Management	1
Pre-Business Management	1
Pre-Computer Info Science	1
Communication/Information	**2**
Pre-Communication Studies	2
EHHS	**131**
✕ Early Childhood Education	26
Educational Studies	4
EHHS General	49
✕ Integrated Mathematics	2
✕ Integrated Language Arts	4
✕ Interventional Specialist	13
✕ Integrated Social Sciences	9
✕ Integrated Science	2
✕ Life Science	1
✕ Middle Childhood Education	7
Nutrition and Food	2
Physical Education	9
Pre-Human Dev/FamilyStudies	3
Nursing	**1**
Pre-Nursing	1
Undergraduate Studies	**2**
Exploratory	2

NPC students whose original major was in the College of Nursing	
Campus/College/Major	**Count**
Ashtabula Campus	**3**
Regional	**1**
Nursing (AAS)	1
Nursing	**2**
✕ Pre-Nursing	2
East Liverpool Campus	**1**
Nursing	**1**
✕ Pre-Nursing	1
Geauga Campus	**4**
Regional	**1**
Nursing (AAS)	1
Nursing	**2**
✕ Pre-Nursing	2
Undergraduate Studies	**1**
Exploratory	1
Kent Campus	**33**
Arts & Sciences	**4**
Biology	1
General Studies	2
Psychology	1
Arts, The	**1**
Theatre Studies	1
EHHS	**10**
Community Health Education	1
Exercise Science	1
Guest Admissions	1
Integrated Health Studies	7
Nursing	**15**
✕ Nursing	1
✕ Pre-Nursing	14
Public Health	**3**
Public Health	3
Salem Campus	**3**
Nursing	**3**
✕ Pre-Nursing	3
Stark Campus	**4**
Arts & Sciences	**2**
Biology	1
General Studies	1

continued on next page

APPENDIX B

NPC students whose original major was in the College of Business	
Campus/College/Major	**Count**
EHHS	**9**
EHHS General	2
Nutrition and Food	5
Physical Education	1
Pre-Human Dev/FamilyStudies	1
Regional	**1**
Justice Studies (AA)	1
Undergraduate Studies	**1**
Exploratory	1
Stark Campus	**11**
Arts and Sciences	**1**
Psychology	1
Business Administration	**10**
× Business Management	1
× Finance	1
× Marketing	1
× Managerial Marketing	1
× Pre-Business Management	4
× Pre-Business	1
× Pre-Marketing	1
Trumbull Campus	**7**
Business Administration	**7**
× Business Management	1
× Pre-Accounting	1
× Pre-Business Management	5
TOTAL	**480**

NPC students whose original major was in Teacher Education	
Campus/College/Major	**Count**
Salem Campus	**3**
EHHS	**2**
× Early Childhood Education	1
× Middle Childhood Education	1
Regional	**1**
Early Childhood Educ (AAS)	1
Stark Campus	**22**
Arts and Sciences	**6**
General Studies	1
History	2
Mathematics	1
Psychology	2
EHHS	**15**
× Early Childhood Education	2
EHHS General	7
× Integrated Mathematics	1
× Integrated Language Arts	1
× Middle Childhood Education	2
Pre-Human Dev/FamilyStudies	2
Undergraduate Studies	**1**
Exploratory	1
Trumbull Campus	**6**
EHHS	**6**
× Early Childhood Education	2
EHHS General	2
× Integrated Language Arts	1
× Integrated Social Sciences	1
Tuscarawas Campus	**9**
Business Administration	**1**
Pre-Business	1
EHHS	**7**
× Early Childhood Education	4
× Integrated Mathematics	2
× Middle Childhood Education	1
Regional	**1**
Justice Studies (AA)	1
TOTAL	**191**

NPC students whose original major was in the College of Nursing	
Campus/College/Major	**Count**
Nursing	**2**
× Pre-Nursing	2
Trumbull Campus	**5**
Arts & Sciences	**1**
Psychology	1
Business Administration	**1**
Pre-Business Management	1
Nursing	**3**
× Nursing	1
× Pre-Nursing	2
TOTAL	**53**

Report compiled by the Office of Research, Planning and Institutional Effectiveness from data provided by the College of Nursing, College of Business Administration and College of Education, Health and Human Service.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **12-Dec-12** Curriculum Bulletin _____

Effective Date **Fall 2013** Approved by EPC _____

Department	**MKEN**
College	**BU - Business Administration**
Degree	**BBA - Bachelor of Business Administration**
Program Name	**Professional Sales Certificate** Program Banner Code C149
Concentration(s)	Concentration(s) Banner Code(s)
Proposal	**Establish program**

Description of proposal:

Employers have provided feedback that, given a choice between a student with a marketing degree and a student with a marketing degree plus a sales certificate, they would choose the student with the marketing degree plus certificate. (See attached survey results and comments.) Competing nearby universities offer either a sales minor or a sales certificate. Kent State is the only accredited local university that does not offer either. Additionally, a poll of the Kent State University College of Business Sales Advisory Board were unanimous in support of the sales certificate offering as a means to provide students with an added edge in job hunting.

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

Current total credit hours: Proposed total credit hours **15**

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

There is no impact on enrollment, staffing, or other units.

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

No other units were consulted.

REQUIRED ENDORSEMENTS

Pamela E. Simon 12/18/12

Department Chair / School Director

_____ ___/___/___

Campus Dean (for Regional Campuses proposals)

Elizabeth A. Sinclair 12/19/2012

College Dean (or designee)

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

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

Proposal Summary
Professional Sales Certificate

Full Name of Program: Professional Sales Certificate

Purpose and Goals of the Program: To equip students with the necessary tools to pursue a career in professional sales.

Need for the New Program: Employers have provided feedback that, given a choice between a student with a marketing degree and a student with a marketing degree plus a sales certificate, they would choose the student with the marketing degree plus certificate. (See attached survey results and comments.) Competing nearby universities offer either a sales minor or a sales certificate. Kent State is the only accredited local university that does not offer either. Additionally, a poll of the Kent State University College of Business Sales Advisory Board were unanimous in support of the sales certificate offering as a means to provide students with an added edge in job hunting.

Survey results for current students, alumni, and employers in support of the Professional Sales Certificate are presented below.

Professional Sales Certificate Survey Results Summary

Current Student Survey Results: N = 26

Sample description:

Major:

Advertising	2
Business Management	6
English	1
Fashion Merchandising	5
Hospitality Management	1
Managerial Marketing	2
Marketing	8
Psychology	1

Year in School:

Junior	2
Senior	16
Fifth-year Senior	8

Demand for the sales certificate:

- 65% definitely interested in obtaining a sales certificate
- 31% may be interested in obtaining a sales certificate
- 4% (which was 1 person) not interested

Program components completed:

- All 26 students have completed a personal selling course in MKTG, MMTG, or ENTR
- 36% have taken, are taking, or are planning to take Advanced Professional Selling
- 19% have done or are doing an internship with a sales component
- 42% are planning to do an internship with a sales component but have not yet

Why interested in the sales certificate:

- 96% believe the sales certificate will help them obtain a position in sales
- 96% believe the sales certificate will differentiate them from other job candidates
- 92% believe the sales certificate will enhance their success in a sales position

Key benefits perceived from the sales certificate:

- Resume builder
- Way to distinguish themselves from other job candidates/competitive advantage
- Tangible evidence of their sales skills
- Experience and knowledge of how to be a good salesperson
- Confidence
- Credibility
- Evidence of a strong interest in a sales career

Possible barriers to completing a sales certificate:

- Limited time to fit it into their schedule
- Limited time before they have to graduate (some graduating in December 2012)
- Most saw no barriers

Alumni Survey Results: N = 20

Sample description:

- 65% graduated within the past five years
- 85% are currently employed in a sales position
- Most had their first job in sales

- 46% are currently involved in hiring

Major at KSU:

Advertising	2
Marketing	9
Biology	1
Business Management	5
Fashion Merchandising	2
Interpersonal Communication	1

Demand for the sales certificate:

- 50% would definitely have been interested in obtaining a sales certificate
- 35% may have been interested in obtaining a sales certificate
- 15% would not have been interested

Program components completed:

- All 20 students completed a personal selling course in MKTG, MMTG, or ENTR
- 25% took Advanced Professional Selling
- 40% did an internship with a sales component

Why interested in the sales certificate:

- 80% believe the sales certificate would have helped them obtain a position in sales
- 90% believe the sales certificate would have differentiated them from other job candidates
- 79% believe the sales certificate would have enhanced their success in a sales position
- 92% would give preference to job candidates who had a sales certificate when hiring

Key benefits perceived from the sales certificate:

- Better knowledge/preparation for a sales career
- Additional sales skills and training
- Resume builder
- Competitive advantage in the job market

- Confidence/feeling of accomplishment
- Credibility

Employer Survey: N = 51 (24 from SMEI)

View of a sales certificate:

- 82% have NOT seen job applicants with a sales certificate or equivalent
- 84% view a sales certificate as an indicator that a job applicant is more prepared
- 84% would give preference to a job applicant with a sales certificate when hiring
- 88% feel it is important for a sales certificate program to have an internship component
- 93% recommend that KSU institute a sales certificate program

Value perceived in a sales certificate during the job application process:

- View candidates as better than candidates who do not have certificate
- Evidence that the student has an interest in sales
- Evidence of improved sales training/better skills
- Better understanding of what is expected of a sales professional
- Greater sales experience/hands-on/real-world experience
- Evidence of commitment/effort/going the extra mile

Specific skills/qualifications expected from a graduating student with a sales certificate:

- Communication skills – written and oral
- Prospecting/lead generation/customer qualification
- Customer development/customer relationship management
- Cold calling/phone sales
- Public speaking/presentation skills
- Analysis and performance measurement techniques
- Understanding of the B2B market
- Social media competence or experience
- Internship/real-world/hands-on experience
- Basic business skills (marketing, accounting, P&L, etc.)

Additional comments from employers:

- I think this is a great idea and I wish more colleges would implement something of this nature. Sales is a huge part of running a successful business and I hardly ever see an applicant with a Sales degree or certification.
- An internship would greatly add value to this program.

- I am a Kent State grad who was offered a position at a wonderful organization in sales strictly because of the sales experience and courses I received at KSU. Ellen Daniels and Tim Austin along with Josh Smith are doing wonderful things to enhance the sales learning experience at KSU. I can say only the best things about their intentions and I owe my current opportunities and success to the time they devoted to me over the past 5 years.
- I think it is a great concept. I think more people should embrace this idea but it should be difficult and fundamentally cold calling/overcoming objections because this is the majority of the job. Selling on the rewards is how it has traditionally been sold, but is not reality. Love the idea!

Faculty Credentials:

Ellen P. Daniels (NTT) MBA KSU (1986) (CV attached)

Gregory Graham (NTT) MA Trinity Evangelical Divinity School (1996); DMIN Candidate, Trinity Evangelical Divinity School (CV attached)

Timothy A. Austin MBA Cleveland State University (2002) (CV attached)

Walt J. Sokira MBA KSU (1991) (CV attached)

Admission Procedures: Students will have completed Principles of Microeconomics, ECON 22060, and Principles of Marketing, MKTG 25010

Requirements for Successful Completion of the Certificate:

The Professional Sales Certificate will require 15 total credit hours. There are two prerequisites, Principles of Microeconomics, ECON 22060, and Principles of Marketing, MKTG 25010, for six credit hours, and 9 credit hours for the three courses listed below from existing courses and one new course to be created:

1. Personal Selling, MKTG 45046 (3 credit hours) or Sales in the Entrepreneurial Venture, ENTR 37045 (3 credit hours) or Sales and Sales Management, MMTG 45030 (3 credit hours) (formerly known as Channel Management).

2. Advanced Professional Selling, MKTG 45047 (3 credit hours) (Prerequisites: MKTG 45046 or ENTR 37045 or MMTG 45030 and minimum GPA of 2.5)

3. Create a new course: Sales Internship, MKTG 45192 (3 credit hours) (CCU005200)
   (Prerequisites: MKTG 45047)

Evidence of Need and Sustainability: Salespeople held over 8 million jobs in 2010 according to the Bureau of Labor Statistics. Manufacturing sales positions account for 1.8 million jobs with a 16% annual growth rate. Typically, over 90% of students with marketing degrees will spend some time as a salesperson. Employers seek qualified candidates with the necessary skills to succeed in their businesses. Appropriate coursework that prepares them with the proper skills and sales experiences will enable students to meet the employment needs of business and industry.

The Kent State University College of Business Administration's **Sales Advisory Board** was established to help sustain and grow local business interest in the sales program. It provides input into sales curriculum, offers sales internships and networking opportunities to sales students, and provides business connections and funding to **Pi Sigma Epsilon** (PSE), the student sales fraternity. Pi Sigma Epsilon was established in December, 2009, and maintains annual membership of 20-30 students. The Kent State chapter of PSE, part of the national fraternity, has sponsored students at the regional and national Pro-Am Selling Competitions.

Fiscal and Staffing Impact: Current staffing is in place and will be adequate to begin the program. It is not anticipated that any additional staffing or resources will be required.

Catalog Copy and Course Requirement Sheet:

The objective of the Professional Sales Certificate is to prepare students to function effectively in the selling environment where they will have to operate autonomously and be self-motivated.

The completion of the Professional Sales Certificate equips students to be professional salespeople and sales managers by enabling them to experience all aspects of selling, both fundamentally and experientially. Students will not only learn the basic techniques of communication, but will apply these techniques in class, group, and individual role plays. The Sales Lab, which contains recording equipment, enables feedback from the sales faculty to enable students to correct and enhance their own communication techniques, making them better interviewers, communicators and, ultimately, salespeople. Shadowing experiences with local salespeople offer practical insight into the world of professional sales. Each course aims to strengthen the student's ability to listen and communicate effectively while building on marketing foundations.

Time Table and Actions Required:

Department of Marketing and Entrepreneurship: Approval October 24, 2012

UCCC: Approval November 30, 2012

EPC: Approval January 28, 2013

CATALOG COPY

Professional Sales

CERTIFICATE REQUIREMENTS (15 credits)			
Course		**Title**	**Credits**
ECON	22060	Principles of Microeconomics	3
MKTG	25010	Principles of Marketing	3
	45047	Advanced Professional Selling	3
	45192	Sales Internship **NEW**	3
Choose one course from the following:			3
ENTR	37045	Sales in the Entrepreneurial Venture (3)	
MKTG	45046	Personal Selling (3)	
MMTG	45030	Sales and Sales Management (3) **REVISED**	
		TOTAL	**15**

Name: Paul J Albanese Submission Date: 12/18/2012

Organization: Marketing and Entrepreneurship

Course Catalog Update

<< Go back to Course Catalog Update form

Print

Course Catalog Update Information: STU0004

Reference Number: CCU005200 **Date:** 17-DEC-12

Level: of **Currently On The Worklist Of:** , unassigned

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: Paul J. Albanese

Requested Effective Term: 201380

Campus: Kent

College: BU-Business Administration and Graduate School of Management

Department: MKEN-Marketing

Course Subject: MKTG-Marketing

Course Number: 45192

Course Title: SALES INTERNSHIP

Title Abbreviation: SALES INTERNSHIP

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours:

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours: 3 to 3

Attributes

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

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

Can this course be repeated for credit: No Repeat	**Course Limit:**	**OR Maximum Hours:**
Course Level: Undergraduate	**Grade Rule:** B-Standard letter	

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. PRA-Practicum or Internship 2. 3.

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

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): A sales internship with an area business is required to complete the Professional Sales Certificate.

Prerequisites (edited): MKTG 45047

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
45	Internship

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: None

Writing Expectations: Final written report to department upon completion of the sales internship.
Instructor(s) expected to teach: Ellen Daniels and Gregory Graham
Instructor(s) contributing to content: Ellen Daniels, Gregory Graham, Pamela Grimm
Proposal Summary
Explain the purpose for this proposal:
The Sales Internship is the last requirement for the Professional Sales Certificate.
Explain how this proposal affects program requirements and students in your unit:
Students in our unit will able to earn a specialized credential to certify that they have had advanced professional training in sales.
Explain how this proposal affects courses, program requirements and student in other units:
The Professional Sales Certificate is open to students in other units who will be able to earn a specialized credential to certify that they have had advanced professional training in sales.
Explain how this proposal affects enrollment and staffing:
Enrollment and staffing will not be affected.
Units consulted (other departments, programs or campuses affected by the proposal):
No other units were consulted.

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Submit

You must click the submit button to submit your catalog update request for approval. After the document is successfully submitted, a printable confirmation page will appear.

Stop Workflow

Notice of Intent to Offer an Educational Program
Professional Sales Certificate
Kent State University

1. *Institution Name:*
   Kent State University

2. OPEID: **00305100**

3. *Program name(s) and program CIP code(s) supported by this documentation:*
   Professional Sales Certificate: CIP 52.1804 Selling Skills and Sales Operations

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.*

   Typically over 90% of students with marketing degrees will spend some time as a salesperson. Appropriate coursework that prepares them with the proper experience and skills will enable Kent State University graduates to have an additional credential for prospective employers to consider while evaluating potential job candidates. Local employers have provided feedback that, given a choice between a student with a marketing degree and a student with a marketing degree plus a Professional Sales Certificate, they would choose the latter. (See attached survey results and comments.) Competing nearby universities, including the University of Akron, offer either a sales minor or a sales certificate. Kent State is the only accredited local university that offers neither. Additionally, a poll of the Kent State University Sales Advisory Board was unanimous in support of the Professional Sales Certificate offering as a means to provide students with an added edge in job hunting.

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.*

   Following a meeting with sales faculty from both Kent and Stark campuses, it was determined that a sales internship, in addition to the current specialized classes in selling—Personal Selling (MKTG 45046), Advanced Professional Selling (MKTG 45047), Sales in the Entrepreneurial Venture (ENTR 37045), and Sales and Sales Management (MMTG 45030) (formerly Channel Management)—would be sufficient to provide students with the appropriate skills and experience necessary to enhance their ability to be eligible for sales job opportunities.

Additional meetings with the Assistant Dean, Director of Undergraduate Programs and Chair of the Department of Marketing and Entrepreneurship resulted in the determination of course level, admission requirements, and prerequisites. A major element to consider was the potential interest across the university for a Professional Sales Certificate which would supplement the degree of any student regardless of major by providing the possibility of a sales career within a wide variety of major areas of study. Currently, a significant portion of sales students represent non-business majors including Fashion Merchandising, Interior Design, Fine Arts, Communications, and Psychology.

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.*

   Salespeople held over 8 million jobs in 2011 according to the Bureau of Labor Statistics. In a stagnant economy, sales jobs offer opportunities to graduating students. Manufacturing sales positions account for 1.8 million jobs in the U.S., with a 16% annual growth rate, while jobs in other aspects of business show annual growth of 15-18%.

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).*

   The Kent State University Sales Advisory Board was established to help sustain and grow local business interests in the College of Business Administration, and specifically the sales students within the Department of Marketing and Entrepreneurship. It provides input into curriculum, offers internships and networking opportunities to sales and marketing students, and provides business connections and funding to the student sales/marketing fraternity, Pi Sigma Epsilon. The Sales Advisory Board members indicated that a Professional Sales Certificate would enhance the marketability of Kent State University's graduates who are applying for sales-related jobs. Feedback from surveys of current and former students support this assertion (summary of survey results included).

   In October, 2012, the Sales Advisory Board met to discuss the possibility of a Professional Sales Certificate in addition to other matters. (Minutes attached.) In addition, letters from business partners were obtained detailing the importance of providing a Professional Sales Certificate to Kent State students. Surveys were sent to businesses, former and current students requesting feedback about the efficacy of the program. All information gained thus far supports the offering of a Professional Sales Certificate.

   Personal Selling (MKTG 45046) has been offered for several decades. Advanced Professional Selling (MKTG 45047) classes were first held in Fall 2009. No sales internship course is currently being offered but one has been proposed as a part of the Professional Sales Certificate.

8. *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.*

   August 26, 2013

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **26-Oct-12** Curriculum Bulletin _____

Effective Date **Fall 2013** Approved by EPC _____

Department **Computer Technology**

College **RE - Regional College** Computer Forensics and Security [CFSE] mionr

Degree ~~**BTAS - Bachelor of Technical and Applied Studies**~~

Program Name ~~**Computer Technology**~~ Program Banner Code CFSE HDKS SWDV

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

Proposal **Establish** ~~**program**~~ minors

Description of proposal:

Create three Computer Technology minors: Computer Forensics and Security (18); Help Desk Support (19); and Software Development (19). Minimum credit hours of the three minors is shown in parentheses. Change pre-requisites of existing COMT courses to include courses from other programs.

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

Current total credit hours: ~~123~~ Proposed total credit hours ~~121~~ 18-19

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

The courses used for the three minors are already offered on a regular basis across the system by existing Computer Technology faculty for the BTAS-COMT concentrations. The minors will offer an opportunity for students from other majors to gain a minor taking courses not offered by other departments.

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

DSCI, COMT, Regional College Curriculum Committee

REQUIRED ENDORSEMENTS

_____ ___/___/___
Department Chair / School Director

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

Wanda Thomas 12/10/12
College Dean (or designee)

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

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

Proposal Summary
[Create three new Computer Technology minors]

Description of Action, Including Intended Effect

Create three Computer Technology minors: Computer Forensics and Security (18); Help Desk Support (19); and Software Development(19). Minimum credit hours in parentheses. Change pre-requisites of existing COMT courses to include courses from other programs (see attached list of pre-req changes). Change credit hours of ELR COMT 36392 Internship to 1-3 to make it more flexible for students. ELR requires 1 credit hour.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

The courses used for the three minors are already offered on a regular basis across the system by existing Computer Technology faculty for the BTAS-COMT concentrations. The minors will offer an opportunity for students from other majors to gain a minor by taking courses not offered by other departments.

Fiscal, Enrollment, Facilities and Staffing Considerations

No impact. Courses are already being offered.

Evidence of Need and Sustainability if Establishing

Initial suggestion by DSCI (Digital Sciences) for COMT to develop minors.

Provisions for Phase-Out if Inactivating

Courses will continue to be offered for BTAS-COMT majors.

Timetable and Actions Required: *a chronology of actions required to approve the proposal with an anticipated implementation date for each action*

11/16/2012 Approved by COMT Curriculum Committee
12/7/2012 Approved by Regional College Curriculum Committee
1/28/2012 Approved by EPC

CFSE

The ~~Computer Technology~~ Computer Forensics and Security minor is designed to complement a wide range of majors. The minor includes one course focused on vulnerabilities, a forensics course focused on individual computers, a forensics course focused on networks, and a course on network security.

Two electives provide flexibility to tailor the minor to each student's interests and career goals. For example, a student might choose a more in-depth course in hardware, mobile applications, command line tools, networking, or firewalls.

Type Legend: **DD** Diversity--Domestic; **DG** Diversity--Global; **ELR** Experiential Learning; **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, writing-intensive and the experiential learning requirements.

COMPUTER FORENSICS & SECURITY MINOR REQUIREMENTS (18 credits)

Type	Course		Title	Credits
	COMT	21200	Ethical Hacking	3
		36320	Computer Forensics	3
		36321	Network Forensics	3
		36330	LAN Security Fundamentals	3
	Choose two from the following:			6
	COMT	11009	Computer Assembly & Configuration (4)	
		36309	Programming Mobile Apps (3)	
WIC*		36318*	Survey of Information Security, Internet Fraud, & Computer Forensics (3)	
		36355	Command Line Utilities (3)	
		46310	Technology of Operating Systems (3)	
		46311	Technology of Networking (3)	
		46331	LAN Security and Firewalls (3)	
			MINIMUM TOTAL	**18**

TILLETT, THERESE

From: KHAN, JAVED
Sent: Monday, February 11, 2013 11:32 AM
To: Edge, Irene
Cc: THOMAS, WANDA; WATSON, RUTH; TILLETT, THERESE; HALEY, MARY ANN; javed@cs.kent.edu; javedmailstore@gmail.com
Subject: RE: proposed TAS COMT minors

Dear Irene,

My apology for being late by few days. Please find attached our response. Last year in a meeting with COMT we thought that it will be nice if we occasionally meet to synch computer related courses/curriculum in Kent.
Regards,

-Javed

Software Development: Few of the COMT programming course titles indicate content similarities/duplications with CS courses.
But this particular Minor proposal- which groups these courses in building the minor does not constitute additional encroachment/duplication concern.

Computer Forensic and Security: CS do have a concentration in Information Security. The focus of the COMT course is however highly applied and distinct from the CS program.
Therefore, we think it will nicely complement our program and increases the depth of Kent State's presence in Computer Security.

From: Edge, Irene
Sent: Monday, January 28, 2013 7:59 PM
To: KHAN, JAVED
Cc: THOMAS, WANDA; WATSON, RUTH
Subject: proposed TAS COMT minors

Dr.:
I am the co-lead faculty of the Regional College's Computer Technology and I am writing to you as the Department Chair of Computer Science.

Attached are proposals for two minors for the Technical and Applied Studies bachelor degree program in the Regional College: Computer Forensics and Security AND Software Development. They are proposed by Computer Technology faculty and include existing courses only.

We plan to have these on the Feb 18 EPC agenda and would appreciate your support in this endeavor.
Please respond by Feb 8th with any comments or concerns. No response by that time will be taken as support for these minors.

I thank you in advance for your consideration and support.

Irene E. Edge
Assistant Professor, Computer Technology

SCHIFFHAUER, PATRICIA S.

From: WATSON, RUTH
Sent: Monday, November 19, 2012 2:15 PM
To: THOMAS, WANDA; SCHIFFHAUER, PATRICIA S.
Cc: Edge, Irene
Subject: FW: support for three new COMT Minors

Follow Up Flag: Follow up
Flag Status: Flagged

to accompany the proposals sent to you by irene earlier, below is a letter of support from Digital Sciences (DSCI) for the 3 new COMT minors and the pre-req changes to make them more accessible.

we did consult with therese and were told that no letters of non-encroachment were needed.

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Ruth,

On behalf of the School of Digital Sciences, I am pleased to offer our support for the three new COMT Minors proposed for Fall 2013:
Computer Forensics and Security Minor
Software Development Minor
Help Desk Support Minor

With your pre-requisite changes currently under way to add DSCI 15310 or DSCI 26010 as an acceptable pre-requisite for many COMT courses, these minors will be very approachable for our students.

I think the Computer Forensics and Security Minor will be particularly appealing to the students in our Digital Sciences Software Development and Digital Sciences Telecommunication Networks concentrations, augmenting the material in those concentrations with focused coursework on forensics and network security.

I can also see the Software Development Minor appealing to a wide range of students with its practical emphasis on visual basic programming and web scripting, and the Help Design Support Minor appealing to students who want more hands-on experience.

I look forward to seeing these three minors in the Fall 2013 catalog.

- bob

==========
Robert A. Walker
rawalkel@kent.edu
walker@cs.kent.edu
236 Math & CS Building
330-672-9105

Director, School of Digital Sciences
http://www.kent.edu/dsci
Professor, Computer Science Department
http://www.cs.kent.edu/~walker
Kent State University, Kent OH 44242
==========

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[Create three new Computer Technology minors]

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The ~~Computer Technology~~ Software Development minor is designed to complement a wide range of majors. The minor includes two courses focused on Visual Basic, a scripting course, and a course on programming mobile devices.

Two electives provide flexibility to tailor the minor to each student's interests and career goals. For example, a student might choose a different programming language or a more in-depth course in scripting, Visual Basic, or data design.

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SOFTWARE DEVELOPMENT MINOR REQUIREMENTS (19 credits)				
Type	**Course**		**Title**	**Credits**
	COMT	21005	Visual Basic Database Programming	4
		21036	Web Scripting I	3
		36309	Programming Mobile Applications	3
		46308	Advanced Visual Basic Programming	3
	Choose two from the following:			6*
	COMT	20001	C++ Programming (3)	
		20011	Java Programming (3)	
		36302	C Sharp Programming (3)	
		36308	Ergonomics in Computer Systems (3)	
		36336	Web Scripting II (3)	
		46309	Visual Basic Web Programming (3)	
		46315	SQL with Oracle (3)	
		46321	Web Database Integration (3)	
		46340	Data Design and Implementation (3))	
			MINIMUM TOTAL	**19**

* At least 3 of the 6 credit hours must be upper-division
- per Email Revision 12/19/12

TILLETT, THERESE

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Sent: Monday, February 11, 2013 11:32 AM
To: Edge, Irene
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- bob

==========
Robert A. Walker
rawalkel@kent.edu
walker@cs.kent.edu
236 Math & CS Building
330-672-9105

Director, School of Digital Sciences
http://www.kent.edu/dsci
Professor, Computer Science Department
http://www.cs.kent.edu/~walker
Kent State University, Kent OH 44242
==========

DELANEY, LISA

From: WATSON, RUTH
Sent: Monday, December 17, 2012 2:49 PM
To: DELANEY, LISA
Cc: THOMAS, WANDA; SCHIFFHAUER, PATRICIA S.; Edge, Irene
Subject: RE: COMT minors

Follow Up Flag: Follow up
Flag Status: Flagged

I checked with irene and we are both good with your solution.

thanks so much!

ruth

Ruth A. Watson, Ph.D.
Assoc. Professor, COMT
Kent State University @ Trumbull

From: DELANEY, LISA
Sent: Monday, December 17, 2012 2:23 PM
To: WATSON, RUTH
Cc: THOMAS, WANDA; SCHIFFHAUER, PATRICIA S.
Subject: COMT minors

Hi Ruth,

I am reviewing your proposal for the three new minors. I noticed that Help Desk Support and Software Development only require 6 upper-division credit hours while a minor must have at least 9 upper-division credit hours. There are several upper-division electives to choose from in the Software Development minor, and an open "choose any COMT course" elective option in Help Desk Support. Should I add a note for the elective list on Software Development that at least 3 of the 6 credit hours must be upper division? And for Software Development should I change the statement "Choose One Elective in Computer Technology" to "Choose One Upper-Division Elective in Computer Technology"? In the program requirements it would appear as COMT 3/4XXXX Elective in Computer Technology.

Please advise.

Best,

Lisa

Lisa N.H.Delaney, M.Ed. I Academic Program Coordinator
Curriculum Services I Office of the Provost
Kent State University EXCELLENCE in *Action*
lheiland@kent.edu I 384-D University Library I 1125 Risman Dr.
PH: 330-672-8559 I Fax: 330-672-2645

KENT STATE UNIVERSITY

TO: Educational Policies Council

FROM: Senior Vice President and Provost Todd A. Diacon

SUBJECT: Agenda for Monday, 18 March 2013 — UPDATED 13 March 2013
Graduate EPC: 3:20 p.m., Kent Student Center, room 310C

DATE: 11 March 2013

There is no Undergraduate EPC meeting this month.

In the event that any of the action item proposals require corrections or create consequences not addressed in the response memos, please bring these matters to the attention of the Office of the Curriculum Services before the meeting. If you wish to elevate an information item or lesser action item on the agenda to an action or discussion item, please notify Therese Tillett, director of curriculum services, by Friday, 15 March 2013, to ensure that the materials are available at the meeting for review.

GRADUATE EDUCATIONAL POLICIES COUNCIL

ACTION ITEMS

1. Approval of minutes of 18 February 2013.
   Attachment 1

Division of Graduate Studies *(presented by Dean Mary Ann P. Stephens)*

2. Revision of the graduate admissions policy to codify existing practices, ensure applicants are fully informed about the university's admissions policies and practices, and raise minimum admission standards to be consistent with peer institutions in Ohio.
   Effective Fall 2013 | Attachment 2

Division of Research and Sponsored Programs *(presented by Vice President William "Grant" McGimpsey)*

3. Establishment of bioFLEX Center.
   Effective Spring 2013 | Attachment 3

4. Establishment of flexPV Center.
   Effective Spring 2013 | Attachment 4

College of Architecture and Environmental Design *(presented by Dean Doug L. Steidl)*

5. Establishment of Architecture and Environmental Design [AED] major within the Master of Science [MS] degree. Five courses are established for the program. Minimum total credit hours to program completion are 35.
   Effective Fall 2013 | Attachment 5: Proposal; Letters of Support, Student Survey and Faculty

6. Establishment of Health Care Design [HCDE] major within the Master of Health Care Design [MHCD] degree. Five courses are established for the program (two on this agenda; three on the April 2012 agenda). Minimum total credit hours to program completion are 32.
   Effective Fall 2013 | Attachment 6: Proposal; Letters of Support, Catalog Copy and Response to Comments

College of Education, Health and Human Services *(presented by Interim Associate Dean Catherine Hackney)*

School of Health Sciences

7. Revision of name of Educational Interpreting K-12 [EI12] concentration—to ASL/English Interpreting [ASEI]—in the Special Education [SPED] major within the Master of Education [MED] degree. Minimum total credit hours to program completion are unchanged at 33.
   Effective Fall 2013 | Attachment 7

College of Nursing *(presented by Associate Dean Gail E. Bromley)*

8. Revision of name, admissions and course requirements of Nursing [NURS] major—to Advanced Practice Nursing [APN]—within the Doctor of Nursing Practice [DNP] degree. Students admitted to the program hold the Master of Science in Nursing degree. Revisions include the addition of BSCI 80145 and IAKM 80401 and removal of NURS 76299 and 9 credits of courses taught at the University of Akron. Minimum total credit hours to program completion are unchanged at is 71 hours, which comprises 37 credits of core courses, 540 clinical practice hours and transfer from the student's master's degree in nursing a minimum 34 credits of nursing and advanced practice role-specific coursework, including 500 clinical hours.
   Effective Fall 2013 | Attachment 8

9. Establishment of Nursing Practice [NUP] major within the Doctor of Nursing Practice [DNP] degree. Students admitted to the degree will be post-baccalaureate. The major will comprise eight concentrations:
   - Adult Gerontology Acute Care Nurse Practitioner [AGPN]
   - Adult Gerontology Clinical Nurse Specialist [AGCN]
   - Advanced Practice Registered Nurse: Nurse Practitioner Adult Gerontology Primary Care [APNG]
   - Advanced Practice Registered Nurse: Nurse Practitioner Family [APNF]
   - Pediatric Nurse Practitioner [PNPR]
   - Pediatric Clinical Nurse Specialist [PCNS]
   - Psychiatric Mental Health Family Nurse Practitioner [PMNF]
   - Women's Health Nurse Practitioner [WHNP]

   Minimum total credit hours to program completion are 71-86, depending on concentration.
   Effective Fall 2013 | Attachment 9

10. Establishment of Psychiatric Mental Health Family Nurse Practitioner for Adult Psychiatric Mental Health Nurse Practitioner or Adult Psychiatric Mental Health Clinical Nurse Specialist [C838] post-master's certificate. Minimum total credit hours to program completion are 13.
    Effective Fall 2013 | Attachment 10

11. Establishment of Psychiatric Mental Health Family Nurse Practitioner for Non-Psychiatric Mental Health Advance Practice Nurse [C839] post-master's certificate. Minimum total credit hours to program completion are 20.
    Effective Fall 2013 | Attachment 11

INFORMATION ITEM

College of Business Administration

1. Temporary suspension of admission to the Operations Management [OPMG] and Strategic Management [STMG] concentrations in the Business Administration [BAD] major within the Doctor of Philosophy [PHD] degree. Admission is suspended until fall 2016, at which time the programs will be revised or inactivated.
   Effective Fall 2013 | Attachment 12

COURSE CHANGES

Course Changes Effective Fall 2013

AED	60922	Methods of Inquiry in Architectural Studies (2)	New
AED	60923	Empirical Research in Environmental Design (1)	New
AED	60930	Applied Research Methods in Environmental Design (3)	New
AED	66099	Thesis Preparation Seminar (2)	New
AED	66199	Thesis I (6)	New
AED	66299	Thesis II (2)	New
AMST	10001	Introduction to American Studies (3)	Inactive
AMST	40095	Special Topics (3)	Inactive
AMST	40096	Individual Investigation (3)	Inactive
AMST	40197	Senior Colloquium (3)	Inactive
ARCH	60142	Health Care Design II (6)	New
ARCH	60141	Health Care Design I (3)	New
ARCH	60922	Methods of Inquiry in Architectural Studies (2)	Revise
BSCI	60145	Medical Genomics (3)	New
BSCI	80145	Medical Genomics (3)	New
EXSC	45096	Individual Investigation (1-3) [experiential learning]	Revise
HTMT	13600	Electronic Materials (2)	Inactive
HTMT	23603	Light Sources and Wave Optics (3)	Inactive
HTMT	23607	Laser Technology: Applications (3)	Inactive
HTMT	13601	Introduction to Photonics and Fiber Optics (3)	Inactive
HTMT	13603	Lasers and Electro-Optic Components and Devices (3)	Inactive
HTMT	23601	Semiconductor Manufacturing II (3)	Inactive
HTMT	23602	Introduction to Lasers (3)	Inactive
HTMT	23604	Vacuum System Technology (2)	Inactive
HTMT	23695	Special Topics (1-3)	Inactive
JMC	20004	Media Writing (3)	Revise
JMC	20008	Audience Analysis and Research (3)	Revise
JMC	22003	Videography Basics II (3)	Revise
JMC	26001	Multimedia Newswriting (3)	Revise
JMC	36005	Copyediting (3)	Revise
NURS	60006	Introduction to Family Assessment and Counseling in Nursing (3)	Revise

Course Changes Effective Fall 2013 *continued*

NURS 60012 Advanced Mental Health Assessment and Psychopathology Across the Lifespan (4) ..... Revise

NURS 60051 Neurobiology and Psychopharmacology of Major Psychiatric Disorders Across the Lifespan (4) ..... Revise

NURS 60101 Theoretical Basis for Nursing Practice (3) ..... Revise

NURS 60151 Psychiatric Mental Health Advanced Practice Nurse I: Individual Psychotherapy Across the Lifespan (3) ..... Revise

NURS 60205 Introduction to Applied Epidemiology (1) ..... Revise

NURS 60251 Psychiatric Mental Health Advanced Practice Nurse II: Family and Group (3) Revise

NURS 60401 Nursing Research Method I (2) ..... Revise

NURS 60402 Nursing Research Methods II (3) ..... Revise

NURS 60450 Ethical and Cultural Issues for Health Professionals (2) ..... Revise

NURS 60451 Health Policy and Delivery Systems for Health Care Professionals (2) ..... Revise

NURS 60506 Clinical Diagnostics for Advanced Nursing Practice (3) ..... New

NURS 61592 Psychiatric Mental Health Advanced Practice Nurse I Practicum in Nursing (2) ..... Revise

NURS 62592 Psychiatric Mental Health Advanced Practice Nurse II Practicum in Nursing (2) ..... Revise

NURS 70602 Synthesis and Application of Evidence for Advanced Nursing Practice (3) ..... Revise

NURS 70605 Program Evaluation in Nursing (3) ..... New

NURS 76199 Capstone Project I (2-6) to: Doctor of Nursing Practice Scholarly Project ..... Revise

NURS 80006 Introduction to Family Assessment and Counseling in Nursing (3) ..... New

NURS 80007 Advanced Health Assessment Across the Lifespan (2) ..... New

NURS 80008 Advanced Health Assessment Across the Lifespan Laboratory (1) ..... New

NURS 80011 Advanced Assessment Across the Lifespan Laboratory for Advanced Practice Registered Nurses (1) ..... New

NURS 80012 Advanced Mental Health Assessment and Psychopathology Across the Lifespan (4) ..... New

NURS 80013 Advanced Health and Physical Assessment Across the Lifespan (1) ..... New

NURS 80030 Health Promotions Across the Lifespan for Family Practice (1) ..... New

NURS 80045 Pathophysiology for Advanced Practice Nurses (3) ..... New

NURS 80050 Pharmacology for Women's Health Nurse Practitioners (3) ..... New

NURS 80051 Neurobiology and Psychopharmacology of Major Psychiatric Disorders Across the Lifespan (4) ..... New

NURS 80101 Theoretical Basis for Nursing Practice (3) ..... New

Course Changes Effective Fall 2013 *continued*

NURS 80110 Adult Gerontology Clinical Nurse Specialist I (3) ..... New

NURS 80120 Primary Care I: Adults Across the Lifespan (3) ..... New

NURS 80125 Advanced Practice Registered Nurse Role (1) ..... New

NURS 80130 Adult Gerontology Acute Care Nurse Practitioner Role (1) ..... New

NURS 80140 Women's Health Care Nurse Practitioner I (2) ..... New

NURS 80151 Psychiatric Mental Health Advanced Practice Nurse I: Individual Psychotherapy Across the Lifespan (3) ..... New

NURS 80160 Primary Care Pediatrics (3) ..... New

NURS 80170 Pediatric Assessment for Advanced Practice Nurses (3) ..... New

NURS 80205 Introduction to Applied Epidemiology (1) ..... New

NURS 80210 Adult Gerontology Clinical Nurse Specialist II (3) ..... New

NURS 80220 Primary Care II: Chronically Ill Adults Across The Lifespan (3) ..... New

NURS 80230 Adult Gerontology Acute Care Nurse Practitioner I (4) ..... New

NURS 80240 Women's Health Care Nurse Practitioner II (2) ..... New

NURS 80251 Psychiatric Mental Health Advanced Practice Nurse II: Family and Group (3) New

NURS 80270 Pediatric Nurse Practitioner I (3) ..... New

NURS 80272 Pediatric Clinical Nurse Specialist I (3) ..... New

NURS 80310 Adult Gerontology Clinical Nurse Specialist III (3) ..... New

NURS 80320 Comprehensive Primary Care III: Adults Across the Lifespan (3) ..... New

NURS 80325 Primary Care: Family Health and chronic Illness Across the Lifespan (3) ..... New

NURS 80330 Adult Gerontology Acute Care Nurse Practitioner II (2) ..... New

NURS 80340 Women's Health Care Nurse Practitioner III (1) ..... New

NURS 80353 Psychiatric Mental Health Advanced Practice Nurse III: Organization and Community Assessment and Consultation (3) ..... New

NURS 80355 Primary Health Care Concepts for the Psychiatric Mental Health Advanced Practice Nurse (3) ..... New

NURS 80370 Pediatric Nurse Practitioner II (1) ..... New

NURS 80372 Care of the Chronically Ill Child for Advanced Practice Nurses (3) ..... New

NURS 80401 Nursing Research Method I (2) ..... New

NURS 80402 Nursing Research Methods II (2) ..... New

NURS 80440 Women's Health Care Nurse Practitioner IV (2) ..... New

NURS 80441 Pharmacology for Advanced Practice Nursing (3) ..... New

NURS 80450 Ethical and Cultural Issues for Health Professionals (2) ..... New

NURS 80451 Health Policy and Delivery Systems For Health Care Professionals (2) ..... New

Course Changes Effective Fall 2013 *continued*

NURS 80452 Psychiatric Mental Health Family Nurse Practitioner Role (2) ..... New

NURS 80470 Pediatric Nurse Practitioner III (2) ..... New

NURS 80472 Pediatric Clinical Nurse Specialist II (2) ..... New

NURS 80506 Clinical Diagnostics for Advanced Nursing Practice (3) ..... New

NURS 80540 Women's Health Care Nurse Practitioner V (2) ..... New

NURS 81192 Adult Gerontology Clinical Nurse Specialist I Practicum (2) ..... New

NURS 81292 Primary Care I Practicum: Adults Across the Lifespan (1) ..... New

NURS 81392 Adult Gerontology Acute Care Nurse Practitioner Role Practicum (1) ..... New

NURS 81492 Women's Health Care Nurse Practitioner I Practicum (1) ..... New

NURS 81592 Psychiatric Mental Health Advanced Practice Nurse I Practicum in Nursing (2) ..... New

NURS 81692 Primary Care Pediatrics Practicum (1) ..... New

NURS 81792 Pediatric Assessment for Advanced Practice Nurses Practicum (1) ..... New

NURS 81892 Advanced Practice Registered Nurse Role Practicum (1) ..... New

NURS 82192 Adult Gerontology Clinical Nurse Specialist II Practicum (2) ..... New

NURS 82292 Primary Care II Practicum: Chronically Ill Adults Across the Lifespan (1) ..... New

NURS 82392 Adult Gerontology Acute Care Nurse Practitioner I Practicum (1-2) ..... New

NURS 82492 Women's Health Care Nurse Practitioner II Practicum (1) ..... New

NURS 82592 Psychiatric Mental Health Advanced Practice Nurse II Practicum in Nursing (2) ..... New

NURS 82792 Pediatric Nurse Practitioner I Practicum (1) ..... New

NURS 82992 Pediatric Clinical Nurse Specialist I Practicum (2) ..... New

NURS 83192 Adult Gerontology Clinical Nurse Specialist III Practicum (1) ..... New

NURS 83292 Primary Care: Family Health and Chronic Illness Across the Lifespan Practicum (2) ..... New

NURS 83392 Adult Gerontology Acute Care Nurse Practitioner II Practicum (1-2) ..... New

NURS 83492 Women's Health Care Nurse Practitioner III Practicum (1) ..... New

NURS 83592 Psychiatric Mental Health Advanced Practice Nurse III Practicum in Nursing (1) ..... New

NURS 83692 Comprehensive Primary Care III Practicum: Adults Across The Lifespan (2). New

NURS 83792 Pediatric Nurse Practitioner II Practicum (1) ..... New

NURS 83992 Care of the Chronically Ill Child for Advanced Practice Nurses Practicum (1) New

NURS 84592 Psychiatric Mental Health Family Nurse Practitioner Role Practicum (2) ..... New

NURS 84792 Pediatric Nurse Practitioner III Practicum (2) ..... New

Course Changes Effective Fall 2013 *continued*

NURS 84892 Women's Health Care Nurse Practitioner IV Practicum (1)..... New

NURS 84992 Pediatric Clinical Nurse Specialist II Practicum (2)..... New

NURS 85892 Women's Health Care Nurse Practitioner V Practicum (2)..... New

Course Changes Effective Spring 2014

COMT 46321 Web Database Integration (3)..... Revise

Course Changes Effective Fall 2014

ACTT 21063 Introduction to Cost Accounting (3) to:
31063 ..... Revise

Corrections to 15 October 2012 Agenda

JMC 45011 Digital Film Production (6) *establishment incorrectly listed effective date as fall; is spring 2013*

JMC 55011 Digital Film Production (6) *establishment incorrectly listed effective date as fall; is spring 2013*

Agenda prepared by the Office of Curriculum Services

KENT STATE UNIVERSITY

TO: Educational Policies Council

FROM: Senior Vice President and Provost Todd A. Diacon

SUBJECT: Agenda for Monday, 18 March 2013 — **ADDENDUM**
Graduate EPC: 3:20 P.M., Kent Student Center, Room 310C

DATE: 12 March 2013

GRADUATE EDUCATIONAL POLICIES COUNCIL

ACTION ITEM

College of Architecture and Environmental Design *(presented by Dean Doug L. Steidl)*

12. Establishment of Landscape Architecture [LARC] major within the Master of Landscape Architecture I [MLA1] and Master of Landscape Architecture II [MLA2] degrees. The MLA I degree will be a first-professional degree for students with no prior training in landscape architecture, and will be submitted to the Landscape Architectural Accreditation Board for future accreditation. The MLA II degree will be a non-accredited post-professional degree for students holding an accredited undergraduate degree in landscape architecture. Fifteen courses are established for the degrees. Minimum total credit hours to program completion are 72 for the MLA I degree and 60 for the MLA II degree.
Effective Fall 2013 | Attachment 13: Proposal; Catalog Copy, Faculty and Letters of Support

COURSE CHANGES

Course Changes Effective Fall 2013

LARC 50100 Design Visualization (3) ..... New
LARC 50101 Landscape Architecture Studio I (6) ..... New
LARC 50102 Landscape Architecture Studio II (6) ..... New
LARC 60103 Landscape Architecture Studio III (6) ..... New
LARC 60104 Landscape Architecture Studio IV (6) ..... New
LARC 60105 Landscape Architecture Studio V (6) ..... New
LARC 60106 Landscape Architecture Studio VI (6) ..... New
LARC 60111 Landscape History and Theory (3) ..... New
LARC 60301 Site Engineering (3) ..... New
LARC 60401 Landscape Architecture Construction Methods (3) ..... New
LARC 60601 Plants and Planted Form (3) ..... New
LARC 60602 Urban Ecological Systems (3) ..... New
LARC 60922 Methods of Inquiry in Architectural Studies (2) ..... New
LARC 60923 Empirical Research in Environmental Design (1) ..... New
LARC 65003 Leadership Ethics and Office Management (3) ..... New

Educational Policies Council
Minutes of the Meeting
Monday, 18 February 2013

Ex-Officio Members present: Provost Todd Diacon; Faculty Senate Chair Paul A. Farrell; Deans James K. Bracken, Donald F. Palmer, Eboni J. Pringle, Shin-Min (Simon) Song, Wanda E. Thomas, Stanley T. Wearden; Associate Deans Joanne M. Arhar, Thomas W. Brewer, LuEtt J. Hanson, Ralph Lorenz (representing John Crawford), Frederick W. Schroath (representing Elizabeth Sinclair-Colando); Assistant Dean Mary Ann Haley (representing James L. Blank); Director Robert A. Walker

Ex-officio Members not present: Deans Laura Cox Dzurec, Douglas L. Steidl

Faculty Senate-Appointed Representatives present: William C. Ward III

Faculty Senate-Appointed Representatives not present: Vanessa J. Earp, Terrence L. Uber, Linda L. Williams, Donald L. White

Council Representatives present: Paul J. Albanese, Tina D. Bhargava, Gregory M. Blase, Jessie Carduner, William E. Hauk, John A. Marino, Roberto M. Uribe, Belinda S. Zimmerman

Council Representatives not present: Pamela K. Evans, Tracey A. Laux, Denice Sheehan

Observers present:

Observers not present: Breanne Yonkof

Consultants and Guests present Jon Steven Antalvari, Susan M. Augustine, Stephane E. Booth, Ellen P. Daniels, Lisa N.H. Delaney, Gregory Graham, Pamela E. Grimm, Tracy Lara, Jennifer Sandoval, Denise A. Seachrist, Melody J. Tankersley, Therese E. Tillett

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Provost Todd Diacon called the meeting to order at 3:20 p.m., Monday, 18 February 2013, in room 204 of the Kent Student Center.

Action Item 1: Approval of the minutes of 28 January 2013.

Provost Diacon called for approval of the minutes; with no corrections or changes the item passed unanimously.

Action Item 2: Establishment of university policy for undergraduate students who are not permitted to continue in their program (major, minor).

Associate Provost Denise A. Seachrist explained that this proposal comes from the 22-member EPC ad hoc committee nominated by Provost Diacon and Faculty Senate Chair Paul A. Farrell. The committee, which has been meeting since the beginning of the semester, examines policies, thinks about the creation of new policies and reviews old policies. This is the first one the committee has brought forth for approval. She said that the committee is recommending this policy to be in place for the 2013 University Catalog. She said that students must meet with advisors to find a better fit or not continue. Associate Professor John A. Marino moved for approval of the item, which was seconded by Dean Donald F. Palmer.

A member asked if the criteria for "not permitted to continue" is the student's grade point average (GPA). Associate Provost Seachrist replied in the affirmative, adding that it is primarily GPA. A consultant added that there are certain criteria in other colleges as well, such as background checks and eligibility for student teaching. The member then asked if Banner could track this eligibility. Interim Associate Provost Seachrist responded that eligibility is already being monitored by the individual colleges.

Another member expressed concern about an increase of clerical work for advisors. He asked if clerical staff could place the registration hold on students, and then the advisor could remove the hold. Interim Associate Provost Seachrist responded that some of the policies that will be brought forth are best practices, but there will need to be an implementation piece. Provost Diacon said that he assumed that advisors know who is eligible and who is not, so the concern then is who does it.

A consultant asked about the point when students are not eligible to continue. If colleges do it in the students' junior year, does it make it more difficult for them to graduate? A member responded that a probation check is something that is done every semester in her college, so it is possible that a student is not permitted to continue in his/her first year. The member then asked if a student under this policy would be put into the non-degree general/pre-major. Associate Provost Seachrist responded that the committee felt it would be up to the unit to find the best fit for the student. The member then said that students can go until their 45th hour. Provost Diacon asked what happened after the 45th hour; do they go to Undergraduate Studies. A member responded in the affirmative, and said they could also go to the College of Arts and Sciences. Another member said that it would be nice to have a sliding scale that would allow them to see these students earlier. She said that sometimes the College of Arts and Sciences receives them with 90 hours and a 2.100 GPA, and the students get angry because they want to "hang out" until they get a 2.750 GPA to move back to their desired degree program. She added that the likelihood for completion increases when the redirection happens earlier. Provost Diacon said that he hopes this policy proposal gets the university a step closer to the member's suggestion. He added that students just churn and spend down their financial aid; at least with this policy they will have to go for advising.

Another member wondered if it was possible for the Office of Research, Planning and Institutional Effectiveness (RPIE) or use Cognos [a Banner reporting software] to generate a report to identify these students every semester. He added that this would be useful for some colleges to recruit these students and for the advisors to know as well. Provost Diacon asked if students are notified that they are not permitted to continue in their current major. A member responded that students receive a letter from their college. Another member suggested that if the programs indicate their eligibility criteria, it would be known earlier. A consultant said that it was envisioned with the advent of program roadmaps that progression requirements would be listed every year if not every semester. She added that this can be tracked through critical tracking in the Graduation Planning System (GPS) degree audit.

Another member said that she still wasn't clear as to whether or not students may be placed into the non-degree general/pre-major, or is the university requiring it has to be another degree program. A consultant said that does have to be defined.

Another member asked if a student who failed a course with a required grade would not be permitted to continue. A consultant said that is true for certain grades for certain courses and GPA. Another member said in his college it is a combination of GPA and grades in specific courses. The member said that he is concerned that a policy that is intended primarily for GPA could be incorrectly applied with courses. Another member said that in her college she didn't believe that specific courses are looked at; mainly it is GPA and passage of the PRAXIS examination. The member then asked if it was an absolute stop or is "not able to continue" revocable. Another member answered the decision can be revocable; a student could move back into the program if he/she meets the requirements. A consultant asked if the majority of students who are placed into the non-degree general/pre-major move back to their desired program, move to another degree program or drop out without a degree. It was determined that data has not been gathered.

A member said that the policy would be a great enhancement for some of the specialized programs on the regional campuses. She said that it gives leverage to talk to and intervene with students. She added that if a student wants to take a course outside the major to boost the GPA there shouldn't be a problem with that but they can't get back into the program until they meet the requirements. Provost Diacon said that mandatory advising will help, but because juniors and seniors only have to go once per year they could churn for a semester. A guest reported that in her college, during advisors' orientation and training, they are told to promote student success within the college; there has to be caution with retention and Responsibility Center Management (RCM). A member said that if there was a sliding scale or something concrete to offer students, they wouldn't stay spinning their wheels. She said it's unfortunate that they sometimes have to settle for something they don't necessarily want when if they would have been seen by an advisor earlier, they could have found something. She added that she knows how hard the conversation is to have with students.

Another member said that the university wants students to succeed in the field they want to be in, and that is the intention of the policy, however implementation must be done thoughtfully. Another guest said that the root cause is the lack of career development. She proposed that advisors be trained for career guidance. She also reminded the members that there is curriculum already in place in Undergraduate Studies for career exploration.

Provost Diacon asked what happens when students get the "not permitted to continue" letter. A member said that for the most part the letters are ignored up until about 60 hours in which students in her college have to be admitted to advanced study. Another member said that in his college there is an advisor who spends 25 percent of her time finding out where their students are and why they are not taking the appropriate courses, and then asks them to come in. Another member pointed out that parents also get frustrated. A consultant pointed out that students currently initiate major change requests, and this policy gives administrators the ability to do something with the student having to initiate it.

A member said that she didn't realize that there are programs that would not allow students to continue if they didn't meet the grade threshold. Another member said that there are programs in which you cannot graduate without meeting it. Provost Diacon said that a student could pass a course the next time he/she takes it, but it might take a long time to get a GPA up. Another member said this is where students need the intervention—students who are not going to get to that required GPA. A consultant pointed out that this is where the critical tracking element of the GPS degree audit will become helpful.

A member wanted to revisit the non-degree general/pre-major, and pointed out that if students are put in that category they may still be spinning their wheels. The member believed that students should be put into another degree program; the sooner students get into another area the better. Associate Provost Seachrist said that was the spirit of the proposal, the committee members wanted them to get advising because they want them to be successful. The member responded that she didn't believe keeping them in the non-degree general/pre-major helps much; instead, students should be put into a degree program where they will be successful. Provost Diacon said that if this policy is enacted intense conversations will need to be had with students where "we say 'no, you cannot continue.'" A member clarified that students could come back to that original major if they finally meet the requirements.

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

Action Item 3: Establishment of Professional Sales [C149] post-secondary certificate.

Associate Dean Frederick W. Schroath handed the discussion to Associate Professor Paul J. Albanese, who explained that this certificate will be administered by the Department of Marketing and Entrepreneurship. It is 15 credit hours with 3 hours in sales and 3 hours in a sales internship. He introduced lecturers Gregory Graham and Ellen P. Daniels as the faculty members who put the certificate together and also founded the student sales program Pi Sigma Epsilon; they will also be responsible for tracking the program. He said that students, alumni and employers were surveyed on the viability of the certificate with positive results. Associate Dean Schroath added that some of the technology for the certificate has received good press, namely the "sales environment" in which instructors can watch and record students giving a presentation and supply feedback.

Associate Dean Schroath moved for approval of the item, which was seconded by Dean Wanda E. Thomas.

A member said that he could see students in this program benefiting from courses outside of the college such as courses in persuasion and social influence. Another member said that this certificate would be a good fit for students in the student media programs.

A consultant asked why they were proposing a certificate and not a minor. Associate Professor Albanese replied that survey results show that the word "certificate" is preferred to a "minor." The consultant said that expectation for certificate programs at Kent State is to attract students not in a degree program, and asked if there were any admission restrictions. Director Pamela E. Grimm replied that there are no admission restrictions; the long-term goal for the certificate is to reach students outside, but in the beginning it is expected to be marketed first to students currently enrolled in the College of Business Administration, and then to students in other colleges. The consultant pointed out that 15 credit hours are not enough for a non-degree student to qualify for federal financial aid.

Another member said that this certificate would look great on a resume and will have practical skills with the internship. A member asked if the courses could count toward the major. Director Grimm replied that they can count toward the marketing major and minor. She added that having this collection of courses together pegs them as high interest in sales. Associate Professor Albanese pointed out that the sales internship course is new. A consultant asked if it could be used as an elective in a degree-granting program. Associate Dean Schroath answered in the affirmative.

With no further questions or discussion the item passed unanimously.

Action Item 4: Establishment of Computer Forensics and Security [CFSE] minor.

Dean Wanda E. Thomas explained this was part of a series of three minor establishments. She added that this and the next item were withdrawn from the January EPC agenda because they were still waiting on for letters of support. She added that these minors use existing courses and is broadening the opportunity for students across disciplines. She then moved the item for approval of the item, which was seconded by Associate Dean Schroath.

A member asked if the minor would be available on all campuses. Dean Thomas responded that it is available on all regional campuses. Provost Diacon asked if a student on the Kent Campus could enroll in the minor. A member said that many of these courses are available online so Kent Campus students could enroll. A member pointed out that the Bachelor of Technical and Applied Studies degree is fully online, approval for online will be soon sought from the Ohio Board of Regents. A consultant put forth a request to amend the proposal to note that the program will be online. Dean Palmer moved the friendly amendment, which was seconded by Assistant Professor William E. Hauck. Dean Thomas restated the amendment as the new Computer Forensics and Security minor will be offered on all eight campuses and fully online in addition to on-ground.

A consultant asked if students had to be enrolled in the Bachelor of Technical and Applied Studies degree to enroll in the minor. A member responded in the negative, adding that Computer Forensics and Security is an independent minor.

With no further questions or discussion the item passed unanimously.

Action Item 5: Establishment of Software Development [SWDV] minor.

Dean Thomas said this is the third of the three minors being established. Her motion for approval was seconded by Assistant Professor Hauck. Dean Thomas said that she would like to add the same amendment as done in the previous item. Dean Shin-Min (Simon) Song moved for approval of the amendment, which was seconded by Associate Professor William C. Ward III.

A member asked about tuition rate if a Kent Campus student enrolls in courses taught on a regional campus. Dean Thomas answered that it depends on how many credit hours the students are enrolled in. Full-time students pay for the first 11 hours, so anything over that is already after that is the same price. For example, a Kent Campus student enrolled for 15 hours, of which 3 hours are a regional campus course, pays a flat Kent Campus tuition. Part-time students pay for each course.

With no further questions or discussion the item passed unanimously.

* * *

Director Robert A. Walker asked if the same amendment made to the last two items could also be done for the Helpdesk minor passed at EPC's January meeting. Associate Professor Ward III moved for approval of the amendment, which is seconded by Assistant Professor Hauck.

A member asked where do Kent Campus students in these Regional College minors go for advising. Dean Thomas responded that advisors from the regional campuses come to the Kent Campus, and there is also online advising.

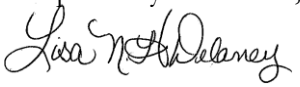
With no further questions or discussion the amendment passed unanimously for the Helpdesk minor to be noted that is offered online, in addition to on-ground, on all eight campuses.

* * *

A member asked about the process to get items to the EPC Ad Hoc Committee for Academic Policies. Provost Diacon responded that they should be submitted to Dean Eboni J. Pringle, Dean Wanda E. Thomas or Associate Provost Denise A. Seachrist.

With nothing further Associate Professor Marino moved for adjournment at 4:16 p.m., which was seconded by Assistant Professor Tina D. Bhargava.

Respectfully submitted,



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

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **25-Feb-13** Curriculum Bulletin _____

Effective Date **Fall 2013** Approved by EPC _____

Department

College **select one**

Proposal **Revise Policy**

Proposal Name **Graduate Admissions**

Description of proposal:

Currently, the graduate admissions policy in the catalog provides little to no information on admissions procedures, does not clearly state the university's minimum admission criteria, especially in relation to international students, and is missing other pertinent information. The proposed policy seeks to revise the current catalog language to 1) Codify existing practices; 2) Ensure that applicants are fully informed about KSU's admissions policies and practices; and 3) Raise minimum admission standards to be more consistent with peer institutions in Ohio.

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

Much of the proposed policy reflects exisitng practices and procedures, so there will be minimal impact. Programs may need to update materials, both printed and electronic, to reflect the new poicy.

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

The proposed policy was developed by the Graduate Studies Administrative Advisory Committee (GSAAC), with consultation from graduate coordinators within their respective colleges.

REQUIRED ENDORSEMENTS

_____ ___/___/___
Department Chair / School Director

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

_____ ___/___/___
College Dean (or designee)

Mary Ann Hooker 2/28/13
Dean of Graduate Studies (for graduate proposals)

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

KENT STATE
UNIVERSITY

DIVISION OF GRADUATE STUDIES

TO: Therese Tillett, Director, Curriculum Services

FROM: Mary Ann Stephens, Dean, Graduate Studies *MAS*

DATE: February 28, 2013

SUBJECT: Graduate Admissions Policy

Following a comprehensive review of the admissions policies at several other universities, the the Graduate Studies Administrative Advisory Committee developed the proposed policy. Because the proposed policy is considerably different from the existing policy, I am submitting separate files containg the proposed catalog language and the current catalog language, in addition to a file containing the catalog mark-up.

Please let me know if you have any questions.

Proposal Summary for a Policy
Graduate Admissions

Subject Specification:

Revise admissions policies for graduate applicants.

Background Information:

Currently, the graduate admissions policy in the catalog provides little to no information on admissions procedures, does not clearly state the university's minimum admission criteria, especially in relation to international students, and is missing other pertinent information.

The proposed catalog language was drafted following a review of the policies at five other universities: Ohio State University; University of Cincinnati; Arizona State University; University of Washington, Seattle; and University of Wisconsin, Madison. In addition, we reviewed the minimum admission criteria of 12 Ohio universities: Bowling Green State University; Case Western Reserve University; Central State University; Cleveland State University; Miami University; Ohio State University; Ohio University; University of Akron; University of Cincinnati; University of Toledo; Wright State University and Youngstown State University. Two graduate students assisted with data collection and the initial draft of the policy, and the Graduate Studies Administrative Advisory Committee (GSAAC), with consultation from graduate coordinators within their respective colleges, developed the proposed policy.

Specifically, the review of admissions policies from other universities revealed that KSU's policy:

1) Does not clearly articulate the admissions procedures, especially for international students.

   All of the universities reviewed specify their admissions procedures, and differentiate, to some extent, between domestic and international applicants. The proposed policy lists the required application materials, explains how to apply and summarizes the evaluation process separately for domestic and international applicants.

2) Requires a bachelor's degree from an accredited university and a minimum 2.75 undergraduate GPA, and mentions "additional considerations," including letters of recommendation and scores on standardized tests.

   Only Central State University, the University of Toledo, Wright State University and Youngstown State University require a lower minimum GPA than KSU's current minimum. Most of the universities reviewed (in Ohio and beyond) require a cumulative 3.00 GPA, a 3.00 GPA in the last 60 semester hours of coursework or, if the GPA is lower than the minimum requirement, standardized test scores are required. Because the "additional considerations" specified in KSU's current policy are not actually required for admission, mentioning them in the same paragraph as the actual requirements could create confusion.

   The proposed policy seeks to raise KSU's minimum GPA to 3.00. The proposed policy articulates that programs review applications "holistically", thus, graduate programs could conditionally admit applicants who have a GPA lower than 3.00. Further, the proposed policy clearly distinguishes "requirements" from "other considerations."

3) Describes required application materials in the section describing application procedures; requires an application (at least six weeks before the start of the semester of first coursework) and requires official transcripts.

   All the universities reviewed require, at minimum, an online application, official transcripts, letters of recommendation and proof of English proficiency for applicants whose education has been primarily outside of the U.S. Additionally, although KSU's policy states that the application is required at least six weeks prior to the start of the semester, this deadline has not been enforced (at least, in recent years).

   The proposed policy contains separate sections for required application materials and for application procedures. Further, the section on required application materials now includes letters of recommendation and proof of English proficiency. The statement regarding the deadline was moved to a section labeled "deadline," and was changed to a recommended timeframe (rather than a required deadline).

4) Is absent information on a number of important topics.

   The policies from other institutions contain information on topics for which KSU may have had practices in place, but has never articulated in the catalog. The proposed policy now includes clear language regarding conditional admissions, multiple applications, fraudulent records, change of application term and deferring enrollment.

Alternatives and Consequences:

The alternative is for KSU to leave the current policy language in place. As a consequence, graduate admission policies and procedures will remain ambiguous and confusing to applicants and programs. Moreover, not raising the minimum undergraduate GPA forgoes an opportunity to improve the quality of graduate students KSU attracts.

Specific Recommendation and Justification*:*

The specific recommendation is to revise the current catalog language on graduate admissions to be published in the Fall 2013 university catalog.

The rationale for revising the policy is to:
1) Codify existing practices;
2) Ensure that applicants are fully informed about KSU's admissions policies and practices; and
3) Raise minimum admission standards to be more consistent with peer institutions in Ohio.

Timetable and Actions Required:

EPC Approval, March 2013
Effective, Fall 2013

ADMISSIONS POLICIES

GRADUATE ADMISSIONS*

Applicants are evaluated on the basis of both past academic performance and potential for continued achievement. In all cases, a combination of quantitative and qualitative measures is assessed. Credentials indicating an ability to succeed in graduate-level work might include cumulative and major GPA; caliber of prior institutions attended; progression of academic performance over time; standardized test scores; written communication skills; recommendations from faculty; relevant work experience; indices of leadership; prior research experience; and correspondence between research interests and available faculty expertise.

Minimum Qualifications

1. A bachelor's degree from an accredited college or university. If you attended a non-U.S. college or university, your degree must have been received from a recognized institution where the requirements for the bachelor's degree are similar to those at Kent State University, as determined by the Office of Global Education.
2. An undergraduate grade point average (GPA) of 3.000 on a 4.000 point scale. For graduate level coursework, a minimum 3.000 GPA is expected. Some programs may require a higher minimum undergraduate or graduate GPA.

Applicants who do not meet the minimum university and/or program requirements may be considered for conditional admission. Admission in such cases will depend heavily on other indices of the student's ability to handle graduate-level work. These might include strong performance on standardized tests, GPA in the major and/or other experiences that are clearly indicative of strong academic ability.

Conditional Admission

The purpose of conditional admission is to provide applicants with an opportunity to compensate for any deficiencies, and to demonstrate their ability to satisfactorily complete graduate level work. Conditional admission is normally assigned for one or more of the following reasons:

Applicant does not meet minimum university/program requirements. The conditions are determined by the applicant's program/college. Normally, conditions will include the successful completion of specified graduate coursework and/or the achievement of a specified first semester GPA. A statement of the conditions of admission, as well as the rationale for conditional admission, will be sent to the student in writing by the academic college. Monitoring the student's success in meeting specified conditions is the responsibility of the program.

Applicant does not have expected academic background in the field of proposed graduate study. The conditions are determined by the applicant's program/college. Normally, the conditions will include the successful completion of specified undergraduate coursework. A statement of the conditions of admission, as well as the rationale for conditional admission, will be sent to the student in writing by the academic college. Monitoring the student's success in meeting specified conditions is the responsibility of the program.

Applicant does not meet minimum English proficiency requirements. A statement of the conditions of admission will be included in the Letter of Admission. Conditions include the successful completion of English as a Second Language (ESL) courses and proof of English proficiency. Enrollment in the ESL program does not assure admission to an academic program. ESL is responsible for monitoring the student's conditions.

Applicant does not have final transcripts and/or degree document(s). The required document(s) will be listed in the Letter of Admission, and must be submitted by the first day of the first semester of enrollment. The Division of Graduate Studies is responsible for monitoring receipt of the document(s). A "hold" will be placed on the student's record during the second week of the student's first semester. The hold will inhibit further course registration if the document(s) have not been received by Graduate Studies by that time.

Office of Global Education

Required Application Materials

1. Online Application and non-refundable application fee.
2. Official transcripts from each college or university in which 8 or more semester credit hours were attempted. Include both undergraduate and graduate work. Applicants need not submit transcripts of work completed at Kent State University.
3. Letters of recommendation. Most programs require three letters, although some programs require two. The letters should be completed by persons who are familiar with your educational goals and your professional and/or academic ability.
4. Proof of English proficiency. All applicants whose education has been primarily outside the United States must have objective evidence of proficiency in the English language. Exceptions may be granted for applicants who have completed their education in a primarily English speaking country/territory. Check with the **Office of Global Education** for a list of appropriate tests, minimum test score requirements and applicable exceptions.
5. Additional materials as required by the graduate program to which the individual is applying.

Once received, all application materials become the property of Kent State University and will not be returned. Application materials are kept for a period of one year from the date the completed online application form is submitted. After that time, materials will be destroyed. Applicants interested in admission after one year will need to reapply and submit a new application fee.

Multiple Applications
If you choose to apply to more than one graduate program, you must submit a separate application and application fee for each program. Contact the **Division of Graduate Studies** if you wish to have application materials applied to more than one application. You may be required to submit additional materials. Check individual programs in this Catalog for required application materials.

Deadlines
For timely consideration of your application, it is recommended you submit a complete application at least one month before the start of the semester of first coursework. Some programs may have much earlier deadlines. Check individual programs in this Catalog for their deadlines.

Application Procedures

Domestic Applicants
Domestic applications are received and processed by the Division of Graduate Studies. All transcripts, letters of recommendation, goal/purpose statements, vita/résumés and other required materials as specified by the program must be sent to:

gradapps@kent.edu	OR:	Division of Graduate Studies Office of Graduate Admissions 650 Hilltop Drive Kent State University Kent, OH 44242

After completing the online application form, you will receive notification via email that it was received. You can also view the status of your submitted application using the Login ID and PIN that you created to complete the application. The Division of Graduate Studies will send you periodic email reminders regarding any required application materials that have yet to be received.

Once all required application materials are received, the completed application form and materials are electronically forwarded to the respective program for review. The program's review committee then forwards its recommendation for admission or denial to the academic college dean. The dean's final admission decision is sent to the Division of Graduate Studies where it is documented on the applicant's record. The official admission decision letter is sent by the Dean of Graduate Studies. Individual programs may send additional information to applicants, such as information about graduate assistantships.

International Applicants
International applications are received and processed by the Office of Global Education.

Applicants who require an F-1 or J-1 student visa must:

1. Meet the visa eligibility requirements.
2. Verify that they have the financial resources to cover their expenses during graduate study at KSU. The Financial Information Worksheet for International Students is available through the Office of Global Education. If a governmental entity is funding the student, an official letter regarding the funding must be submitted along with the Financial Information Worksheet for International Students.

The Financial Information Worksheet for International Students, proof of English proficiency and all transcripts, letters of recommendation, goal/purpose statements, vita/résumés and other required materials as specified by the graduate program must be sent to:

Office of Global Education
Kent State University
106 Van Campen Hall
625 Loop Road
Kent, OH 44242
USA

After completing the online application form, you will receive notification via email that it was received. You can also view the status of your submitted application using the Login ID and PIN that you created to complete the application. The Division of Graduate Studies will send you periodic email reminders regarding any required application materials that have yet to be received.

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International students may enroll at KSU only if they have been admitted to a degree program, a certificate program, or the post-baccalaureate teacher education program. The form I-20, which is required to obtain F-1 immigration status, or the form DS-2019, which is required to obtain J-1 immigration status, is issued only after the application is complete, all documents are properly verified, the applicant is admitted to a degree program and proof of funding is received. International students who do not require an F-1 or J-1 immigration status do not need to provide proof of funding. Insurance coverage against illness and accident must be obtained and maintained throughout a student's enrollment at the university. Such coverage is available for purchase through University Health Services.

Fraudulent Records
Any transcripts, certificates, translations, or examination results that appear irregular will be verified with the appropriate school or examination authorities, and the application process will be delayed until verification is received. If it is determined that an applicant has submitted false records or omitted information about previous school attendance, his/her application will be denied, and legal action may be taken.

Change of Application Term
Applications and application materials are valid for one year only. Applicants may change the term of their application to a later term within one calendar year from the date the completed online application form was submitted. To be considered for admission during a different term, contact the **Division of Graduate Studies** to have the term of your application changed. Some programs admit only one term per year. Check individual programs in this Catalog for the term(s) during which they will consider admission. Applicants interested in admission after one year will need to re-apply and submit a new application fee.

Defer Enrollment
Admitted students are expected to enroll in and attend courses during the term of their admission. Students may defer the term of enrollment to another term within one calendar year from the term of admission. Initial enrollment beyond one year is not permitted. To defer enrollment to a later term, contact the **Division of Graduate Studies**. Students who have not enrolled in and attended courses within one calendar year of admission will need to re-apply and submit a new application fee.

* The College of Podiatric Medicine (CPM) adheres to the admissions policies set forth by the American Podiatric Medical Association. For CPM's admissions procedures and requirements, visit the College of Podiatric Medicine. Applicants to the Doctor of Podiatric Medicine degree will need to apply through the American Association of Colleges of Podiatric Medicine Application Service.

Catalog Changes

GRADUATE ADMISSIONS*

Applicants are ~~expected to submit evidence of scholarly accomplishment in previous undergraduate and graduate work if undertaken. This may be accomplished in part by having achieved an undergraduate grade point average (GPA) of 2.750~~evaluated on ~~a 4.000 point scale. Some departments may require a higher minimum undergraduate or graduate GPA. At~~ the ~~graduate level, a minimum 3.000 GPA is expected.~~ basis of both past academic performance and potential for continued achievement. In all cases, ~~the GPA is only one of several~~a combination of quantitative and qualitative measures ~~used to determine admission. Additional considerations are letters of recommendation, scores on standardized tests and other indices of~~ is assessed. Credentials indicating an ability to ~~do~~succeed in graduate-level work~~. Students with below a 2.750~~ might include cumulative and major GPA ~~will~~; caliber of prior institutions attended; progression of academic performance over time; standardized test scores; written communication skills; recommendations from faculty; relevant work experience; indices of leadership; prior research experience; and correspondence between research interests and available faculty expertise.

Minimum Qualifications

1. A bachelor's degree from an accredited college or university. If you attended a non-U.S. college or university, your degree must have been received from a recognized institution where the requirements for the bachelor's degree are similar to those at Kent State University, as determined by the Office of Global Education.
2. An undergraduate grade point average (GPA) of 3.000 on a 4.000 point scale. For graduate level coursework, a minimum 3.000 GPA is expected. Some programs may require a higher minimum undergraduate or graduate GPA.

Applicants who do not meet the minimum university and/or program requirements may be considered for conditional admission ~~on an individual basis.~~. Admission in such cases will depend heavily on other indices of the student's ability to handle graduate-level work. These might include strong performance on standardized tests, GPA in the major and/or other experiences ~~subsequent to matriculation~~ that are clearly indicative of strong academic ability. ~~Evidence of holding a bachelor's degree or equivalent from an accredited college or university must be included.~~

~~Students who hold degrees from non-accredited institutions may be admitted under conditions that are determined in each individual case and which ordinarily include the necessity of further undergraduate work.~~

~~**Grade Point Average Calculation:** To be considered for admission to graduate study at Kent State University, students must have official~~

Conditional Admission

The purpose of conditional admission is to provide applicants with an opportunity to compensate for any deficiencies, and to demonstrate their ability to satisfactorily complete graduate level work. Conditional admission is normally assigned for one or more of the following reasons:

Applicant does not meet minimum university/program requirements. The conditions are determined by the applicant's program/college. Normally, conditions will include the successful completion of specified graduate coursework and/or the achievement of a specified first semester GPA. A statement of the conditions of admission, as well as the rationale for conditional admission, will be sent to the student in writing by the academic college. Monitoring the student's success in meeting specified conditions is the responsibility of the program.

Applicant does not have expected academic background in the field of proposed graduate study. The conditions are determined by the applicant's program/college. Normally, the conditions will include the successful completion of specified undergraduate coursework. A statement of the conditions of admission, as well as the rationale for conditional admission, will be sent to the student in writing by the academic college. Monitoring the student's success in meeting specified conditions is the responsibility of the program.

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Office of Global Education

Required Application Materials

1. Online Application and non-refundable application fee.

Official transcripts from each college or university in which 8 or more semester credit hours were attempted~~, except for Kent State University, sent to the admitting office. The cumulative GPA is calculated using the final grades from all previous undergraduate and post-undergraduate academic~~. Include both undergraduate and graduate work.

~~**Application Procedures**:~~

~~1. Consult this Catalog for admission procedures for the college or independent school offering the degree program.~~

~~2. Submit an online application form, non-refundable application fee and required academic credentials to the Division of Graduate Studies, Office of Graduate Admissions, Cartwright Hall.~~
~~3. Submit an application at least six weeks before the start of the semester of first coursework. Some programs may have much earlier deadlines. Check individual departments or schools in this Catalog for other deadlines and further information.~~
~~1.~~2. ~~Have official transcripts from each college or university previously attended sent to the Division of Graduate Studies, Office of Graduate Admissions, Cartwright Hall. Please consult the instructions contained in the application for admission for submission of official transcripts.~~ Applicants need not submit transcripts of work completed at Kent State University.
~~4. Consult this Catalog to determine if any additional supporting materials, such as a standard examination, are needed for admission to the program. Commonly required examinations include the Graduate Record Examination (GRE) and the Graduate Management Admissions Test (GMAT).~~

3. ~~Incomplete~~Letters of recommendation. Most programs require three letters, although some programs require two. The letters should be completed by persons who are familiar with your educational goals and your professional and/or academic ability.
4. Proof of English proficiency. All applicants whose education has been primarily outside the United States must have objective evidence of proficiency in the English language. Exceptions may be granted for applicants who have completed their education in a primarily English speaking country/territory. Check with the **Office of Global Education** for a list of appropriate tests, minimum test score requirements and applicable exceptions.
5. Additional materials as required by the graduate program to which the individual is applying.

Once received, all application materials ~~will be~~become the property of Kent State University and will not be returned. Application materials are kept for a period of one year ~~only.~~from the date the completed online application form is submitted. After that time, materials will be destroyed. ~~Students~~ Applicants interested in admission after one year will need to reapply and submit a new application fee.

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By e-mail: gradapps@kent.edu

Or by mail: Division of Graduate Studies
Office of Graduate Admissions
650 Hilltop Drive
Kent State University
Kent, OH 44242

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International Applicants

International applications are received and processed by the Office of Global Education.

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1. Meet the visa eligibility requirements.
2. Verify that they have the financial resources to cover their expenses during graduate study at KSU. The Financial Information Worksheet for International Students is available through the Office of Global Education. If a governmental entity is funding the student, an official letter regarding the funding must be submitted along with the Financial Information Worksheet for International Students.

The Financial Information Worksheet for International Students, proof of English proficiency and all transcripts, letters of recommendation, goal/purpose statements, vita/résumés and other required materials as specified by the graduate program must be sent to:

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Kent State University
106 Van Campen Hall
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Kent, OH 44242
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International students may enroll at KSU only if they have been admitted to a degree program, a certificate program, or the post-baccalaureate teacher education program. The form I-20, which is required to obtain F-1 immigration status, or the form DS-2019, which is required to obtain J-1 immigration status, is issued only after the application is complete, all documents are properly verified, the applicant is admitted to a degree program and proof of funding is received. International students who do not require an F-1 or J-1 immigration status do not need to provide proof of funding. Insurance coverage against illness and accident must be obtained and maintained throughout a student's enrollment at the university. Such coverage is available for purchase through University Health Services.

Fraudulent Records

Any transcripts, certificates, translations, or examination results that appear irregular will be verified with the appropriate school or examination authorities, and the application process will be delayed until verification is received. If it is determined that an applicant has submitted false records or omitted information about previous school attendance, his/her application will be denied, and legal action may be taken.

Change of Application Term

Applications and application materials are valid for one year only. Applicants may change the term of their application to a later term within one calendar year from the date the completed online application form was submitted. To be considered for admission during a different term, contact the **Division of Graduate Studies** to have the term of your application changed. Some programs admit only one term per year. Check individual programs in this Catalog for the

term(s) during which they will consider admission. Applicants interested in admission after one year will need to re-apply and submit a new application fee.

Defer Enrollment

Admitted students are expected to enroll in and attend courses during the term of their admission. Students may defer the term of enrollment to another term within one calendar year from the term of admission. Initial enrollment beyond one year is not permitted. To defer enrollment to a later term, contact the **Division of Graduate Studies**. Students who have not enrolled in and attended courses within one calendar year of admission will need to re-apply and submit a new application fee.

* The College of Podiatric Medicine (CPM) adheres to the admissions policies set forth by the American Podiatric Medical Association. For CPM's admissions procedures and requirements, visit the College of Podiatric Medicine. Applicants to the Doctor of Podiatric Medicine degree will need to apply through the American Association of Colleges of Podiatric Medicine Application Service.

Admissions - Graduate Student
Kent State University 2012 Catalog > Academic Policies > **Admissions - Graduate Student**

Applicants are expected to submit evidence of scholarly accomplishment in previous undergraduate and graduate work if undertaken. This may be accomplished in part by having achieved an undergraduate grade point average (GPA) of 2.750 on a 4.000 point scale. Some departments may require a higher minimum undergraduate or graduate GPA. At the graduate level, a minimum 3.000 GPA is expected. In all cases, the GPA is only one of several measures used to determine admission. Additional considerations are letters of recommendation, scores on standardized tests and other indices of ability to do graduate-level work. Students with below a 2.750 GPA will be considered for conditional admission on an individual basis. Admission in such cases will depend heavily on other indices of the student's ability to handle graduate-level work. These might include strong performance on standardized tests, GPA in the major and/or experiences subsequent to matriculation that are clearly indicative of strong academic ability. Evidence of holding a bachelor's degree or equivalent from an accredited college or university must be included.

Students who hold degrees from non-accredited institutions may be admitted under conditions that are determined in each individual case and which ordinarily include the necessity of further undergraduate work.

Grade Point Average Calculation: To be considered for admission to graduate study at Kent State University, students must have official transcripts from each college or university in which 8 or more credit hours were attempted, except for Kent State University, sent to the admitting office. The cumulative GPA is calculated using the final grades from all previous undergraduate and post-undergraduate academic work.

Application Procedures:.

1. Consult this Catalog for admission procedures for the college or independent school offering the degree program.
2. Submit an online application form, non-refundable application fee and required academic credentials to the Division of Graduate Studies, Office of Graduate Admissions, Cartwright Hall.
3. Submit an application at least six weeks before the start of the semester of first coursework. Some programs may have much earlier deadlines. Check individual departments or schools in this Catalog for other deadlines and further information.
4. Have official transcripts from each college or university previously attended sent to the Division of Graduate Studies, Office of Graduate Admissions, Cartwright Hall. Please consult the instructions contained in the application for admission for submission of official transcripts. Applicants need not submit transcripts of work completed at Kent State University.
5. Consult this Catalog to determine if any additional supporting materials, such as a standard examination, are needed for admission to the program. Commonly required examinations include the Graduate Record Examination (GRE) and the Graduate Management Admissions Test (GMAT).

Incomplete application materials will be kept for a period of one year only. After that time materials will be destroyed. Students interested in admission after one year will need to reapply.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **1-Mar-13** Curriculum Bulletin _____

Effective Date **Spring 2013** Approved by EPC _____

Department	**Research and Sponsored Prgrams**
College	**PR - Provost**
Proposal	**Establish Center**
Proposal Name	**Kent State University bioFLEX Center**

Description of proposal:

The bioFLEX™ Center will be a consortium of educators, researchers and innovators from Kent State University, other regional educational institutions, federal research laboratories, regional healthcare organizations, teaching hospitals, and small and large companies, working in concert towards the development of flexible biomedical technologies to provide advanced solutions to critical problems of global health including but not limited to chronic and acute disease, infection, and age-related illness.

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

The bioFLEX™ Center's goal is to facilitate collaborations among Kent State University faculty and with researchers at other organizations in the area of biomedical technology development. The Center will build upon existing strengths and programs on Kent State University campuses. It will not duplicate any existing efforts and require no new staff or facilities. bioFLEX™ is needed to coordinate the scholarly activities of researchers in different departments/colleges and help them build their research capacities by increasing collaborations and visiblity, and providing joint grant activities.

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

NA

REQUIRED ENDORSEMENTS

_____ ___/___/___

Department Chair / School Director

_____ ___/___/___

Campus Dean (for Regional Campuses proposals)

_____ ___/___/___

College Dean (or designee)

Mary Ann Rankin 3/6/13

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-Mar-13** Curriculum Bulletin _____

Effective Date **Spring 2013** Approved by EPC _____

Department **Research and Sponsored Prgrams**

College **PR - Provost**

Proposal **Establish Center**

Proposal Name **Kent State University bioFLEX Center**

Description of proposal:

The bioFLEX™ Center will be a consortium of educators, researchers and innovators from Kent State University, other regional educational institutions, federal research laboratories, regional healthcare organizations, teaching hospitals, and small and large companies, working in concert towards the development of flexible biomedical technologies to provide advanced solutions to critical problems of global health including but not limited to chronic and acute disease, infection, and age-related illness.

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

The bioFLEX™ Center's goal is to facilitate collaborations among Kent State University faculty and with researchers at other organizations in the area of biomedical technology development. The Center will build upon existing strengths and programs on Kent State University campuses. It will not duplicate any existing efforts and require no new staff or facilities. bioFLEX™ is needed to coordinate the scholarly activities of researchers in different departments/colleges and help them build their research capacities by increasing collaborations and visiblity, and providing joint grant activities.

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

NA

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

Kent State University bioFLEX™ Center

Over the past forty years scientists in the Liquid Crystal Institute and in the physical and natural sciences at Kent State University have developed novel materials for use in the creation of electronic devices. In the 1980's and the 1990's, liquid crystal research at Kent State spawned a global industry in flat panel displays for computers, cell phones and many other consumer electronic products. In the past ten years, follow-on research, particularly exploiting the flexible physical properties of these materials, has created a second generation of new companies right here in Northeast Ohio.

From our advanced materials research, we have gained knowledge and understanding of how to manipulate materials for a much wider range of applications. With this new understanding come new opportunities to transition our research into new products and devices that can help drive new economic development in our region, in effect creating a new generation of technologies and companies from our advanced materials knowledge and maintaining our reputation and position as the region's advanced materials innovator.

This proposal describes our plan to further develop the internal capabilities and expertise of the university and relationships with external organizations in order to become a leader in the creation of new biomedical technologies and products with particular focus on wound healing, physiological sensing and drug delivery. The bioFLEX™ Center described here will seek to provide faculty with the resources necessary to drive innovation and economic development in Northeast Ohio. Just as Kent State's advanced materials created waves of innovative new products and companies in consumer electronics, the bioFLEX™ Center will apply our innovative materials expertise to the field of healthcare, our region's fastest growing industry sector.

The bioFLEX™ Center will be a consortium of educators, researchers and innovators from Kent State University, other regional educational institutions, federal research laboratories, regional healthcare organizations, teaching hospitals, and small and large companies working in concert towards the development of flexible biomedical technologies to provide advanced solutions to critical problems of global health including but not limited to chronic and acute disease, infection, and age-related illness.

We propose the establishment of The Kent State University bioFLEX™ Center - a research consortium dedicated to the advancement of flexible biomedical technologies, education, and field-adoption of technologies by:

- Promoting research in the science and technology of flexible biomedical technologies, where the term flexible refers to the physical flexibility of devices that are created. This will build upon Kent State's current strengths in advanced biomaterials, biosensors, and 3D imaging.
- Accelerating innovations and the commercialization flexible biomedical technologies through nationwide scientific collaborations, and commercial and institutional partnerships.

- Stimulating regional economic development by supporting existing and spawning new businesses, job creation, and workforce (re)training in biomedical technology development.
- Acting as a resource to help inform the development of educational and workforce training programs for students at the associate, bachelor, and graduate degree levels in the area of biomedical technology and its implementation.

With the synergy between researchers at Kent State and regional, national, and international industry and clinical institutions, there is tremendous potential for collaborative research and development of flexible bioengineered tissues, organs, implantable sensors and electronics, neuroprosthetics, and rapid wound healing protocols aimed at improving the health and quality of life particularly for our aging population, senior citizens, the acute and chronically ill, war veterans and victims of accidents. The bioFLEX™ Center has the potential to position Kent State as a regional leader in biomedical technologies, to attract research funds to NE Ohio, and to become a strong driver of regional development and job creation in areas of biotechnology and healthcare.

As a preamble to the information provided below, we note that there is no need for new educational programs or degrees in order to enable the creation of the Center, nor are new educational resources required. The Center will seek to enage faculty and graduate students in research by identifying and developing new research funding opportunities, by aiding in the development of proposals, by providing new collaborative research opportunities with academic, clinical and industrial partners, and by establishing technology development pathways resulting in commercialization. In effect, the Center seeks to catalyze faculty-driven research.

The following is from 3343-2-03 *University Policy Regarding the Establishment or Revision of Academic Administrative Structures*.

1. **The quality of the faculty, students and programs.**
   Faculty from all colleges and disciplines will be invited to participate in the bioFLEX™ Center and to help develop the research and outreach capabilities of the Center, according to their skill sets and interests and in the context of their current faculty responsibilities. We expect that faculty from the College of Arts and Sciences, the School of Biomedical Sciences, the College of Applied Engineering Sustainability and Technology, the College of Public Health and the College of Nursing will be active participants. Clearly, Kent has world-class faculty as evidenced by the impact they have had on their respective fields. Equally, the quality of graduate students currently working in these units is very high. We expect that the research conducted and assisted by the bioFLEX™ Center will help to create an excellent reputation for Kent State University, which in turn will help to recruit highly motivated faculty and students in the future.

   The research and economic development activities of the bioFLEX™ Center will be focused initially on the science and engineering of biomaterials, biocompatible electronics and associated technology, and will leverage our existing research strengths in Chemistry and Biochemistry, Physics, LCI, Regenerative Biology, Psychology, Physiology, Biology, and Public Health. However, as the Center's research and our collaborative consortium grow, we expect other disciplines to become important components of the Center, including Nursing, Podiatric Medicine and Sociology, among others.

2. **Centrality and coherence to the mission and strategic directions of the university and other academic units.**
   The core elements of Kent State University's mission are the discovery, creation, applications and sharing of knowledge. The bioFLEX™ Center will provide faculty and students additional opportunities to participate in knowledge discovery and application. Research on new biomaterials, devices, and clinical protocols, and application of this knowledge to real-world problems and to the creation of useful technologies will be a natural outcome of the creation of the Center. Clearly, research projects in the important field of health care will have major economic implications for our nation's economy and for job creation in NE Ohio. bioFLEX™ is also well-aligned with Kent State University's mission to elevate the level of scholarship through competitive research, extramural support, and the formation of new partnerships with other educational institutions, hospitals, and biomedical industries in NE Ohio.

3. **Comparative advantage versus other structures.**
   The proposed bioFLEX™ Center seeks to bring together the research activities of Kent State University researchers from different departments related to the field of bioengineering and healthcare. It will facilitate coordination of focused groups and individual research projects and activities, competition for major funding, and the creation of external collaborations, and private-public partnerships. In the absence of the bioFLEX™ Center, the relevant research and educational activities will remain unfocused and diffused across the campus. Without the external visibility and internal organization provided by the Center and without the many external collaborations the creation of a consortium will provide, our faculty will be at a competitive disadvantage for funding and our students will miss opportunities to acquire relevant training and to work with leading clinical institutions and industries which could be the sources of pre-graduation internships and post-graduation permanent employment.

4. **What makes the unit particularly appropriate for Kent State University?**
   Kent State University has scholarly activities in the biomedical and related sciences distributed across colleges and campuses. These include the College of Arts and Sciences, the School of Biomedical Sciences, the College of Applied Engineering Sustainability and Technology, the College of Public Health, the College of Nursing, School of Health Sciences, among others. Thus, the technical underpinnings, the business and communications expertise, and the potential applications for the Center's research already exist within the university and therefore, the scholarly resources that are needed to make the Center successful are already in place.

5. **Demand for the unit and for the graduates of the unit.**
   With the growing health care needs of the increasing number of elderly citizens, soldiers returning from wars, victims of natural and manmade disasters, and those whose health has been compromised by chronic illness, it becomes imperative that we develop and employ every possible scientific, engineering, technology, policy and business solution to safely, reliably, and inexpensively provide quality healthcare and improve the quality of life for those who need it most. This is precisely what the bioFLEX™ Center will strive to achieve.

   The need for new research solutions, and researchers and skilled workers in the medical and healthcare sectors is predicted to rise dramatically over the next ten years. As a public research university with the necessary expertise and facilities it is our responsibility to help satisfy these needs. In addition, Kent State has an opportunity coordinate and strengthen its research

expertise and existing knowledge base to significantly and positively impact regional economic activity through outreach and corporate engagement.

6. **Duplication and interrelatedness of the unit's program(s) within the university, state, and region**
The bioFLEX™ Center's goals are research in biomedical technology and enhancing economic growth. These are achievable through the creation of a vibrant consortium of researchers, industry and other partners that is unique in Northeast Ohio. By building on our existing scientific and technical strengths and by linking these strengths to improve health care, we have the opportunity to enhance existing technologies and provide integral engineering solutions leading to valuable new solutions.

The consortium approach of the Center stresses collaboration with regional, state and national partners, partners with complementary strengths and expertise. For example in Northeast Ohio, the Center anticipates establishing and/or enhancing partnerships with sister institutions such as NEOMED, The Cleveland Clinic, SUMMA, Akron Children's Hospital, the University of Akron and Case Western Reserve University, among others.

7. **Efficiency and effectiveness of the unit in leveraging existing resources and expanding new resources.**
The proposed bioFLEX™ Center will substantially leverage existing facilities, faculty expertise and consortium partners. However, it is important to note that the Center's mission involves establishing new collaborations, which naturally will lead to the generation of new resources from traditional funding routes as well as through private-public partnerships in order to support and grow the research activities of existing faculty and fuel the economic activity driven by the technologies we produce. Therefore, there will be no new costs to the university as a result but rather a net gain in research and other related revenues. For example, the bioFLEX™ Center will be able to drive more external, paying demand for our existing facilities, and equipment such as the equipment in the clean room to process flexible devices, the materials characterization facility, and the fabrication capabilities acquired under the FlexMatters initiative.

8. **Administrative reporting structure.**
The bioFLEX™ Center will be administered by the Vice President for Research and Sponsored Programs. At the outset, existing RASP staff, including but not limited to the Associate Vice President for Research, the Associate Vice President for Corporate Engagement and Commercialization, the Associate Director for Intellectual Property Management and Marketing, and others will provide the necessary expertise in outreach, corporate engagement, identifying and pursuing research funding opportunities and other activities to grow and sustain the Center, as part of their regular responsibilities. Significant advice, input and participation will be solicited from deans, department heads, center directors and faculty who wish to be involved. We note that all such academic participation will be voluntary and that any member of the Kent State community with appropriate skills and interests may choose to participate.

As the Center grows, it may become necessary to recruit full time employees, including a director and other staff. However, any such growth in fully dedicated staff will be financed from external sources such as research or economic development grants, industry grants or membership fees, or other revenue sources. No additional university funds will be used in support of the Center.

In addition as the Center develops, an external advisory board will be recruited, consisting of academic, technical, clinical, business and industry experts with expertise or interests in the field of biomedical technologies. It will be the responsibility of the board to advise on technical issues, partnering opportunities and funding sources.

9. Space and capital budget needs.

Research space is already in place and in use by faculty who are engaged in bioFLEX™ research in their respective units as part of their university-defined research and therefore no additional technical space is required. Similarly, since administration of the Center at this early stage of development will be by the Vice President for Research and other RASP staff as part of their typical assigned duties, there is no need for administrative space. In the future, as the Center grows, it may be necessary to expand space and acquire capital equipment. Any such acquisitions of space or equipment, and any upkeep of space or equipment will be funded from external sources, not by the university.

10. A proposed operating budget with any one-time resource needs.

The establishment of this Center is a RASP priority and is completely consistent with RASP's assigned mission of increasing research funding at the university. As such, any costs of operation of the Center are regarded as necessary expenses to be incurred by RASP. It is noted that the goal of the Center is to begin operating as a virtual center with no additional costs. To be a success, any growth of the Center must be driven by external financial resources, not internal resources.

11. Evaluation procedures including academic assessment procedures.

Several short and long term metrics and milestones will be used to judge the success of the bioFLEX™ Center. These include but are not limited to:

a. Extramural Research funding: Extramural funding from government agencies, the Ohio Third Frontier program, the Ohio Board of Regents, industrial/corporate sources, foundations, private-public partnerships.
b. Consortium membership: Companies, universities, economic development organizations, individuals, entrepreneurs.
c. Start-up companies.
d. Intellectual property, patents and technology licenses, number and utility of bioFLEX™ devices and protocols in use.
e. Faculty participation.
f. Scholarly productivity including papers published and citations.
g. Externally sponsored student interships.
h. Employment of graduates.

12. A timetable for proposal implementation.

Following approval of this proposal by the EPC, the Faculty Senate, and subsequently by Kent State University's Board of Trustees, we will carry out the following activities in order to create a sustainable center. We estimate that an initial period of 1 year will be required to ramp up these activities and determine the potential for sustainability.

- Engage faculty from across the university and its regional campuses as members of the Center. (Goal: 20 faculty researchers)
- Engage industry and other academic institutions as partners. (Goal: 20 institutions)
- Formalize relationships with consortium members. (Goal: 20 members)
- Organize symposia, workshops, roundtables to inform expertise and capabilities of the members. (Goal: 3 meetings)
- Link with funding agencies. (Goal: Visits to NIH, DoD, ONR, EPA, NASA, WPAFB, NSF, other agencies)
- Identify and pursue research-funding opportunities internally. (Goal: 6 full proposals submitted)
- Submit applied research proposals in collaboration with industry, hospitals, and academic researchers from other institutions (Goal: 5 collaborative proposals)
- Submit economic development proposals to fund private public partnerships. (Goal: 3 major proposals)
- Submit Ohio Third Frontier proposals. (Goal: 3 proposals)
- Form External Advisory Board (Goal: 6-8 members) and hold semi-annual meetings.
- Semi annual meetings of consortium members

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **1-Mar-13** Curriculum Bulletin _____

Effective Date **Spring 2013** Approved by EPC _____

Department	**Research and Sponsored Prgrams**
College	**PR - Provost**
Proposal	**Establish Center**
Proposal Name	**Kent State University flexPV Center**

Description of proposal:

The flexPV™ Center will be a consortium of educators, researchers, and innovators from Kent State University, other regional educational institutions, federal and private research laboratories, and small to large companies working in unison towards the development of flexible photovoltaic technology with the goal of shifting society's dependence from fossil fuels to renewable and sustainable sources.

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

The flexPV™ Center's goal is to facilitate collaborations among Kent State University faculty and with researchers at other Ohio, federal, and private organizations in the area of flexible photovoltaics. It will strive to support existing strengths and programs on Kent State University campuses and help indenitfy new thrust areas in this field. It will not duplicate any existing efforts and require no new staff or facilities. flexPV™ will help reserachers enhance their research efforts by increasing collaborations and visiblity, and providing joint grant activities.

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

NA

REQUIRED ENDORSEMENTS

_____ ___/___/___

Department Chair / School Director

_____ ___/___/___

Campus Dean (for Regional Campuses proposals)

_____ ___/___/___

College Dean (or designee)

Mary Ann Hanlon 3/6/13

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-Mar-13** Curriculum Bulletin _____

Effective Date **Spring 2013** Approved by EPC _____

Department **Research and Sponsored Prgrams**

College **PR - Provost**

Proposal **Establish Center**

Proposal Name **Kent State University flexPV Center**

Description of proposal:

The flexPV™ Center will be a consortium of educators, researchers, and innovators from Kent State University, other regional educational institutions, federal and private research laboratories, and small to large companies working in unison towards the development of flexible photovoltaic technology with the goal of shifting society's dependence from fossil fuels to renewable and sustainable sources.

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

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

NA

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

Kent State University flexPV™ Center

Over the past forty years scientists in the Liquid Crystal Institute and in the physical and natural sciences at Kent State University have developed novel materials for use in the creation of electronic devices. In the 1980's and the 1990's, liquid crystal research at Kent State spawned a global industry in flat panel displays for computers, cell phones and many other consumer electronic products. In the past ten years, follow-on research, particularly exploiting the flexible physical properties of these materials, has created a second generation of new companies right here in Northeast Ohio.

From our advanced materials research, we have gained knowledge and understanding of how to manipulate materials for a much wider range of applications. With this new understanding come new opportunities to transition our research into new products and devices that can help drive new economic development in our region, in effect creating a new generation of technologies and companies from our advanced materials knowledge and maintaining our reputation and position as the region's advanced materials innovator.

This proposal describes our plan to further develop the internal capabilities and expertise of the university and relationships with external organizations in order to become a leader in the creation of new renewable energy photovoltaic devices. The flexPV™ Center described here will seek to provide faculty with the resources necessary to drive innovation and economic development in Northeast Ohio. Just as Kent State's advanced materials created waves of innovative new products and companies in consumer electronics, The flexPV™ Center will apply our innovative materials expertise to the field of renewable energy, one of Ohio's designated technology focus areas.

The flexPV™ Center will be a consortium of educators, researchers, and innovators from Kent State University, other regional educational institutions, federal and private research laboratories, and small to large companies working in concert towards the development of flexible photovoltaic technology with the goal of shifting society's dependence from fossil fuel to renewable and sustainable sources.

We propose the establishment of a Kent State University flexPV™ Center - a university-industry research consortium dedicated to the advancement of flexible photovoltaic science, education, and technologies by:

- Promoting research in the science and technology of advanced organized organic semiconducting materials. This will build upon Kent State's current strengths in advanced soft materials.
- Accelerating innovations and the commercialization of flexible photovoltaic solar cells, lighting, and electronics through nationwide scientific collaborations, and commercial and institutional partnerships
- Stimulating regional economic development by supporting existing and spawning new businesses, job creation and workforce (re)training in alternative energy technologies and management.

- Acting as a resource to help inform the development of educational and workforce training programs for students at the associate, bachelor, and graduate degree levels in the area of energy.

With the synergy between Kent State researchers and regional, national, and international research and industry, there is tremendous potential for collaborative research and development of flexible photovoltaics materials and devices. The flexPV™ Center has the potential to position Kent State as a research leader in this advanced energy niche, to attract research funds to Ohio, and to become a strong driver of regional economic development and job creation.

As a preamble to the specific information provided below, we note that there is no need for new educational programs or degrees in order to enable the creation of the Center nor are new educational resources required. The Center will seek to enage faculty and graduate students in research by identifying and developing new research funding opportunities, by aiding in the development of proposals, by providing new collaborative research opportunities with academic and industrial partners, and by establishing technology development pathways resulting in commercialization. In effect, the Center seeks to catalyze faculty-driven research.

The following is from 3343-2-03 *University Policy Regarding the Establishment or Revision of Academic Administrative Structures.*

1. **The quality of the faculty, students and programs.**
   Faculty from all colleges and disciplines will be welcome to participate in the flexPV™ Center and to help develop the research and outreach capabilities of the Center, according to their skill sets and interests and in the context of their current faculty responsibilities. We expect that faculty from the College of Arts and Sciences, the College of Applied Engineering Sustainability and Technology, the College of Architecture, the College of Business Administration, and School of Fashion Design and Merchandising could be active participants. Clearly, Kent has world-class faculty as evidenced by the impact they have had on their respective fields and particularly in those areas that impact alternative energy. Equally, the quality of graduate students currently working in these fields is very high. We expect that the research conducted by the flexPV™ Center will help to create an excellent reputation for Kent State University, which in turn will help to recruit high quality faculty and students in the future.

   The research and economic development activities of the flexPV™ Center will be focused initially on the science and engineering of photovoltaics and will leverage our existing research strengths in Chemistry, Physics and the LCI. However, as the Center's research and our collaborative consortium grow, we expect other disciplines to become important components of the Center, including business, public health, architecture, and communications among others.

2. **Centrality and coherence to the mission and strategic directions of the university and other academic units.**
   The core elements of Kent State University's mission are the discovery, creation, applications and sharing of knowledge. The flexPV™ Center will provide faculty and students additional opportunities to participate in knowledge discovery and application. Research on new materials and processes, and application of this knowledge to real-world problems and to the creation of

useful technologies will be a natural outcome of the creation of the Center. Furthermore, research projects in the growing field of alternative energy have major economic implications for our nation's economy and for job creation in the region. flexPV™ is also well-aligned with Kent State University's mission to elevate the level of scholarship through competitive research, extramural support, and the formation of new partnerships with other educational institutions and industries in NE Ohio.

3. **Comparative advantage versus other structures.**
   The proposed flexPV™ Center seeks to bring together the research activities of Kent State University researchers from different departments in the field of alternative energy. It will facilitate coordination of research projects and activities, competition for major funding, and the creation of external collaborations and private-public partnerships. In the absence of the flexPV™ Center, the relevant research and educational activities will remain scattered across the campus. Without the external visibility and internal organization provided by the Center and without the many external collaborations the creation of a consortium will provide, our faculty will be at a competitive disadvantage for funding and our students will miss opportunities to work with industry and other institutions who could be the sources of pre-graduation internships and post-graduation permanent employment.

4. **What makes the unit particularly appropriate for Kent State University?**
   Kent State University has scholarly activities in the field of organic photovoltaics distributed across colleges and campuses. These include the College of Arts and Sciences, the College of Applied Engineering Sustainability and Technology, the College of Public health, the College of Communications and Information and the College of Architecture among others. Thus, the technical underpinnings, the business and communications expertise, and the potential applications for the Center's research already exist within the university and therefore, the scholarly resources that are needed to make the Center successful are already in place.

5. **Demand for the unit and for the graduates of the unit.**
   Energy conservation, efficient distribution, management, and production of alternative energy are essential for sustainability and for reducing the dependence on imported fossil fuels. Our economy's reliance on fossil fuels is a threat to our national economic security and competitiveness.

   The need for new research solutions, and researchers and skilled workers in the conventional and alternative energy sectors is predicted to increase dramatically over the next ten years. As a public research university with the necessary expertise and facilities it is our responsibility to help satisfy these needs. In addition, Kent State has an opportunity in organic photovoltaics to significantly and positively impact regional economic activity through industrial outreach and corporate engagement.

6. **Duplication and interrelatedness of the unit's program(s) within the university, state, and region**
   The flexPV™ Center's goals of research in flexible organic photovoltaics and economic development through the creation of a vibrant consortium of researchers, industry and other partners, are unique in the Northeast Ohio region and in the state. By building on our unique existing technical strengths and by linking these strengths to the industrial community, we have the opportunity to build a new industry sector where none previously existed. We note that no

other institution is stepping up to this challenge and that by moving forward with the creation of the Center, Kent State can claim a regional leadership position.

The consortium approach of the Center stresses collaboration with regional, state and national partners, partners with complementary strengths and expertise. For example in Northeast Ohio, the Center anticipates establishing partnerships with sister institutions such the University of Akron and Case Western Reserve University.

7. **Efficiency and effectiveness of the unit in leveraging existing resources and expanding new resources.**
As described above, the proposed flexPV™ Center will substantially leverage existing facilities, faculty expertise and consortium partners. However, it is important to note that the Center's mission involves generating new resources from traditional funding routes as well as through private-public partnerships in order to support and grow the research activities of existing faculty and the industrial activity driven by the technologies we produce. Therefore, there will be no new costs to the university as a result but rather a net gain in research and other related revenues. For example, the flexPV™ Center will be able to drive more external, paying demand for our existing facilities, and equipment such as the clean room, materials characterization facility, roll-to-roll processing in the LCI and the flexible device fabrication capabilities acquired under the FlexMatters initiative.

8. **Administrative reporting structure.**
The flexPV™ Center will be administered by the Vice President for Research and Sponsored Programs. At the outset, existing RASP staff, including but not limited to the Associate Vice President for Research, the Associate Vice President for Corporate Engagement and Commercialization, the Associate Director for Intellectual Property Management and Marketing, and others will provide the necessary expertise in outreach, corporate engagement, identifying and pursuing research funding opportunities and other activities to grow and sustain the Center, as part of their regular responsibilities. Significant advice, input and participation will be solicited from deans, department heads, center directors and faculty who wish to be involved. We note that all such academic participation will be voluntary and that any member of the Kent State community with appropriate skills and interests may choose to participate.

As the Center grows, it may become necessary to recruit full time employees, including a director and other staff. However, any such growth in fully dedicated staff will be financed from external sources such as research or economic development grants, industry grants or membership fees or other revenue sources. No additional university funds will be used in support of the Center.

In addition as the Center develops, an external advisory board will be recruited, consisting of academic, technical, business and industry experts with expertise or interests in the field of flexible organic photovoltaics. It will be the responsibility of the board to advise on technical issues, partnering opportunities and funding sources.

9. **Space and capital budget needs.**
Research space is already in place and in use by faculty who are engaged in flexible photovoltaics research as part of their university-defined research and therefore no technical space is required.

Similarly, since administration of the Center at this early stage of development will be by the Vice President for Research and other RASP staff as part of their typical assigned duties, there is no need for administrative space. No capital equipment is required. In the future, as the Center grows, it may be necessary to expand space and acquire capital equipment. Any such acquisitions of space or equipment, and any upkeep of space or equipment will be funded from external sources, not by the university.

10. A proposed operating budget with any one-time resource needs.

The establishment of this Center is a RASP priority and is completely consistent with RASP's assigned mission of increasing research funding at the university. As such, any costs of operation of the Center are regarded as necessary expenses to be incurred by RASP. It is noted that the goal of the Center is to begin operating as a virtual center with no additional costs. To be a success, any growth of the Center must be driven by external financial resources, not internal resources.

11. Evaluation procedures including academic assessment procedures.

Several short and long term metrics and milestones will be used to judge the success of the flexPV™ Center. These include but are not limited to:

a. Extramural Research funding: Extramural funding from government agencies, the Ohio Third Frontier program, the Ohio Board of Regents, industrial/corporate sources, foundations, private-public partnerships.
b. Consortium membership: Companies, universities, economic development organizations, individuals, entrepreneurs.
c. Start-up companies.
d. Intellectual property, patents and technology licenses.
e. Faculty participation.
f. Scholarly productivity including papers published and citations.
g. Externally sponsored student interships.
h. Employment of graduates.

12. A timetable for proposal implementation.

Following approval of this proposal by the EPC, the Faculty Senate, and subsequently by Kent State University's Board of Trustees, we will carry out the following activities in order to create a sustainable center. We estimate that an initial period of 1 year will be required to ramp up these activities and determine the potential for sustainability.

- Engage faculty from across the university as Center members. (Goal: 20 faculty researchers)
- Engage industry and other academic institutions as Center members. (Goal: 20 institutions)
- Formalize relationships with consortium members. (Goal: 20 members)
- Organize symposia, workshops, roundtables to inform expertise and capabilities of the members. (Goal: 3 meetings)
- Link with funding agencies. (Goal: Visits to DoE, ARPA-E, DoD, NSF, other agencies)
- Identify and pursue basic research funding opportunities internally. (Goal: 6 full proposals submitted)

- Submit applied research proposals in collaboration with industry and academic researchers from other institutions. (Goal: 5 collaborative proposals)
- Submit economic development proposals to fund private public partnerships. (Goal: 3 major proposals)
- Submit Ohio Third Frontier proposals. (Goal: 3 proposals)
- Form External Advisory Board (Goal: 6-8 members) and hold semi-annual meetings.
- Semi annual meetings of consortium members

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **26-Jan-13** Curriculum Bulletin _____

Effective Date **Fall 2013** Approved by EPC _____

Department	**Architecture**
College	**AE - Architecture and Environmental Design**
Degree	**MS - Master of Science**
Program Name	Program Banner Code
Concentration(s)	Concentration(s) Banner Code(s)
Proposal	**Establish program**

Description of proposal:

The Master of Science in Architectural Design is a non-professional inquiry-based design degree intended to develop research skills in an area of specialization in the fields of Architecture and Environmental Design. The degree program is planned to supplement the professional curricular offerings of the College.

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

Current total credit hours: Proposed total credit hours **32**

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):

College of Applied Engineering, Sustainability and Technology
College of Education, Health and Human Services
College of Public Health
College of Nursing
College of the Arts

REQUIRED ENDORSEMENTS

Department Chair / School Director	1/28/13
Campus Dean (for Regional Campuses proposals)	/ /
College Dean (or designee)	1/28/13
Dean of Graduate Studies (for graduate proposals)	3/4/13
Provost and Senior Vice President for Academic Affairs (or designee)	/ /

Request for approval

Submitted by:

KENT STATE UNIVERSITY

MASTER OF SCIENCE IN ARCHITECTURE AND ENVIRONMENTAL DESIGN

DEGREE

IN THE COLLEGE OF ARCHITECTURE AND ENVIRONMENTAL DESIGN

February 2013

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Acknowledgement

The authors of this document would like to acknowledge and express their appreciation to the reviewers from our sister institutions for their insightful comments and feedback on the PDP document.

1. Need

1.1. Rationale

The College of Architecture and Environmental Design (CAED) has distinguished itself with its premier professional programs (Architecture, Urban Design and Interior Design) in the region. Building on this professional strength, the College is proposing to expand its mission and to enrich its research focus by initiating an inquiry-based non-professional graduate degree program.

One of the objectives of the proposed program is to strengthen the College research agenda through establishment of a research-focused graduate program. Through recruitment of faculty and students and the development of research projects, the College intends to pursue aggressively funded research in architecture and environmental studies. As a multidisciplinary degree, the MSAED will help the College in establishing stronger academic and research ties with other colleges in Kent State University. In addition, the program is intended to strengthen the connection between research in the College and the building industry in the region.

With this proposed graduate degree, the CAED aims to address two broad paradigmatic changes in the profession and its professional accreditation agency. The first change is in response to a decision enacted by the National Architectural Accrediting Board (NAAB). On February 20, 2010, NAAB directors approved a resolution making it a condition of accreditation that non-accredited post-professional degrees offered by institutions with accredited degrees could not have the same degree titles as the accredited degrees[1]. Resulting from this mandate, the College of Architecture Graduate Program has decided to re-designate and refocus its Master of Architecture Post-Professional (M.Arch.PP) degree. The second issue is the growing pressure from the profession and the building industry towards research for better understanding of the global, environmental and societal impetus affecting architectural and environmental design. The proposed degree will focus on areas of research addressing this impetus in the industry and its delivery mechanisms that lead to sustainable practices.

[1] Source: Explanatory Note on Titling of Post-Professional Degrees, National Architectural Accrediting Board, 8/20/2010

1.2. Focus

The Master of Science degree in Architecture and Environmental Design will provide students in Northeast Ohio and surrounding areas with a broad platform for scientific research and evidence-based tools in areas deemed significant for the design disciplines in the 21st century. . William McDonough[2] asserts a new paradigm for education towards "a more fulfilling relationship between humanity and the natural world". In a study entitled "The Future for Architects" conducted by the Building Future Group, the Royal Institute for British Architects (RIBA), establishes that survival of the building design professions will depend on an expanded mode of practice in which multidisciplinary collaborations form the core. The graduates will need to move in several career paths leading to a wider role in the built environment professions. Preparation for such careers is not fully fulfilled by the current traditional professionally-focused graduate degree offerings. This proposed degree will extend the College's mission by providing the graduates with the research skill-sets and experiences that enable them to identify the different career paths and develop the multidisciplinary approaches.

1.3. Purpose and Significance

The program is intended to fulfill the following needs;

1. Enrich culture of research in the College[3]
2. Expand College outreach to include new types of graduate students
3. Increase multidisciplinary extent in the college offerings
4. Expand College offerings
5. Absorb applicants to the Master of Architecture Post Professional option when phased out
6. Provide career paths to those who are not seeking professional careers
7. Respond to industry need to specialized individuals
8. Respond to regional industry need for research in areas of relevance to its economic development

1.4. Establishing the Need

In an article published in the Journal of Interior Design in 2004[4], Guerin and Thompson identified foreseeable challenges of design education to be evidence-based design and establishing a strong culture of research and providing breadth and depth of knowledge. Current professionally accredited programs attempt to

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[2] William McDonough, "Twenty-First Century Design", retrieved July 14th, 2012 from http://www.mcdonough.com/writings/21st.htm

[3] Based on a Keynote address by Dr. Mathew O'Donnel, Dean of the College of Engineering, University of Washington. AIA Board Knowledge Committee 2007 Research Summit, AIA Board Knowledge Committee 2007 Research Summit

[4] Guerin, D. & Thompson, J.A. Interior Design Education in the 21st Century: An Educational Transformation. Journal of Interior Design, 30 (1), 1-12, Nov. 2004

address these goals with their accreditation criteria however; because of the broad nature of the design professions, focusing the whole curriculum on a specific topic would not be possible. Even though the proposed degree is not intended to supplant the professional Master of Architecture degree, MSAED is geared towards providing specialized knowledge in areas that are increasingly complex and expanding both inside and outside Architecture and Environmental Design.

According to the Department of Labor, the employment of architects and interior designers is expected to grow by 24% and 19% respectively from 2010 to 2020, faster than the average for all occupations (14%)[5]. The job prospects however, will be highly competitive because of the growing number of students graduating with architectural degrees. According to the same source, "the best job opportunities will be for candidates who can distinguish themselves with their creativity". With an expected high rate of change in the professions, demand for scientific and technical services may increase by over 29% in architecture and 58% in interior design professions in the same period. It is therefore more likely that the demand for highly skilled specialized designers in the technical and scientific areas of the built environment will increase at a higher rate than that of the general practice. The same outlook was reached from a recent survey conducted by McGraw-Hill Construction where the expected shortage of architects would necessitate that firms will need to attract "talent over a wide range of experience, while appealing to younger workers who are strongly motivated by environmental issues," according to Harvey Bernstein, vice president of industry insight and alliances for McGraw-Hill Construction[6].

In addition to the financial benefits (11.9% mean salary difference between undergraduate and graduate degrees in Architecture[7]), graduate education offers an intellectual platform for the students as well as a potential for career advancement. In addition to the research skills, the MSAED will provide its students with the critical thinking skills required for the jobs of the twenty first century[8]. The multidisciplinary approach needed for these future jobs is hardly appropriate for undergraduate professional degrees. The proposed graduate program will emphasize this approach by framing its curriculum around a sizable number of credits to be taken outside the College.

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[5] Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2012-13 Edition, Architects, on the Internet at http://www.bls.gov/ooh/architecture-and-engineering/architects.htm (visited July 16, 2012).
[6] Hanley, William. Survey Predicts Architects Shortage by 2014. Published in Architectural Record web site on September 25th, 2015 and accessed on September 26th .
[7] Source: Design Future Council, 2012. Design Intelligence: 2012 Compensation, Bonus, & Benefits Survey, Design Intelligence, March/April 2012 Vol. 18. No. 2. Survey for 2009-2011.
[8] Guerin, D. & Thompson ibid.

The present Master of Architecture Post Professional (M. Arch. PP) degree which the Master of Science degree is replacing has seen an increase in the number of students and applicants in the last five years. The same trend could be observed for the thesis option. The majority of these students have been international students with professional degrees who need to specialize in a specific area of study prior to continuing pursuit of their Ph.D. degree or joining design firms as consultants. Four out of five of our recent graduates of the Post Professional Program have opted to choose a thesis option similar to the one proposed in the Master of Science degree Program. Additionally, we have observed an increase in interest among practicing individuals with professional Bachelor's degrees who seek postgraduate degrees in areas of specialization. Included in Appendix A is a copy of a letter from a recent graduate of the Post-Professional Master of Architecture program describing her experience and the value of her program of study. Even though a written thesis was not required to obtain her degree, Ms. Rathi chose to write a thesis on optimizing windows to balance heat gain and loss with daylighting. Her course of study included a research methods class and a series of research focused electives. After completing her degree requirements, Ms. Rathi was able to get a position in New York City and a job as a free-lance daylighting analysis consultant for a 1 million square foot project in Northeast Ohio.

A survey to gauge interest in the proposed degree program was conducted in December 2012. The survey targeted potential applicants to the program: undergraduates (61%), graduate students (24%), and alumni (15%). Over 80% of the surveyed subjects are/were in the architecture program, (11%) from Interior Design, and the rest from other degrees, such as business and history majors. Upon analysis of the one hundred and four (104) responses, the following information was obtained[9];

[9] Survey and detailed results may be found in Appendix B

1.4.1. General Interest in program areas

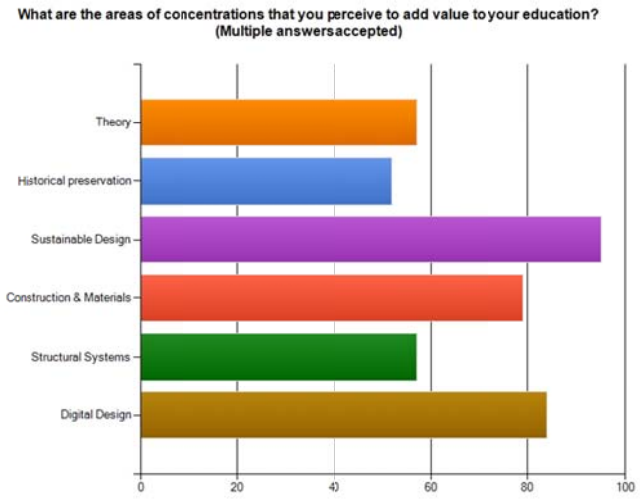


Figure 1. Interest of subjects in areas of specialization

The survey showed that between 78-90% of the surveyed subjects (Figure 1) valued sustainable design, digital design and fabrication, and construction methods and materials as areas of specialization. This survey mirrors other studies conducted among the design professionals about areas of specialization needed in practice in the future. Of the surveyed subjects, 75% showed interest in the degree program specializing in one of the areas listed above (Figure 2).

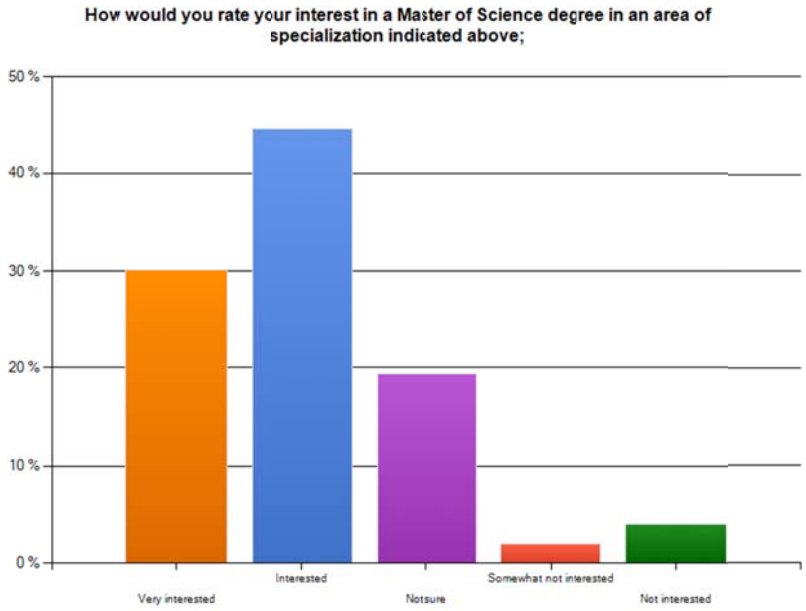


Figure 2. Interest in the Master of Science Degree Program

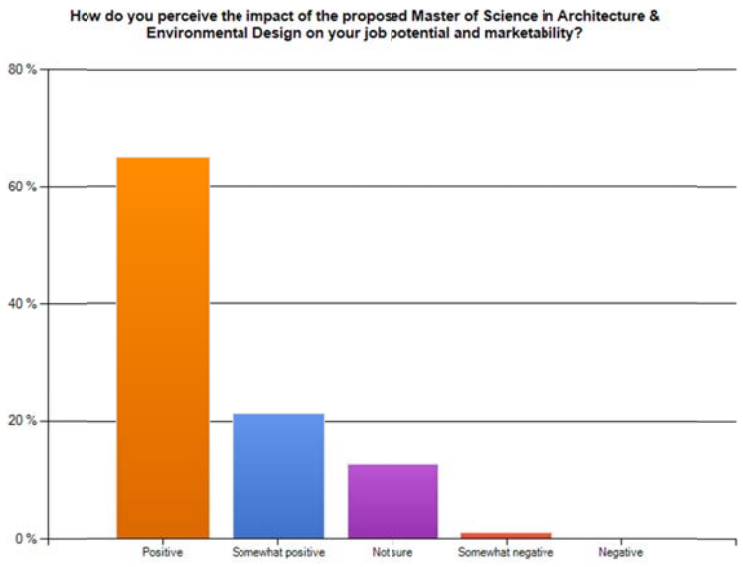


Figure 3. Impact on Marketability

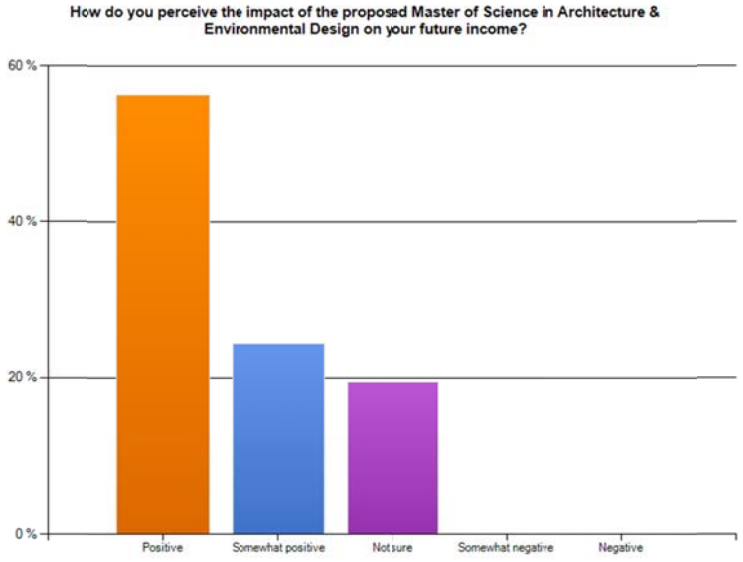


Figure 4. Perceived Impact on Income

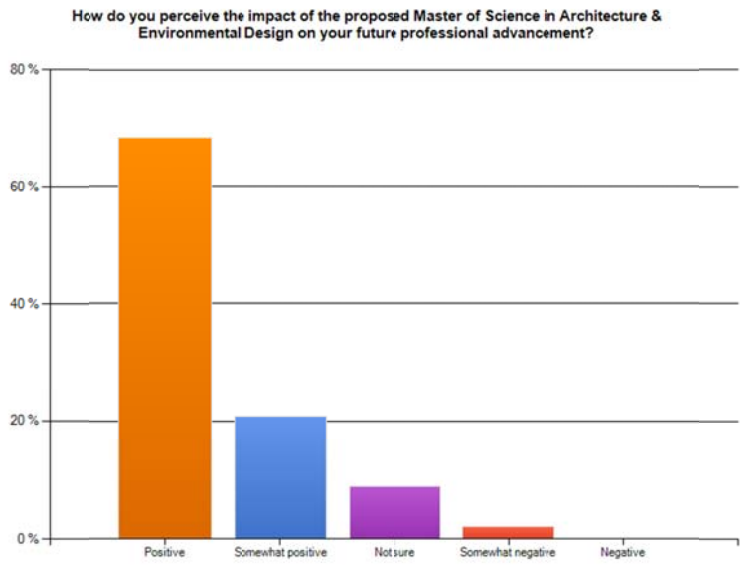


Figure 5. Perceived Impact on Advancement

Figures 3-5 explain the high level of interest of the subjects who are in this case potential candidates of the program degree. The perceived positive impact on marketability, income, and future advancement was consistently selected by about 80% of the subjects. This too mirrors studies measuring the prospects for employment and their advancement potentials in their firms.

1.4.2. Support of the Design Community

On October 27th, 2011 the proposal to establish the Master of Science degree was presented to the College of Architecture and Environmental Design Advisory Board. Members of the board who represent a distinguished leadership in the design professions and building industry enthusiastically supported the proposal. The Board through the discussion acknowledged the value of the program that would fill a need currently not met by graduates of the professional degree programs.

Attached in Appendix A, two letters of support from industry leaders two expressed their strong support for the program and its mission.

1.5. Potential duplication of programs in the state and region

In the last few years many of the Architecture programs developed inquiry-based graduate Architecture degrees because of the need for individuals with specialized knowledge in the design fields. These individuals are specifically prepared to respond to future requirements of ever increasing complex building design, operation, and management. Additionally, this program provides the faculty with graduate students who serve as research assistants, fulfilling the research objectives of the programs while providing financial support and training for some of

the students enrolled in these programs. Currently, the College of Design, Architecture, and Planning, University of Cincinnati offers a Master of Science in Architecture degree. University of Miami School of Architecture offers a similarly focused Master of Architecture: Research degree. Regionally, Carnegie Mellon University offers five variances of their Master of Science; Architecture, Architectural Engineering and Construction Management, Building Performance and Diagnostics, Computational Design, and Sustainable Design. Other Programs in the East Central Region include Ball State University (Historic Preservation), Illinois Institute of Technology, University of Illinois at Urbana-Champaign, and University of Michigan.

Albeit all designated as Master of Science in Architecture, these programs differ from each other because of the diversity in individual faculty research and expertise. Not having a professional accreditation, the degree programs allow the different programs to expand their areas of research strength while enriching their professional degree offerings. The diverse programs in the College of Architecture and Environmental Design and offerings in other degree programs in Kent State University will provide the prospective students with opportunities to specialize in areas uniquely tailored to their research interest. Furthermore, basing the program on diversity of expertise and resources, the proposed degree will be supportive of the university global initiatives related to international students and scholars.

2. Academic Quality of the Proposed Degree Program

2.1. Distinguishing Characteristics of the Degree (MSAED)

This degree is intended to replace the Master of Architecture Post Professional (M.Arch.PP) option offered currently at our graduate program. However, the proposed MSAED degree distinguishes its focus and offering in the following ways;

1. Unlike the M.Arch.PP degree that focuses on holders of professional Bachelors of Architecture and those who do not hold a pre-professional degree from a NAAB-accredited program, the proposed MSAED is designed to appeal to a wider target population
2. The M.Arch.PP allows for diversity of curriculum that is tailored to the needs of the individual student. The MSAED requires research methods and design theory coursework for all its candidates. The majority of the credits however, will still be customized to meet the individual students research objectives
3. Thesis in the M.Arch.PP is optional while, the MSAED will require a thesis. This thesis will follow the University standards and procedures as delineated by Graduate Studies

Because it is a non-professional degree, the proposed MSAED will be the only postgraduate degree offered to all the students of the College. This includes graduates from the Architecture, Interior Design, and Architectural Studies programs. It will focus on research in a relevant subject under the supervision of a faculty and a thesis committee. The students are expected to propose their course of study and develop with the supervising faculty the direction and emphasis of the degree. The required coursework will focus on research methods and design theories. This framework exposes the student to the broad issues and methods of inquiry in the field as well and prepares them for a self-initiated graduate curriculum. Thus, the structure, the content, and the focus of the MSAED differ substantially from all our undergraduate degree programs.

2.2. Faculty Capacity

A faculty member from CAED will serve as the coordinator for the program. Existing College full and part-time faculty with appropriate graduate status will serve as thesis advisors and graduate committee members based on matching faculty research expertise and proposed student research area. Currently[10], CAED has nineteen (19) Faculty with Full Graduate member status (F-2, & 3) and five (5) faculty with an Associate member Status. Twenty two (22) faculty members are at Level 2 or higher and are eligible to direct a Master's thesis (Table 1). Accordingly, CAED has the current capacity to direct and support 8-9 Master's theses. The areas of research expertise of the faculty holding graduate status include Design theories, Interior, Urban, and Landscape Design, construction methods & materials, historical preservation, and High-performance and sustainable design. The CAED envisions the addition of one additional full-time tenure-track faculty member in the area of building sciences to increase the capacity of the degree program to 10-12 students and complement the other areas of strength in the college. A faculty search for this position has started and the search committee will commence reviewing applications January 2013 to fill the position in the Fall of 2013.

Table 1 CAED Faculty Rank, Expertise, and Graduate Faculty Status[11]

Faculty	Academic Rank	Area of Expertise	Graduate Faculty Status
Adil Sharag-Eldin*	Associate Professor	2 &3	F-3
Beth Bilek-Golias	Assistant Professor	1	F-2
Bred Tippy*	Assistant Professor	1 & 4	F-2

[10] College of Architecture and Environmental Design Faculty List & Status submitted by Associate Dean Jonathan Fleming on March 2013.
[11] Based on a list submitted by Associate Dean Jonathan Fleming to the College of the Graduate Studies on March 2013

Faculty	Academic Rank	Area of Expertise	Graduate Faculty Status
Charles Frederic*	Assistant Professor	2	A-1
Charles Graves*	Associate Professor	1	F-2
Charles Harker	Associate Professor	1	F-2
Daniel Vieyra*	Professor	1	F-3
David Hughes	Professor	1 & 3	F-2
Diane Davis-Sikora	Associate Professor	1 & 5	F-2
Elizabeth Murphy	*Professor of Practice*	4	A-2
Ellen Sullivan*	Assistant Professor	1	A-2
Elwin Robison*	Professor	3 & 4	F-3
Frederick Lucak	Assistant Professor	5	A-2
Gregory Stroh	Associate Professor	1	F-2
Ji Young Cho*	Assistant Professor	1	F-2
Jonathan Fleming*	Assistant Professor	2 & 3	F-2
Kathryn Strand	Associate Professor	1	F-2
Marcello Fantoni	Professor	1	F-3
Pamela Evans	Associate Professor	2	F-3
Peter Marks	Assistant Professor	2	A-1
Reid R. Coffman*	Associate Professor	2	F-3
Steven Rugare	Assistant Professor	1	F-2
Terrence Uber*	Assistant Professor	1 & 4	F-3
Thomas Stauffer	Professor	1	F-2

Areas of Expertise[12]

1. Design Theories
2. High-performance & Sustainable design
3. Construction Methods and Materials
4. Historic Preservation and Building Forensics
5. Digital Design and Fabrication

The Resumes of Faculty Leaders in the different areas of Research (noted by an asterisk in Table 1) can be found in Appendix C.

2.3. Academic Quality of Students

Applicants of the Master of Science in Architecture and Environmental Design degree Program should, as a result of their academic or professional work seek to apply for the inquiry-based degree to advance their careers in research and specialize in an area of knowledge relevant to the design fields. Hence, it is expected that they apply to the degree program with a clear idea of the concentration area of their study and thesis topic in consultation with their thesis advisor.

[12] Refer to Section 2.4.1 for a description of the areas of expertise represented in the College

2.3.1. Admission Requirements

Admission will be offered to students with professional or pre-professional degrees in environmental design fields of study. Conditional admission may be offered to candidates with undergraduate and graduate degrees in related disciplines. In this case, additional coursework will be required. Admission is dependent on the availability of appropriate faculty expertise identified by the applicant.

In addition to the University general requirements, the applicants of the Master of Science in Architecture and Environmental Design are expected to have completed a bachelor degree or equivalent form a college or university with a minimum of 3.2 GPA. Applicants with a GPA of 3.0 and higher may be conditionally admitted on individual basis. Admission to the programs is administered through the Master of Science Graduate Committee and is based on:

1. Provide a resume giving an educational and work history.
2. Provide a two-page statement of purpose and outline of a proposed study program.
3. Provide three letters of recommendation.
4. Submit an Official Transcript per University description
5. Provide GRE general test scores
6. For international students, a minimum TOEFL score of 80 iBT
7. Portfolio for design or research work

2.3.2. Prospective Enrollment

The program targets the following types of students;

a) Individuals who are currently applying to the Master of Architecture Post Professional degree
b) Graduates of a B.Arch. program who may be interested in graduate education in an area of specialization but not pursuing another professional degree
c) International students with research interests that coincide with the College and KSU existing areas of research expertise
d) Practitioners who want to focus on an area of specialization
e) Professional renewal and mid-career changes to take advantage of new opportunities in emerging industrial and professional domains.
f) Individuals who want to pursue research and advanced studies in preparation for doctoral level programs
g) Applicants with teaching or research career objectives
h) Individuals who are interested in entering into the Architecture and building industry as consultants or specialist, serving in the capacity of innovator and facilitator to connect the design disciplines with ancillary industry sectors.

2.4. Curriculum

The MSAED program is planned to a thirty-five (35) credit hour, research-intensive program with one-year full residency requirement. Six (6) credits are required research methods coursework, three credits (3) required theories of Architecture, eight (8) credits of thesis preparation and thesis, nine (12) credits of directed electives selected with the advisor, and six (6) credits of free electives. This 35 credit hour load is typical of Master of Science degrees in Architecture and Environmental Design.

Based on the student's proposed research and program of study statement submitted with the admissions package, a faculty advisor with appropriate research expertise and interests will be assigned. The program of study is designed to enable the students to customize their research degree with the approval of the thesis advisor and the Master of Science Graduate Committee (MSGC). Depending on individual student's research interests, preparation, the faculty advisor, and MSGC, the approved program of study will establish the individual's final curricular path. Directed Electives may be selected from CAED (Section 2.4.5) and/or any other College in the University.

2.4.1. Areas Choice for Directed Electives

1. **Design Theories:** *This area focuses on the study of work by leading-edge theorists and intellectuals in the general field of art and architectural history. Special emphasis is paid to analytical methodologies of the contemporary theories on disciplinary thinking within material, philosophical, and social context of design.*
2. **High-performance & Sustainable design:** *This area addresses multidisciplinary research in the building sciences. It includes thermal comfort, energy and conservation, sustainable design, lighting, acoustics as well as building systems, and building information* management. Research in this area will be based on computational simulation, physical modeling of natural phenomena, and field studies.
3. **Construction Methods and Materials:** *The research in area focuses on technological and material aspects of construction as well as technologies relating to the construction processes. The area will emphasize integrated project delivery and sustainable construction practices.*
4. **Historic Preservation and Building Forensics:** *This area of emphasis is a multidisciplinary research work that includes adaptive reuse, development and maintenance of historical built environments and sites, archeology, and material sciences.*
5. **Digital Design and Fabrication:** *This area focuses on research in advanced 3-dimentaioanl modeling, scripting, and generative design. The objective is to*

explore innovative ways of approaching performative envelop, construction methodologies, structural system, and innovative design

2.4.2. Tabulated Curriculum

Semester	Class	Credit
Semester 1	AED 60922 Methods of Inquiry in Architectural Studies	2
	AED 60923 Empirical Research in Environmental Design (*co-requisite with above*)	1
	ARCH 60301 Theories of Architecture	3
	Directed Elective	3
	Total	**9**
Semester 2	AED 60930 Applied Research Methods in Environmental Design[13]	3
	Directed Elective	3
	Directed Elective	3
	Total	**9**
Semester 3	AED 66099 Thesis Preparation Seminar	2
	Directed Elective	3
	Free Elective	3
	Total	**8**
	Thesis Proposal Defense	
Semester 4	Free Elective	3
	AED 66199 Thesis I	6
	Total	**9**
	Thesis Defense by week 10 for May graduation	
Total		**35**

2.4.3. Required Courses

AED 60922 - Methods of Inquiry in Architectural Studies

Provides a comprehensive coverage of architectural inquiry techniques including qualitative and quantitative research methods and critical thinking skills to help students better conduct and understand research. Prerequisite: graduate standing *or* special approval.

ARCH 60301 - THEORIES OF ARCHITECTURE

In-depth analysis and discussion of contemporary architectural theories. Critical evaluation of major authors and architectural projects. Prerequisite: Graduate standing.

[13] Depending on the thesis topic the student with the advisor's approval may take other research methods classes such as GEOG 69701, EVAL 65511, SBS 50002 etc…

AED 60930 Applied Research Methods in Environmental Design
Extends understanding of quantitative and qualitative research. The class will focus on the application of these methods in Architecture and Environmental Design. AED 60922 and AED 60923

AED 60923 Empirical Research in Environmental Design
Introduces a student to faculty-directed research in a field within the environmental design domain. The course includes lectures by research faculty, readings from primary and review literature, and regular discussions among students, faculty and other research associates working under the direction of a principal investigator. Co-requisite AED 60922

AED 66099 – Thesis Preparation Seminar
Designed for students writing a thesis in the Master of Science in Architecture and Environmental Design Program. Supports students development of research topics, review relevant research and scholarship, frame research questions and arguments, choose an appropriate methodology for analysis, and draft introductory and methodology sections of the thesis proposal document. Pre-requisites: AED 60922, AED 60923, ARCH 60301, AED 60930 or equivalent class by special approval

AED 66199 - THESIS I
Thesis students must register for a total of 6 hours. Prerequisite: Graduate standing.

AED 66299 - THESIS II
(Repeatable for credit) Following completion of 6 credit hours of Thesis I all graduate students must continuously register for Thesis II for all subsequent academic terms (including summer) until all degree requirements are met. Prerequisite: 6 credit hours of AED 66199. Graduate standing.

2.4.4. Directed Electives

Directed electives will be selected based on an agreement with the faculty advisor and the approval of the graduate committee from CAED or other College offerings.

2.4.5. List of Existing Classes in CAED

ARCH 50302	STRUCTURAL SYSTEMS II
ARCH 50402	METHODS AND MATERIALS II
ARCH 50502	ENVIRONMENTAL TECHNOLOGY II
ARCH 55210	RENAISSANCE ARCHITECTURE
ARCH 55211	BAROQUE ARCHITECTURE
ARCH 55220	AMERICAN ARCHITECTURE: COLONIAL TO 1900
ARCH 55240	THE SKYSCRAPER
ARCH 55291	SEMINAR: VARIABLE TOPICS IN ARCHITECTURAL HISTORY
ARCH 55391	SEMINAR: STRUCTURES III
ARCH 55491	SEMINAR: METHODS AND MATERIALS III
ARCH 55591	ADVANCED COMPUTER APPLICATIONS
ARCH 55591	SEMINAR: ENVIRONMENTAL TECHNOLOGY III
ARCH 55620	INTRODUCTION TO PRESERVATION
ARCH 55621	CURRENT ISSUES IN HISTORIC PRESERVATION

ARCH 55625	EXPLORING HISTORIC STRUCTURES
ARCH 55627	PRESERVATION TECHNOLOGY
ARCH 55630	INTRODUCTION TO LANDSCAPE ARCHITECTURE
ARCH 55631	SITE ANALYSIS AND DESIGN
ARCH 55640	DEVELOPING ENVIRONMENTS FOR OLDER ADULTS
ARCH 55707	REPRESENTATION IN DESIGN
ARCH 56995	SPECIAL TOPICS IN ARCHITECTURE
ARCH 60301	THEORIES OF ARCHITECTURE
ARCH 63002	HEALTH CARE FACILITIES I
ARCH 63003	HEALTH CARE FACILITIES II
ARCH 65001	PROFESSIONAL PRACTICE: REAL ESTATE AND DEVELOPMENT
ARCH 65002	PROFESSIONAL PRACTICE: CONTRACT AND PLANNING LAW
ARCH 65003	PROFESSIONAL PRACTICE: LEADERSHIP, ETHICS AND OFFICE MANAGEMENT
ARCH 66992	FIELD STUDY
ARCH 67510	SUSTAINABLE BUILDING CONSTRUCTION I
ARCH 67511	SUSTAINABLE BUILDING CONSTRUCTION II
AED 63001	EVIDENCE BASED DESIGN IN HEALTH CARE

2.4.6. University-wide Classes

Depending on the thesis topic, the student will select a unique and appropriate course of study with the approval of the advisor. Based on this plan, classes will be selected. Because of the multidisciplinary nature of the program, it is expected that a significant number of classes will be from other colleges and programs such as Geography, Computer Sciences, Public Health, History, and Sociology.

2.4.7. Proposed Graduate Classes

Faculty will develop additional classes specifically to meet the demands of the new program in areas of specialty. An example of these classes includes;

- Advanced Environmental Modeling
- Building Systems Integrative Design
- Designing for Thermal Comfort

3. Program Administrative structure

The Master of Science in Architecture and Environmental Design is a multidisciplinary degree program intended to provide an umbrella platform for all disciplines represented by the faculty of the College. It also provides the College with an opportunity to collaborate with other colleges and faculty members in the University. Membership of the MSGC is open to all faculty engaged in scholarly research and creative activities in the College and Kent State University who hold the appropriate Graduate Status.

The program will be chaired by a Program Coordinator who will be assisted by a committee. The Master of Science Graduate Committee (MSGC) will be responsible for admissions, and approval of coursework. The program coordinator is responsible for monitoring progress towards completion of all requirements within the time allotted, and approval of deviation if required.

3.1. Master of Science Graduate Committee (MSGC)

Appointment to the Master of Science Graduate Committee will be approved by the Dean of CAED. Matching research interests of the individual Graduate faculty will take place upon the student's admission to the degree program and will be confirmed after one semester of the student's course of study. The Program Committee will be assigned to conduct the following tasks:

- Administer admission to the program
- Help the Graduate Coordinator in assigning a thesis advisor to every admitted student
- Review students' program of studies and electives as approved by the thesis advisor
- Review and approve thesis proposals at the end of the first semester
- Help the Graduate Coordinator approve membership of thesis committee
- Supporting the Graduate Coordinator in approving thesis oral Examination results

3.2. Faculty Advising

A faculty advisor from the College is assigned to each MSAED student at matriculation. The advisor weighs in on the student's initial plan of study and on each subsequent term's choice of subjects. This individual should be a faculty member with whom the student is in close contact. The advisor monitors the student's progress through completion of the degree and reports progress towards completion of program of studies to the Master of Science Program Coordinator at the end of each semester. In most cases, the faculty advisor functions as the Thesis Advisor.

3.3. Thesis Committees

The thesis committee is composed of an advisor and two members from the candidate's college. However, because of the multidisciplinary focus of the degree program, the College strongly encourages that one committee member be selected from another school or college. The thesis advisor must be a member of the Graduate Faculty who has been approved by the College of Architecture and Environmental Design and holds the appropriate Gradate status to direct theses. The other members of the committee must hold a minimum of A-2 Graduate Status.

Special permission must be obtained from the College Dean for anyone on the thesis committee who does not meet the qualifications stated above.

The Graduate Coordinator, in consultation with MSGC will review the composition of the proposed thesis committee for appropriate balance, and the topic for strength and suitability.

4. Special efforts to enroll and retain underrepresented groups

Despite the national low representation of minority students in Architecture[14], building, and planning professions, the College maintains its commitment to the goal of increasing the enrolment and success of the underrepresented monitories and women in its graduate programs. In order to achieve this targeted sector, recruiting programs have been devised through outreach programs and personal recruitment. Additional efforts will be taken to attend minority students' conferences, contacting through mail, colleges with high minority enrollments. The proposed degree program will encourage students to make use of available College and University scholarships and financial assistance programs. Additional graduate assistantships will be supported though funded research.

Kent State University has intensified its efforts to improve both gender and ethnic diversity at the graduate and undergraduate levels, and the College will coordinate its own efforts with that of the university. Further, the program will pay special attention to attracting international students.

5. Facilities

The program uses the existing facilities and does not require additional space except for a properly furnished office space with shared computers for use by all graduate students admitted to the program. Initially, existing computers from the Colleges digital laboratory renewal program will be utilized in these workspaces. Students will also be encouraged to bring their own computer equipment. Specialized hardware and software will be funded though research grants.

5.1. Library Resources

No additional library resources will be needed

5.2. Computer Laboratory

No additional computational needs (software and Hardware) will be required.

[14] The number of African American architects remained at 1.6% from 1983-2000. Source: Ilozor, et al. Achieving Diversity in Architectural Profession through Beginning Design Education Strategies. A Paper presented at the Built Environment Education Conference held in London 2012.

5.3. Need for additional facilities

Research/laboratory/fabrication spaces along with additional office space are programmed into the new CAED facility to be completed in 2015.

6. Projected Program Cost

Projected program costs are tabulated in the attached revenue study shown below. The worksheet assumes the cost of an additional assistant or associate professor and a visiting guest lecturer/researcher. In addition, the budget includes an allocation for advertisement and travel for recruitment. Based on these costs and expected revenue from 3,6, 9,and 12 FTE students in four years the program would break even. The financial projections are based on the following assumptions:

- The projections are based on student FTE and part time students are incorporated into these FTE calculations.
- The calculations assume existing faculty will be supported through the combination of current course loads in their college as well as tuition from MSAED students. Thus the faculty costs are projected based upon the courses directly associated with the workload created by the CAED MSAED program.
- Tuition and state subsidy are based on current levels with no increase from year to year.
- Instruction is calculated using faculty from existing colleges, assuming a faculty member will be assigned to teach each course. It is assumed all the courses will be taught by full time faculty of the university.
- Other expenses include advertising, supplies, course development costs and travel expenses.

College of Architecture and Environmental Design

Master of Science in Architecture and Environmental Design

1/8/2013

Revenue Parameters	FY 2013	FY 2014	FY 2015	FY 2016
Students	**3**	**6**	**9**	**12**
Credit Hours (Complete Program)	32	32	32	32
RCM Instructional Fee/Hour	$383	$383	$383	$383
RCM SSI / Hour	$225	$225	$ 225	$ 225
University Overhead Rate	**42%**	**42%**	**42%**	**42%**
RCM Compensation				
Total Instructional Fee	36,768	73,536	110,304	147,072
Total SSI	21,600	43,200	64,800	86,400
Special Course Fee (Bursar Balance)				
Total Revenue	**$58,368**	**$116,736**	**$175,104**	**$233,472**
Variable Costs (Faculty)				
Associate Professor (1 FTE)	75,000	75,000	75,000	75,000
Guest Lecturers	5,000	5,000	5,000	5,000
Benefits	25,875	25,875	25,875	25,875
Total Variable Cost Faculty	**$105,875**	**$105,875**	**$105,875**	**$105,875**
Variable Non-Salary Costs				
Advertising	5,000	5,000	5,000	5,000
Miscellaneous	3,000	3,000	3,000	3,000
Travel (guest lecturer)	5,000	5,000	5,000	5,000
Total Variable Cost Non Salary	**13,000**	**13,000**	**13,000**	**13,000**
Total Overhead Fee	**$24,690**	**$49,379**	**$74,069**	**$98,759**
Net Surplus (Deficit)	**(85,197)**	**(51,518)**	**(17,840)**	**15,838**

7. Appendix A: External Letters of Support

BIALOSKY + PARTNERS
ARCHITECTS

January 9, 2013

Adil Sharag-Eldin, Ph.D. LEED A.P. BD+C
Associate Professor of Architectural Science
Research Coordinator
College of Architecture and Environmental Design
Kent State University

Re: Support for Kent State University's proposed Master of Science at CAED

Dear Adil:

It was good to speak with you the other day and I was very pleased to learn that you are working on a proposal for a new Master of Science program at CAED. I am writing in support of that initiative as we believe it would be of considerable value to our practice for Kent to offer such a degree. In this era of ever-increasing specialization and complexity of technology and building systems, we are finding that we seek employees who can propel our practice in the areas of building research and technology.

As a studio- based design firm working on a broad base of project types, we believe that design takes place at every stage of a project whether initial conceptual phases or even during construction administration. We value employees who have the ability and the drive to stay current in the multiplicity of components that make up a building project. Whether this is in the area of building science, sustainability, envelope design, energy modeling, materials science, or even product identification, we value employees who are capable of applied research and interested in developing specific areas of expertise to serve as a resource to others in our firm with the ultimate goal of pushing us for design excellence.

Many students arrive from architecture schools to jobs without the requisite skills to be of immediate use to the firms which they have joined. Graduates of the program that I understand you are proposing would be very attractive to our firm, and it seems to me that they would have an advantage over other applicants in seeking employment and advancing at firms such as ours and others that value these hands on skills which are directly applicable to the work we do.

I would be happy to discuss this further with you or anyone else at your convenience.
I wish you every success with this proposed program.

Very truly yours,
BIALOSKY + PARTNERS, LLC

Adil Sharag-Eldin, Ph.D. LEED A.P. BD+C
Associate Professor of Architectural Science
Research Coordinator
College of Architecture and Environmental Design
Kent State University

Dear Adil,

I would like to commend you on your efforts to develop a program that integrates the specific needs of Building Science into a degree program.

Our industry has been lacking on education programs that are specifically targeted to Building Sciences.

As a degreed and licensed mechanical engineer I have come to understand the benefit of a more complete understating of how building systems interact with the whole building. However, there is a general lack of this understanding in our industry.

Graduates of a program such as you are proposing would have a unique advantage over others in the building industry. As energy codes continue to develop and improve, these individuals will have a more complete understanding of how building systems interact and thus be better prepared to progress as professionals involved in the built environment.

I would be pleased to offer further testimony in support of your efforts.

Sincerely,

Matthew Setzekorn

Matthew Setzekorn, PE
Vice President of Energy Solutions

A letter to whom it may concern

I graduated with a Post-Professional Master's Degree in Architecture in May 2012 from Kent State University. After completing under-graduate degree, I recognized the many possible roles within the architecture profession; from which I was most interested in Sustainable Architecture. The flexible nature of my two years Master's Degree course gave me the responsibility of structuring my program. By being able to select the electives that were relevant to my interest area of sustainability, I thoroughly enjoyed the course.

I always wanted to study the impact of glass use in tall buildings which motivated me to take the classes in tall buildings and environmental technology in the first semester. From second semester I worked closely with my Thesis Advisor Prof. Adil Sharag-Eldin whose invaluable guidance and consistent motivation at every step greatly helped me to gain indepth understanding of my thesis topic - 'Optimization of energy efficient windows in office buildings for different climate zones in the United States'.

The methods of inquiry class with Prof. Sharag-Eldin that I took before I began writing my thesis was very insightful. It made me verse with the methodology involved in performing research along with understanding the different parameters of qualitative and quantitative research. The critical thinking skills that I learned in this class helped me throughout my thesis to conduct and understand the research I was doing.

My research has inspired me to learn how to effectively utilize the renewable energy resource such as daylight into architecture to address the growing concern for depletion of resources. After I graduated, I was keen on getting a practical experience regarding the study I performed. The skills I learned and the knowledge I gained from my Master's Degree coursework helped me to get a job as a freelance sustainability consultant as soon as I graduated. The task I was given during this job was to perform the daylight analysis for a 1 million sq.ft. office project for the LEED certification process.

The extensive knowledge that I was exposed to during my Master's degree would help me to positively contribute to the existing efforts in the sustainable design initiatives for achieving efficient and better performing buildings. The knowledge and skills I learned from my

mentors at Kent State University will continue to be my foundation while pursuing future endeavors in my career aspirations.

Sincerely,

Priyanka Rathi

8. Appendix B: Internal Letters of Support

KENT STATE UNIVERSITY

January 16, 2013

Douglas Steidl
Dean, College of Architecture and Environmental Design
200 Taylor Hall
Kent State University

Dear Dean Steidl:

The College of Education, Health, and Human Services is very supportive of the proposed Master of Science in Architecture and Environmental Design (MSAED). We believe that it will be a good addition to the program offerings at Kent State University and we see no conflict with any of our program offerings.

Sincerely,

Daniel F. Mahony, Ph.D.
Dean

College of Education, Health and Human Services
Office of the Dean
408 White Hall • P.O. Box 5190 • Kent, Ohio 44242-0001
330-672-2202 • Fax: 330-672-3407 • http://www.kent.edu/ehhs

January 16, 2013

Doug Steidl,

The College of Public Health is in full support of the Master of Science in Architecture and Environmental Design and the Master of Landscape Architecture.

Sonia Alemagno

KENT STATE
UNIVERSITY
College of Nursing

January 19, 2013

Dean Douglas Steidl
College of Architecture
Kent State University
CAMPUS

Dear Doug:

I am pleased to write in support of the Master of Science in Architecture and Environmental Design (MSAED). The MSAED will enhance research in architecture and open opportunities for non-architects to study environments. It is consistent with goals of the National Architectural Accrediting Board. Best of luck to you in the many academic changes you have undertaken.

Please do not hesitate to contact me if I can answer questions or provide further information.

Sincerely,

Laura Cox Dzurec, PhD, PMHCNS-BC
Dean and Professor

c: T. Motter, Undergraduate Program Director
G. Bromley, Associate Dean, Academics
M. Anthony, Associate Dean, Research

KENT STATE UNIVERSITY

January 10, 2013

Douglas L. Steidl, Dean
College of Architecture and Environmental Design
Kent State University

Dear Dean Steidl:

This letter is to document our full support for The College of Architecture and Environmental Design's proposal for a Master of Science in Architecture and Environmental Design.

The proposed program does not create any conflict with programs or courses offered by the College of Applied Engineering, Sustainability and Technology.

Sincerely,

Shin-Min Song, Ph.D.
Dean

College of Applied Engineering, Sustainability and Technology
Office of the Dean
123 Van Deusen Hall • P.O. Box 5190 • Kent, Ohio 44242-0001
330-672-9780 • Fax: 330-672-4818 • http://www.kent.edu/caest

KENT STATE
UNIVERSITY

College of the Arts

*Imagine * Create * Transform*

January 23, 2013

Dean Doug Steidl
College of Architecture and Environmental Design
Kent State University

Dear Dean Steidl,

The College of the Arts supports the establishment of the Master of Science in Architecture and Environmental Design (MSAED). We wish you every success in implementing this new degree program and look forward to finding future ways to collaborate.

Best regards,

Dr. John R. Crawford
Dean, College of the Arts

9. Appendix C: Prospective Students Survey

Master of Science degree at Kent State University

Introduction

This survey is intended to assess the need and interest of prospective students in a Master of Science degree in the College of Architecture and Environmental Design.

Thank you for your corporation

Need

The intend of this section is to establish the need for and interest in the degree program

1. What are the areas of concentrations that you perceive to add value to your education? (Multiple answers accepted)

- [ ] Theory
- [ ] Historical preservation
- [ ] Sustainable Design
- [ ] Construction & Materials
- [ ] Structural Systems
- [ ] Digital Design

Other (please specify)

2. How would you rate your interest in a Master of Science degree in an area of specialization indicated above;

Very interested	Interested	Not sure	Somewhat not interested	Not interested
○	○	○	○	○

3. How do you perceive the impact of the proposed Master of Science in Architecture & Environmental Design on your job potential and marketability?

Positive	Somewhat positive	Not sure	Somewhat negative	Negative
○	○	○	○	○

4. How do you perceive the impact of the proposed Master of Science in Architecture & Environmental Design on your future income?

Positive	Somewhat positive	Not sure	Somewhat negative	Negative
○	○	○	○	○

Master of Science degree at Kent State University

5. How do you perceive the impact of the proposed Master of Science in Architecture & Environmental Design on your future professional advancement?

Positive	Somewhat positive	Not sure	Somewhat negative	Negative
◯	◯	◯	◯	◯

6. Which of the following formats would you prefer?

- ◯ As dual degree with the M.Arch. degree
- ◯ As a dual degree with another Master degree
- ◯ As separate degree

Other (please specify)

Biographical Section

Please respond to all questions and thank you for your time

7. What is the highest level of school you have completed or the highest degree you have received?

- ◯ High school degree
- ◯ Bachelor degree
- ◯ Graduate degree

Other (please specify)

8. What is your major?

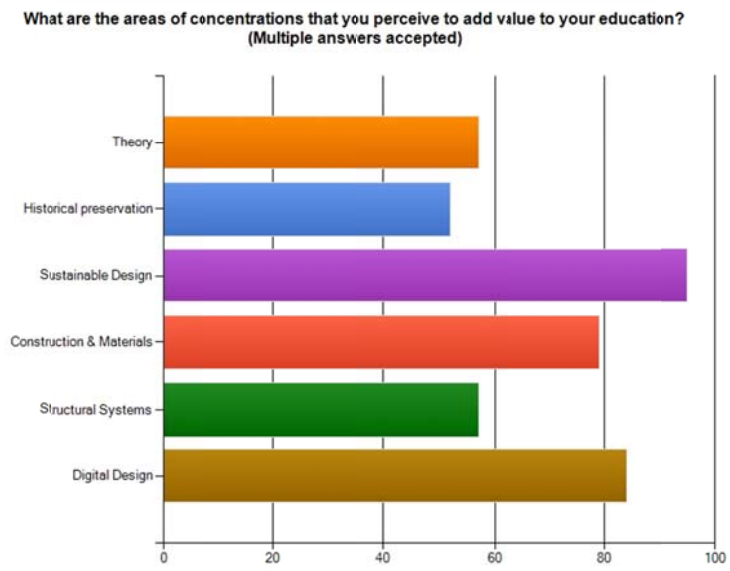
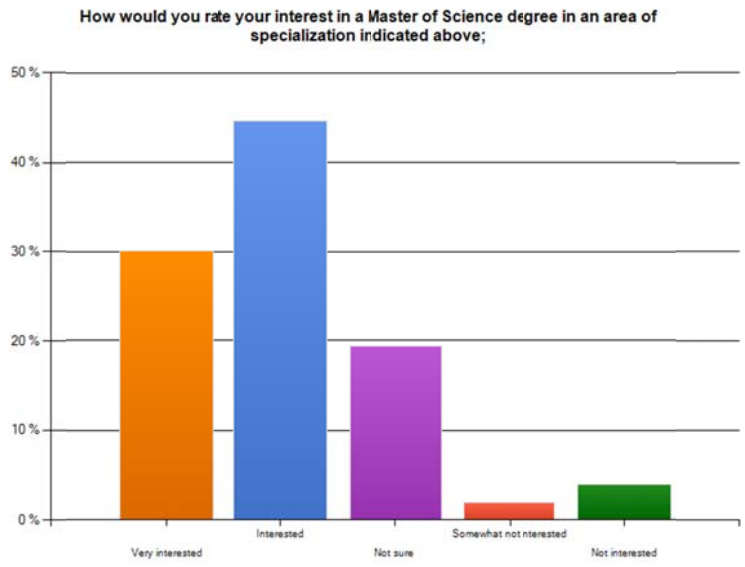
9. Are you currently employed in a design firm?

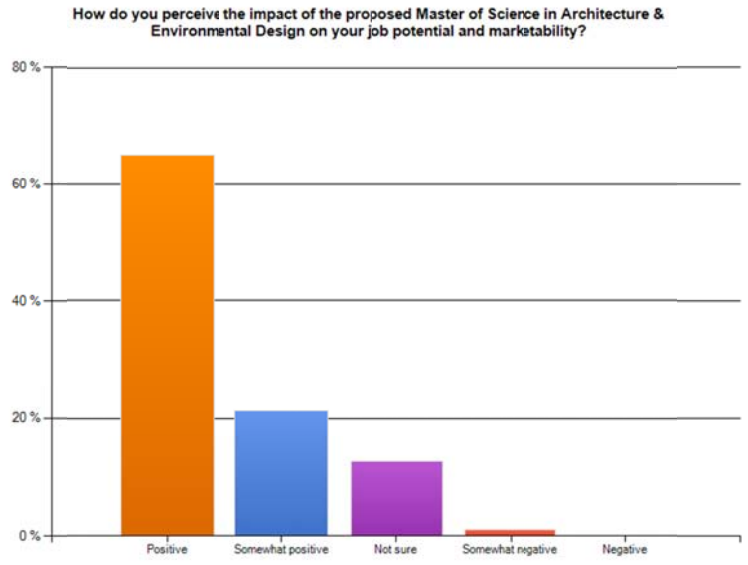
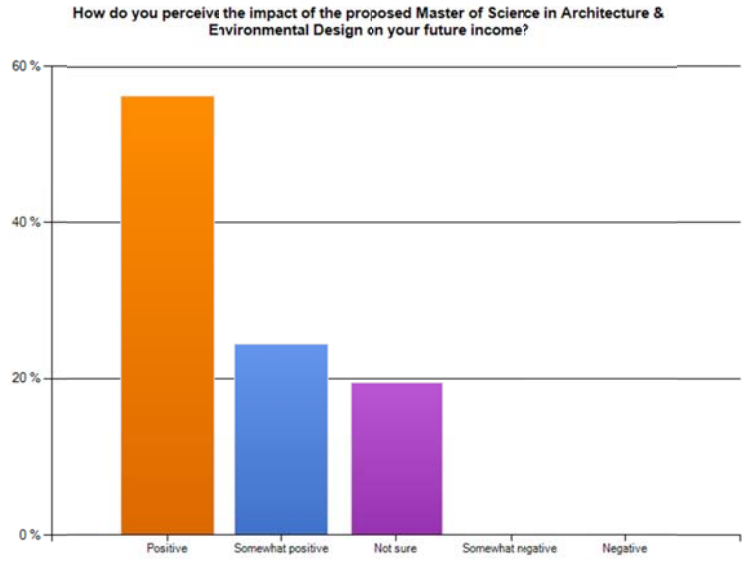
- ◯ Yes
- ◯ No

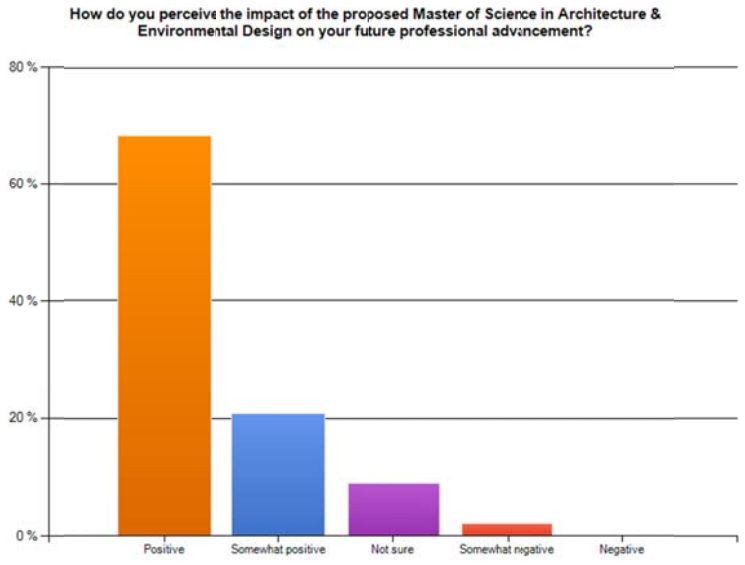
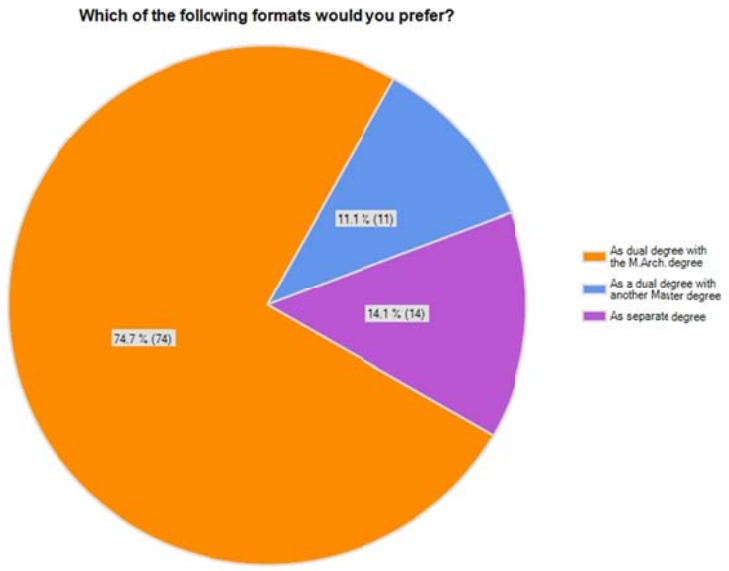
10. In what ZIP code is your home located? (enter 5-digit ZIP code; for example, 00544 or 94305)

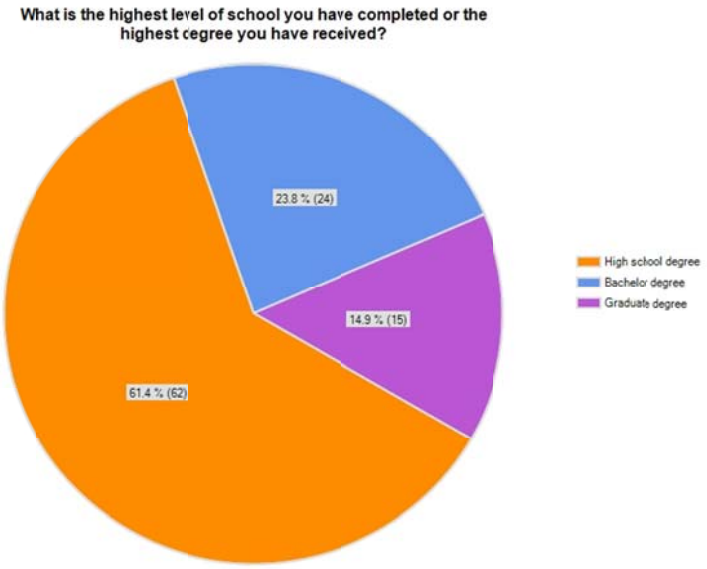
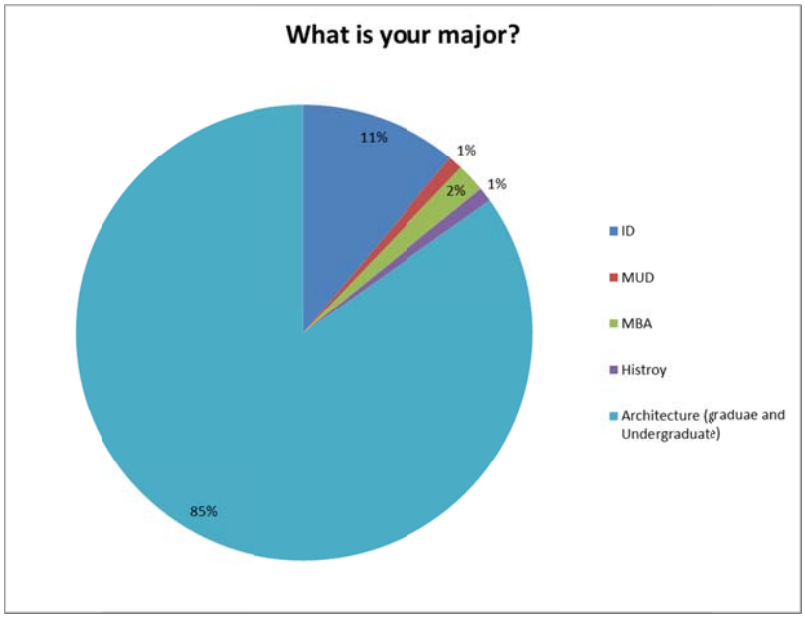
Master of Science in Architecture and Environmental Design

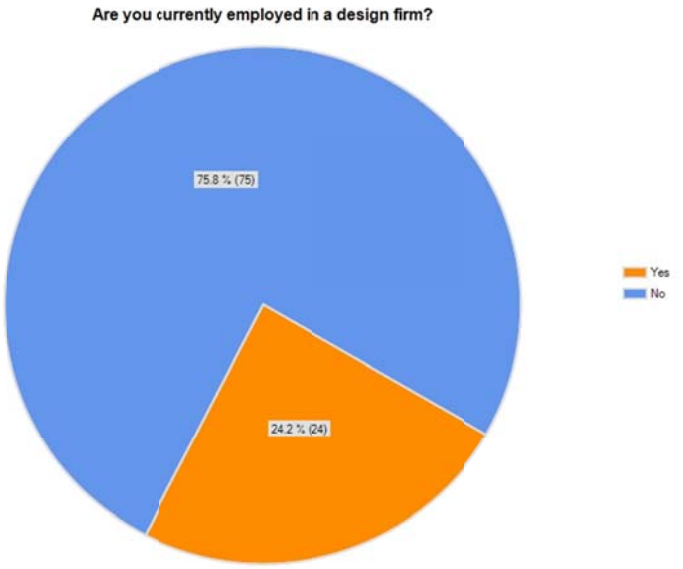
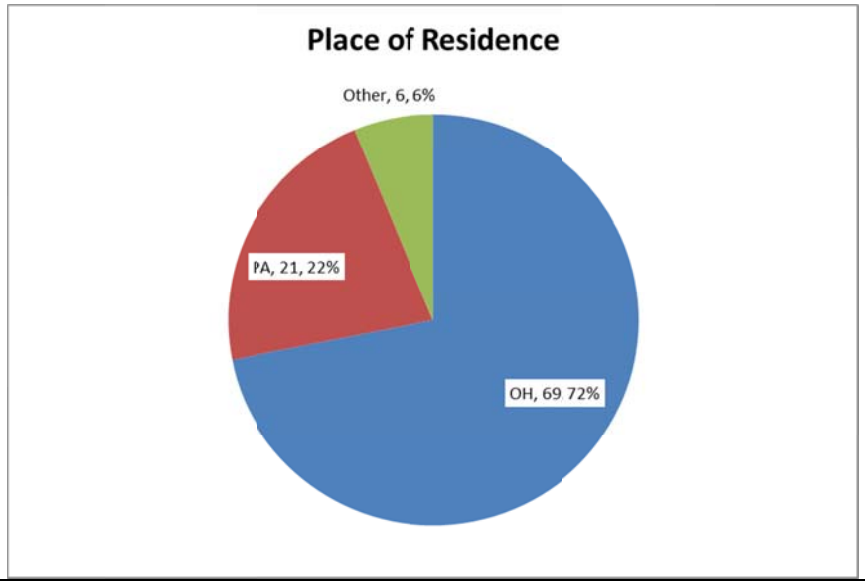
Survey Results

Question	Graph
1	
2	

3	 How do you perceive the impact of the proposed Master of Science in Architecture & Environmental Design on your job potential and marketability? 80 % 60 % 40 % 20 % 0 % Positive Somewhat positive Not sure Somewhat negative Negative
4	 How do you perceive the impact of the proposed Master of Science in Architecture & Environmental Design on your future income? 60 % 40 % 20 % 0 % Positive Somewhat positive Not sure Somewhat negative Negative

5	 How do you perceive the impact of the proposed Master of Science in Architecture & Environmental Design on your future professional advancement? 80 % 60 % 40 % 20 % 0 % Positive Somewhat positive Not sure Somewhat negative Negative
6	 Which of the following formats would you prefer? 11.1 % (11) 14.1 % (14) 74.7 % (74) As dual degree with the M.Arch. degree As a dual degree with another Master degree As separate degree

7	 What is the highest level of school you have completed or the highest degree you have received? 23.8 % (24) 14.9 % (15) 61.4 % (62) High school degree Bachelor degree Graduate degree
8	 What is your major? 11% 1% 2% 1% 85% ID MUD MBA Histroy Architecture (graduae and Undergraduate)

9	 Are you currently employed in a design firm? 75.8 % (75) 24.2 % (24) Yes No
10	 Place of Residence Other, 6, 6% PA, 21, 22% OH, 69 72%

10. Appendix D: Faculty Resumes

Included in this submittal the following resumes;

Faculty	Academic Rank	Area of Expertise	Graduate Faculty Status
Adil Sharag-Eldin*	Associate Professor	High-performance Building Design and Materials	F-3
Bred Tippy*	Assistant Professor	European History	F-2
Charles Frederick*	Assistant Professor	Landscape Design	A-1
Charles Graves*	Associate Professor	Urban Morphology and Design	F-2
Daniel Vieyra*	Professor	Historic Preservation	F-3
Diane Davis-Sikora	Associate Professor	Design and Materials Research	F-2
Ellen Sullivan*	Assistant Professor	Architectural and Design Theories	A-2
Elwin Robison*	Professor	Historic and Materials Preservation	F-3
Ji Young Cho*	Assistant Professor	Design Research	F-2
Jonathan Fleming*	Assistant Professor	Construction Materials Research & Applications	F-2
Reid R. Coffman*	Associate Professor	Landscape Design and Urban Hydrology	F-3
Terrence Uber*	Assistant Professor	History of Technology	F-3

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **8-Jan-13** Curriculum Bulletin _____

Effective Date **Fall 2013** Approved by EPC _____

Department **Architecture**

College **AE - Architecture and Environmental Design**

Degree

Program Name **Master of Health Care Design** Program Banner Code

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

Proposal **Establish program**

Description of proposal:

Post-professional design degree focused on health care facility design with a goal of improving the level of care, and the efficiency of operations through design.

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

Current total credit hours: **0** Proposed total credit hours **32**

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

This degree provides expertise in health care facility design, beyond that attainable in accredited design degrees. This degree is the only such program in the State of Ohio, despite the abundance of important health care institutions in the State and specifically in northeast Ohio. The courses in this program are taught by faculty in at least three Kent State colleges and the curriculum was developed jointly between those colleges. Many courses are existing, taught by current faculty. The two design studios are new in concept. One additional teaching faculty member is required for the coordinator's position. The impetus for this initiative came from the design professions where a large segment of firm revenues flows from health care projects. This degree provides an advantage to graduates in job acquisition. An accredited degree from a design program along with a "portfolio of work" and a "statement of purpose" is required for admittance.

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

This degree was developed in consultation with the College of Public Health and the College of Nursing. The College of Communication and Information along with the College of Business also expressed their interest and support of the program.

REQUIRED ENDORSEMENTS

_____ 1/10/13

Department Chair / School Director

_____ 1 / 1

Campus Dean (for Regional Campuses proposals)

_____ 1/10/13

College Dean (or designee)

_____ 2/25/13

Dean of Graduate Studies (for graduate proposals)

Request for Approval
Submitted by:

Kent State University
College of Architecture and Environmental Design

MASTER OF HEALTH CARE DESIGN

February 25, 2013

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2.2 Curriculum overview
2.3 Course descriptions
2.4 Program oversight
2.5 Faculty
2.6 Advising

3. Demand and support for the degree

3.1 Demand in the occupational sectors
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3.4 Support within the University

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5. Statewide alternatives

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5.2 Appropriateness of specific locale
5.3 Programs beyond Ohio
5.4 Opportunities for inter-institutional collaboration

6. Projected program costs and institutional financial support

7. Enrollment and applicant requirements

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8.1 Facilities
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Attachment A – Letters from Professional Firms
Attachment B – KSU Colleges Letters of Support
Attachment C – Faculty CV's

Master of Health Care Design at Kent State University

February 25, 2013

1. Overview

Kent State University's College of Architecture and Environmental Design proposes to offer a Master of Health Care Design as a post-professional degree, for those who have already demonstrated a level of competency in their first discipline by completion of the appropriate accredited degree. For most students, that will be a NAAB accredited Bachelors of Architecture or Master of Architecture, or a CIDA accredited Bachelors in Interior Design or Masters in Interior Design. Foreign accredited degrees, such as a RIBA (Royal Institute of British Architects) accredited degree, also meet admittance standards.

This degree will be the only one of its kind in the State of Ohio. With the health care industry prominent as an economic driver in the State, especially in Northeast Ohio, and given the projected increased demand for public health services, this degree will be jobs relevant for the next several decades. With this economic perspective in mind and with consideration of the significant number of nationally prominent hospitals and health facilities in Northeast Ohio and Western Pennsylvania, the significant discussion of the College Advisory Board on October 27, 2011, concluded that, "The implementation of a Master of Health Care Design is 'Geographical Destiny'". The Board recommended unanimously (12-0) that the CAED proceed with this degree.

The Master of Health Care Design builds upon the recently established Certificate in Health Care Facilities, providing architecture, interior designers and other accredited design professionals with an understanding of the health care environment and how facilities address the needs within that environment. The required classes and electives during the first year of study provide the student with a basic core of background and theory. This coursework deals with behavioral science, health science, ethical and cultural issues in health care, and evidence-based design procedures which aid architects, administrators, planners and health care professionals to better meet the needs of end users. It then transitions into a second year of studio classes that implement these principles and codified standards in ways that creatively approach specific design situations with the goal of envisioning the physical components of health care in new configurations that facilitate healing while providing greater efficiency at a reduced cost.

The Masters degree is intended to move beyond the knowledge platform to address the potential within the health care community for improved operations. This is a design oriented exploration of how future physical designs in health care will facilitate wellness, provide greater efficiency in staffing and reduce costs. The Master of Health Care Design is intended as a creative, practical approach for design professionals, and will culminate, as a design degree, with a capstone project. Initial impetus for the degree came as a direct response to employers seeking better prepared graduates capable of elevating their firms' design thinking and approach to health care projects.

Students in the Architecture program at Kent State University have the option of completing portions of the Health Care Facilities Certificate during their accredited degree program by utilizing their electives to acquire as many as 9 credit hours toward the Master of Health Care Design (32 Credit Hours) during their M Arch degree (44 Credit Hours), thus reducing the time required to complete this specialty degree.

The content of the accredited degrees, previously attained by MHCD students, is oriented toward meeting the accreditation standards required for protection of the public and general practice in the specific profession. The Masters of Health Care Design will provide graduates with specialized credentials increasing their employment opportunities because of their increased depth of understanding in this arena, gained without the restrictions imposed by accreditation.

2.0 Academic Quality

2.1 Alignment with the 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.

This degree program fully aligns with the mission of the University. It shares knowledge, addresses ethics, creates knowledge through research and applies what is learned in a career segment not currently taught in an Ohio university. The result is development of individuals with productive careers serving the greater population of the state.

2.2 Curriculum Overview

The curriculum is designed to orient students to the special needs of patients in health care settings, and to provide them with the tools to research the requirements for various health care facilities (i.e., hospitals, clinics, assisted living, skilled nursing care) in order to develop design solutions that provide for efficient, cost effective operation of facilities and simultaneously create living and working spaces that will support patient wellness through varying phases of independence and cognition.

Students gain a basic understanding of health care needs and personal behavior in *EHS 52018 Environmental Health Concepts* and *AED 63001 Evidence Based Design in Health Care,* and by selecting one of the four following courses: *ARCH 55640 Developing Environments for Patient Populations, HPM 53005 , HPM 52016 Public Health Administration,* or *NURS 45010 (graduate level now being established) Healthcare Policy.*

Next, students are oriented to the special requirements of the current health care legal, ethical and administrative environment through *HPM 53004 Public Health Policy, Laws and Ethics* or *NURS 60450 Ethical and Cultural Issues for Health Professionals.*

Finally, students develop the tools to implement Evidence Based Design procedures. This program aids designers and administrators to plan for and design environments that meet the functional needs of the complex systems required in health care facilities. Coursework in this area includes *ARCH 63002 Health Care Facilities I* and *ARCH 63003 Health Care Facilities II.*

Learning achieved through the above courses is applied during the second year in two design studios, ARCH 73002 and ARCH 73003. The first studio focuses on research and development of a health care facility focus. The second semester is a capstone project consisting of a complete design package for a health care project in the student's primary professional field (i.e., architecture, interior design, etc.).

Master of Health Care Design Curriculum

Year One
Required:

AED 63001 – Evidence Based Design in Health Care	3
ARCH 63002 – Health Care Facilities I	3
ARCH 63003 Health Care Facilities II	3
EHS 52018 – Environmental Health Concepts	3
HPM 53003 – Health Care Systems	3

Plus one of the following two courses:

NURS 60450 – Ethical and Cultural Issues for Health Professionals	2
HPM 53004 – Public Health Policy, Law and Ethics	3

Plus one from the following list:

ARCH 55640 – Developing Environments for Patient Populations	3
HPM 52016 – Public Health Administration	3
HPM 53005 – Financial Management for Public Health Organizations	3
NURS 45010 (Graduate level under development) - Healthcare Policy	3

Year Two
Required:

Directed Elective	3
Health Care Design I - Design Investigation and Capstone Proposal	3
Health Care Design II - Capstone Project	6

Total Requirements:

Minimum Total Hours	32
Upper Division Hours	32
Liberal Education Requirements Hours	NA
Diversity Course Global/Domestic	NA

2.3 Course Descriptions

AED 63001 EVIDENCE BASED DESIGN IN HEALTH CARE
Prepares students to use credible data upon which to base design decisions rather than relying on anecdotal reports and findings. Studies evidence based design by exploring systems, research, and the design process. Prerequisite: graduate standing.

ARCH 63002 HEALTH CARE FACILITIES I
An investigation of the history and types of health care facilities, and basic planning and programming Requirements for their planning and design. Prerequisite: graduate standing and special approval.

ARCH 63003 HEALTH CARE FACILITIES II
An investigation of architectural finishes, furnishings, mechanical systems, regulatory systems, and design team dynamics in health care design. Prerequisite: graduate standing.

EHS 52018 ENVIRONMENTAL HEALTH CONCEPTS IN PUBLIC HEALTH

Provides a comprehensive overview of the core topics in environmental health as related to public health. Prerequisite: graduate standing.

HPM 53003 HEALTH CARE SYSTEMS
Students will examine the conceptual basis for the US healthcare system; its historical origins; the structures, resources, and processes of care; how quality and costs are supported and constrained; and the impact of recent legislation. Prerequisite: graduate standing.

NURS 60450 ETHICAL AND CULTURAL ISSUES FOR HEALTH PROFESSIONALS
This course will examine varying cultural perspectives, including one's own and critical ethical issues faced by today's health care providers. Prerequisite: Graduate standing.

HPM 53004 PUBLIC HEALTH POLICY, LAW AND ETHICS
This course explores the role of government in public health, and it focuses on ethics, law, and policy in this regard. After reviewing key concepts relating to the public health “system” and introducing the concepts of public health ethics, law, and policy, we overview basic theories of ethical decision-making and their relevance to public health. Prerequisite: graduate standing.

ARCH 55640 DEVELOPING ENVIRONMENTS FOR PATIENT POPULATIONS
Research of existing built environments and an investigation of the planning design process for differing patient populations. Prerequisite: Graduate standing.

HPM 52016 PUBLIC HEALTH ADMINISTRATION
Public health administration comprises efforts to improve the health of communities. Provides an overview for public health administration and practice, including organization, law, legislative relations, financing, workforce issues, leadership and surveillance. Prerequisite: graduate standing.

HPM 53005 FINANCIAL MANAGEMENT FOR PUBLIC HEALTH ORGANIZATIONS
This course provides an overview of financial management of public health organizations. Topics include planning for public health program budgeting, understanding costs and short and long term financing, accountability and control, reporting results and financial statement and financial conditions analysis. Prerequisite: graduate standing.

NURS 45010 (Graduate level being developed) HEALTHCARE POLICY AND DELIVERY SYSTEMS
Presents the organizational and societal context in which health care is delivered in the U.S. An historical perspective is developed early in the semester. Building on this, the course explores existing health care policy and delivery systems, including legislation, the professional disciplines, organizations and health networks, forms of care delivery, consumer needs, and economics and funding. The ability of the current health care system to serve all segments of the U.S. population is examined in depth. Global health needs are examined as a minor theme. Ends with a focus on future forms of delivery that would improve the health care status of the American population as a whole. Prerequisite: (Graduate standing).

HEALTH CARE DESIGN I - DESIGN INVESTIGATION AND CAPSTONE PROPOSAL (Pending Approval)
Studio course oriented to the individual student, focusing on research surrounding a specific aspect health care facility design. The student then defines the capstone issue and establishes the parameters around which their capstone design project will be executed. Prerequisite: Graduate standing.

Health Care Design II - Capstone Project (Pending Approval)
Studio course focused on an individual student's defined capstone issue and overseen by a capstone advisor. This course concludes in the design of the specific issue detailed by the student in Health Care Design I. This is the culminating course for the Master Degree in Health Care Design. Prerequisite: Graduate standing and Health Care Design I.

2.4 Program oversight

Kent State University's proposed Master of Health Care Design will be administered by the College of Architecture and Environmental Design. Coursework for the degree is offered by the College of Public Health, College of Nursing, and College of Architecture and Environmental Design.

The degree will be located under the auspices of the College's Graduate Coordinator. A teaching tenure track or tenured faculty member, the Health Care Coordinator, with the assigned task of degree coordination will oversee the faculty and implementation of the degree. It is anticipated the permanent individual to coordinate the degree will be hired during the 2013-2014 academic year through a national search.

This degree concept has been developed by a collaborative advisory group made up of the Dean's of the Colleges of Architecture and Environmental Design, Public Health and Nursing. They were augmented by the Assistant Dean of Public Health, the Interim Associate Dean of Architecture and Environmental Design, a tenured faculty member of the CAED, and three practicing health care design firm principals, one each from Akron, Cleveland and Pittsburgh. This group will continue to advise the program, but with a new rotation of individuals that will lead to the following composition:

Health Care Coordinator
Faculty Member from the College of Public Health (Appointed by the Dean of CPH)
Faculty Member from the College of Nursing (Appointed by the Dean of CNUR)
Faculty Member from the College of Architecture and Environmental Design (Appointed by the Dean of CAED)
Member from the health care design community
Member from the health care community
CAED Graduate Coordinator, Chair

2.5 Faculty

Faculty teaching in the Master of Health Care Design curriculum will be supplied primarily by one of the following Colleges:

Architecture and Environmental Design
Public Health
Nursing

Other Colleges within Kent State University have expressed a desire to provide elective alternatives to the program. These include the College of Communication and Information which would like to offer a Wayfinding course and the College of Business that would like to make a course available in Financial Aspects of Health Care. These courses have not currently been incorporated into the curriculum, but may be considered in the future.

A new full-time tenure track or tenured faculty member will be hired to serve as program coordinator for the Masters of Health Care Design. This individual will be responsible for coordinating the capstone projects and assuring that capstone reviewers have adequate knowledge in the specific area of exploration. The coordinator will be the faculty member in the Health Care Design I and Health Care Design II courses. This individual will possess a terminal degree in their respective field and demonstrate significant experience in health care design.

Design degrees require faculty that can present the depth of scholarly thought that leads to innovative conceptualization. But they also require the practical experience in design, especially in health care facilities, that provides relevant case studies to the specific discussions and circumstances being addressed. This mix of scholarly and experienced designers is of significant importance to this degree. Therefore, the degree will incorporate theorists and practicing adjunct professors to provide a well rounded perspective to students.

All faculty teaching in the program must hold graduate faculty status in their home unit. The following chart delineates the requirements of faculty by College.

Architecture and Environmental Design	Terminal degree, or a non-terminal degree with a minimum of 15 years design practice in the health care field, registration desirable
Public Health	Masters or higher, PhD desirable, academic/practice experience
Nursing	Masters or higher, PhD desirable, registration required, academic/practice experience

Kent State University full-time and adjunct faculty members that are currently teaching in the certificate program and/or are qualified and available to participate in this degree program include:

Kathleen Adamle, Ph.D.
Tenured Assistant Professor, College of Nursing
13 plus years of Nursing experience at Akron City Hospital and Western Reserve Care System; 14 years experience as adjunct faculty and 12 years as full time faculty at Kent State University; Extensive research and publication history; Licensed RN.
NURS60450 Ethical and Cultural Issues for Health Professionals

Alan Ambuske, AIA
President, HFP/Ambuske Architects, Inc.
Masters of Architecture; Registered Architect with 31 years of health care design practice as a firm owner with over 600 projects in health care including significant work at The Cleveland Clinic, MetroHealth Medical Center, University Hospitals of Cleveland, St. Vincent Charity Hospital, Kaiser Foundation Health Plan, Robinson Memorial Hospital-Ravenna and numerous others systems.
ARCH63002 Health Care Facilities I
ARCH63003 Health Care Facilities II
Health Care Design I (Capstone Advisor)
Health Care Design II (Capstone Advisor)

Margaret Caulkins, Ph.D.
Chair of the Board, Ideas Institute; President, IDEAS: Innovative Designs in Environments for an Aging Society
25 years as adjunct faculty at Kent State, Univ. of Wisconsin-Milwaukee, University of Maryland-Baltimore County; 24 years as a consultant on health care issues in dementia, long-term care, and facilities for the aging; extensive research and publications.
AED63001 Evidence Based Design in Health Care
ARCH55640 Developing Environments for Patient Populations

John Hornbeek, Ph.D.
Associate Professor, College of Public Health
14 years as analyst/aide/fellow/associate in governmental positions at the state and federal levels; 19 years as faculty at West Virginia University or Kent State University teaching policy issues and ethics; extensive research and publications.
HPM 53004 Public Health Policy, Law and Ethics

Phil LiBassi, AIA, ACHA
Principal, Westlake Reed Leskosky
Registered Architect with more than 30 years of health care design practice as a firm owner with projects specializing in health care including significant work at The Cleveland Clinic, MetroHealth Medical Center, Ohio College of Podiatric Medicine, Veterans Administration Medical Center of Cleveland, St. Vincent Health Center, and numerous others systems; extensive publications and design awards.
ARCH63002 Health Care Facilities I
ARCH63003 Health Care Facilities II
Health Care Design I (Capstone Advisor)
Health Care Design II (Capstone Advisor)

Vlad Novakovic, AIA
Principal, Perspectus Architecture
Registered Architect with12 years adjunct teaching experience Kent State University; Over 15 years experience in health care design including projects at The Cleveland Clinic, University Hospitals Health System, Southwest General Health Center, and various community hospitals; Awards include 40 under 40 from Crain's Cleveland Business and 20 Under 40 from Engineering News Record – Midwest Region.
ARCH63002 Health Care Facilities I
ARCH63003 Health Care Facilities II
Health Care Design I (Capstone Advisor)
Health Care Design II (Capstone Advisor)

Willie H. Oglesby,Ph.D.
Assistant Professor, College of Public Health
13 years with the University of South Carolina and Kent State University; 5 years of private business experience previous to educational positions; research and peer reviewed presentations.
HPM52016 Health Care Administration
HPM53001 Health Care Systems

Mark A. Ohlinger, AIA, LEED AP
Owner/Principal, Hasenstab Architects

Registered Architect with 27 years designing multiple health care projects at Akron Children's Hospital, Summa Health System, Union Hospital, and The Cleveland Clinic; extensive public service.
ARCH63002 Health Care Facilities I
ARCH63003 Health Care Facilities II
Health Care Design I (Capstone Advisor)
Health Care Design II (Capstone Advisor)

Ronald Reed, FAIA, IIDA
Principal, Westlake Reed Leskosky
Registered Architect with 32 years of practice experience, much of it in healthcare; recipient of AIA Fellowship in 1990 and the Cleveland Arts Prize for Architecture in 1991; healthcare experience includes major projects at The Cleveland Clinic Health System, Kaiser Permanente, St. Vincent Health Center, University Hospitals, and Cleveland Veterans Administration Hospital.
ARCH63002 Health Care Facilities I
ARCH63003 Health Care Facilities II
Health Care Design I (Capstone Advisor)
Health Care Design II (Capstone Advisor)

Adil Sharag-Eldin, Ph.D.
Associate Professor, CAED
Registered Architect with 15 years experience in design firms and 15 years on the faculty of University of Nevada, Las Vegas and Kent State University; expert in environmental design; numerous publications and presentations.
AED63001 Evidence Based Design in Health Care
ARCH55640 Developing Environments for Patient Populations
Health Care Design I (Capstone Advisor)
Health Care Design II (Capstone Advisor)

Kenneth J. Slenkovich, Master of Arts
Assistant Dean, College of Public Health
Experienced public health agency official with 4 years on the faculty of Kent State University's College of Public Health.
HPM 53005 Financial Management for Public Health

John A. Staley III, Ph.D.
Assistant Professor, College of Public Health
10 years as an environmental engineer/safety consultant; 4 years on the faculty of University of North Carolina – Chapel Hill and Kent State University; several significant research grants.
HPM53003 Health Care Systems
EHS52018 Environmental Health Concepts
HPM52016 Public Health Administration

Douglas L Steidl, FAIA
Dean, College of Architecture and Environmental Design
35 years experience in the practice of architecture focused on institutional and hospitality projects. Currently responsible for the administrative oversight of the College and its programs. Former National President of the American Institute of Architects, former

President of the National Architectural Accrediting Board and former Chair of the International Union of Architect's Professional Practice Commission.

Susan Taft, Ph.D.
Associate Professor and Director, Nursing and Healthcare Management Program and MSN-MBA/MPA/MPH Dual Degree Programs
8 years as in clinical nursing positions; 36 years teaching at Case-Western Reserve University and Kent State University; significant research, publication and presentation Record; holder of many positions in professional associations.
NURS45010 (Revised to Graduate Level) Healthcare Policy
NURS60450 Ethical and Cultural Issues for Health Professionals

Beatrice Turkoski, Ph.D.
Assistant Professor, College of Nursing
32 years as a faculty member at University of Wisconsin – Milwaukee, NEOMED and Kent State University; 30 years experience in applied clinical nursing in intensive care and long term care institutions; American Journal of Nursing Book of the year award 1999; numerous publications.
NURS60450 Ethical and Cultural Issues for Health Professionals

Jingzhen (Ginger) Yang, Ph.D.
Associate Professor, College of Public Health
24 years as a faculty member in China and the United States; 30 Ph.D. dissertation chair or committee member roles; 70+ peer-reviewed publications.
SBS50020 Social and Behavioral Science Theories

CAED Health Care Coordinator (to be hired)
Tenured or Tenure Track Faculty Member, CAED
Terminal degree in a design profession, Ph.D. preferred
Healthcare design teaching experience with design profession experience in health care facilities.
Health Care Design I (Coordinator/Course Faculty/Capstone Advisor)
Health Care Design II (Coordinator/Course Faculty/Capstone Advisor)

AIA – American Institute of Architects member
FAIA – Fellow of the American Institute of Architects
ACHA – American College of Healthcare Architects
LEED AP – Leadership in Energy and Environmental Design, Accredited Professional

Resumes and CV's of the above faculty are contained in Attachment C.

2.6 Advising

Student advising and course discussions will be provided by the Program Coordinator. Until that position is filled the Graduate Coordinator will fulfill that role. Procedures and processing will occur through the current CAED advising office.

3.0 Demand and support for the degree

3.1 Demand in the occupational sectors

Over the next decade, public health is projected as one of the strongest sectors for job growth. Likewise, the occupational outlook for architects is projected at 23.1% growth by the U.S. Bureau of Labor Statistics. This represents a job placement of 58,800 and translated into architecture graduates the number exceeds 100,000 individuals, since the architecture degree is a platform from which to enter many disciplines. Interior design projections indicate an increase of 19.3%, or 10,900 positions. This proposed health care design degree will be available to other design professionals as well. This growth in occupational outlook for architects and designers is in part due to pent up demand brought about by the 2008 recession which significantly slowed both new construction and facility updates, causing a slowdown in the architecture, engineering, and interior design fields. In addition many knowledgeable 'baby boomers' will retire from the design professions. As the demand for new facilities and renovations create new job opportunities for designers in the future, health related facilities will be a major component of that growth, where health related jobs are projected to have growth rates from 20 to more than 30%.

3.2 Support from the Design Professions

During academic year 2012 (Fall 2011 through Spring 2012) fifteen visits were made to reconnect the College of Architecture and Environmental Design to major firms in the Akron/ Cleveland/ Pittsburgh region. After presenting the CAED to these firms, the question, "What can we do for you?" was posed to the firms. In ten of the fifteen firms, the unprompted response was "When will Kent State provide specific educational opportunities related to health care architecture?" These ten firms attributed more than 50% of their gross revenues to the health care sector of the economy and yet no institution in the State of Ohio offers any design education in health care facilities.

This proposed Masters in Health Care Design is intended to support the many architectural/interior design firms in our region which have significant health care facility practices. The existing Certificate in Health Care Facilities and the proposed Masters in Health Care Design have been developed in partnership with these regional architectural firms. These firms report that they must go outside the state and region to hire architecture graduates with the skills they need to support their health care design practice. Currently, students from programs at Texas A&M University and Clemson University are sought by local firms because of their health care architecture understanding. If these new professionals were prepared in Ohio, their likelihood to remain in the state would increase.

Letters supporting the establishment of a Masters of Health Care Design received from architectural, interior design, and engineering firms include the following statements:

> Bill Ayars, Managing Principal, Perspectus Architecture: "The medical facilities locally are among the best in the world. They expect the design talent to be the best and should be able to trust that the talent locally obtained is on par with the best talent available. The…Masters program would help raise the caliber of our regional architectural talent and keep the specialized training and educational programming at the highest and most up-to-date level."
>
> Alan R. Ambuske, President, Ambuske Architects, Inc.: "…the Registered Architects in our firm are all Kent State University graduates. They are very good health care

architects, however, the on the job training took years of learning the complexity of the health care design process and the related language, medical equipment, codes, department relationships, doctor/nurse/staff needs and the patient/family needs."

Marc Bittinger, Mike Liezert, Tim Hunsicker, Principals, CBLH Design: "Northeast Ohio's strongest assets are the healthcare providers…With much of our client base in healthcare, we look at prospective employee's experience in this area in detail. When we see either a degree or extensive experience in healthcare design, that candidate is more times than not interviewed by our management team. If a master's degree was created, it would assist our firm and others in the region in that graduates would be able to enter firms with at least a basic knowledge of vocabulary, design process, and planning objectives that are unique to this client type."

Henry I. Reder, AIA, Esq.: "…healthcare facilities are significantly different from and more complex than almost any other type of architectural project. Healthcare projects must be structured to stay flexible to include continuous changes in the medical profession, and also must include the collaboration of many different disciplines in the healthcare community…I wholeheartedly support the development of the Master of Health Care Design and I am willing to assist in any way that I can."

John P. Hall, Cannon Design: "…in today's market, we must have staff that approaches Health Care design projects with a robust understanding of the state of the art…The northeast has lacked significant dedicated programs for Health Care Facilities Design…We believe that the proposed program at Kent State CAED has the potential to lead in this area…"

Dennis J. Wessel, Senior Vice President, Karpinski Engineering: "The ever increasing complexity and specialization within the healthcare industry requires a commensurate understanding of the facilities requirements necessary to support that profession. I have personally seen the difficulty exerted by architects attempting to design healthcare projects for the first time. A lack of understanding of the means and methods associated with various procedures can cause poor designs and inefficient doctor and staff performance…The combination of an architect with significant healthcare training and a more knowledgeable healthcare design engineer on these projects will provide added benefit for owners, operators, doctors and staff that practice in the facilities we design. Karapinski Engineering and myself, personally, are fully behind this initiative…"

Complete copies of the letters are included as Attachment A.

3.3 Support beyond the Design Community

The College of Public Health and the College of Nursing have been participants and supporters in the development of the CAED's Health Care Initiative which includes both the Certificate and the Masters Degree. Involvement by these health care professionals supplied valuable input from outside the design professions. Comments from their investigation resulted in several additional conclusions:

An aging population, especially in the former industrial region of the country (Allegheny County, PA has the second oldest population of any county in the country) presents continuing demand for health care, and related facilities.

Global opportunities are just now opening to US health care providers who will be seeking to construct structures appropriate to the needs of developing nations.

Health care designers will be sought by various non-design firm entities, such as providers themselves, health care equipment manufacturers, governmental agencies, and research institutions such as genome and pharmaceutical companies.

3.4 Support within the University

The University has committed to investing in this program through the Provost's Investment Fund as presented under Projected Program Costs. Included in Attachment B are letters of support from the eight other colleges at Kent State University.

4.0 Access and retention of underrepresented groups.

A severe lack of gender diversity is a nationally-known problem in architecture and allied design fields. This program should balance the gender issues within the design professions, since the two most likely components are graduate architecture and interior design students. Although architecture has made strides in gender balance over the past decades, it is still male dominant. At the same time interior design is heavily female. This program should attract from both professional segments. Simultaneously, since this is a post-professional degree, the cohort of students available for this program is dependent upon the graduates of existing professional design programs.

The Masters in Health Care Design as an opportunity to recruit both gender diverse and minority graduates who are interested in the health care design field and provide them with a credential and knowledge that will facilitate their entry into the professions. Currently, this opportunity is missing due to lack of such a program in the region. This will hopefully affect diversity in two ways.

First, the overall diversity of the College of Architecture and Environmental Design should be enhanced. Graduate specialty degrees provide a means for distinguishing oneself. This desire to enhance one's marketability is more appealing to diverse populations, whether related to gender, minority or international.

Second, with a specialty in the health care design field, graduates of this degree program will have an advantage over other professionals for employment in their chosen professions, especially in the State of Ohio with its concentration of health care industry positions. This will raise the number of diverse individuals employed within the State.

5.0 Statewide alternatives

5.1 Programs available in Ohio

This will be the only program of its type in Ohio. There are three accredited schools of architecture in the State of Ohio besides Kent State University. They are the University of Cincinnati, Miami University, and The Ohio State University. Each has responded to the PDP for this proposal posted in October 2012:

The University of Cincinnati's response stated: "It does not appear to offer any conflicts with current or planned offerings at the University of Cincinnati."

Miami University's response: "The proposed Master of Health Care Design presents no obvious conflicts with existing programs at Kent State or in the state of Ohio…Given the need to conform to more general NAAB accreditation guidelines, none of these programs provide a more narrow focus on health care design. However, given the projected expansion in public health related jobs over the next several decades, this degree would logically provide the more focused training necessary for design professionals working in this area…Generally, this is a good proposal that can be supported."

The Ohio State University's response: "I do not see any conflicting overlap with their proposal."

5.2 Appropriateness of specific locale

The Geographical Imperative: Northeast Ohio and Western Pennsylvania constitute a regional center for health care facilities, where active building projects for new hospitals, clinics, community health centers, and medical offices are underway. In addition, Ohio's population will need significant investment in facilities to support independent and assisted living facilities and skilled nursing activities.

The issue of "Geographical Destiny" mentioned earlier is defined in two significant ways:

Location in a health care destination with a 125 mile radius that includes significant hospital systems, two of which are global providers of health care services:

- The Cleveland Clinic
- University Hospitals
- University of Pittsburgh Medical Center
- Summa Health System
- Akron General Health System
- Akron Children's Hospital

Potential triangulation of significant health care design programs within the United States. The two current leaders are Clemson University and Texas A&M University – respectively in the southeast US and southwest US. (See 3.3 Beyond Ohio) A northern Midwest school that excels in this arena provides a geographical triangle. Kent State's Master of Health Care Design will complete this triangle.

5.3 Programs Beyond Ohio

Historically two programs in health care design stand out on the national scene. The first is Clemson University which offers two options, a Master of Architecture + Health (an accredited degree) or Master of Science in Architecture (post-professional research degree with individual plan of study). Secondly is Texas A&M University which employs a Certificate Program with a minimum of 16 credit hours. The Kent State Certificate requires 20 credit hours.

Several recent additions have been instituted across the country to address the demand in the marketplace. These include Texas Tech University and the University of Kansas. The Kansas program offers "exploration of health care facilities in the accredited Master of Architecture degree and in its Ph.D. in Architecture degree". Texas Tech's program is a Graduate Certificate similar to that currently existing at Kent State University.

5.4 Opportunities for inter-institutional collaboration

This degree has the potential to assist and augment studies at other Universities in the State. The courses and even the degree in its entirety will provide options for postgraduate study or augmented knowledge at the graduate level for students seeking to pursue design functions in the healthcare arena after graduation from other programs in Ohio. The Ohio State University has indicated that this degree and its courses will provide an opportunity to interact since several of their graduate students have focused on aspects of health care, including way-finding, strategies to improve patient environments, large scale healthcare institutions, and products used in healthcare. OSU believes having a neighboring institution (KSU) with expertise in this field could be a valuable resource for their students. We would welcome such an opportunity. Similar assistance through on-line courses as part of this degree could be of value to the other schools of architecture and interior design throughout the State.

This degree will be able to serve as a resource for other programs beyond the design fields as well. Nursing, Public Health and Medical students often graduate without any understanding of the facilities in which they will practice their expertise. The Northeast Ohio College of Medicine is just one example of an institution whose students could benefit by taking courses from this curriculum, in person or on-line.

6.0 Projected program costs and institutional financial support

Projected Program Costs are tabulated in the Financial Chart contained in this section. The financial projections were compiled for the entire CAED Health Care Initiative composed of the Certificate in Health Care Facilities, previously implemented, and the Master of Health Care Design. They are based on the following assumptions:

- The projections are based on student FTE and part time students are incorporated into these FTE calculations.
- The calculations assume existing faculty will be supported through the combination of current course loads in their college as well as tuition from Health Care Facilities students. Thus the faculty costs are projected based upon the courses directly associated with the workload created by the CAED Health Care program.
- Tuition and state subsidy are based on current levels with no increase from year to year.
- Instruction is calculated using faculty from existing colleges, assuming a faculty member will be assigned to teach each course. It is assumed half the courses will be taught by full time faculty of the university and half will be taught by adjunct faculty.
- The Coordinator will be paid 90K and be lead the Health Care Design I and Health Care Design II in addition to the administrative function.
- The educational technologist and clerical support person will be shared at ¼ time.
- Other expenses include advertising, supplies, course development costs and travel expenses.

The analysis shows a deficit for the first two years of implementation until the enrollment levels increase. Kent State University's Provost Opportunity Fund has provided $108,300.00 for start up costs to the College of Architecture and Environmental Design, beginning in AY 2013. An additional provision allowing the CAED to borrow up to $44,000.00 from the fund in each of the following two years was also approved. Projections indicate that the borrowing portion of this

program will not be required and any differential in future years between program income and expenses will be accommodated by the CAED annual budget.

College of Architecture
Certificate/Master in Health Care Design Proforma
12/13/2012

Revenue Parameters	**FY 2013**		**FY 2014**		**FY 2015**		**FY 2016**	
	Certificates		**Certificates**	**Masters**	**Certificates**	**Masters**	**Certificates**	**Masters**
Students	**10**		**18**	**8**	**36**	**12**	**48**	**12**
Credit Hours	18		18	18	18	18	18	18
RCM Instructional Fee/Hour	$ 383		$ 383	$ 383	$ 383	$ 383	$ 383	$ 383
RCM SSI / Hour	$ 225		$ 225	$ 225	$ 225	$ 225	$ 225	$ 225
Class Size	**10**		**18**	**8**	**18**	**12**	**18**	**12**
RCM Compensation								
Total Instructional Fee	68,940		179,244		330,912		413,640	
Total SSI	40,500		105,300		194,400		243,000	
Total Revenue	**109,440**		**284,544**		**525,312**		**656,640**	
Salary and Teaching Costs								
Instructional Teaching cost per course $10,000 and $-		42,000		40,444		93,333		122,500
Director Salary (1/2)		45,000		46,350		47,741		49,173
Admin Support (1/4)		7,500		7,725		7,957		8,195
Educational Technologist (1/4)		15,000		15,450		15,914		16,391
Benefits		32,850		32,991		49,483		58,878
Total Salary and Teaching		**142,350**		**142,960**		**214,427**		**255,137**
Non Salary Costs								
Travel (Consultants and Lecturers)		4,000		4,000		8,000		10,000
Program Consultant and Adjunct Course Developme		6,000		6,000		6,000		6,000
Advertising		10,000		10,000		10,000		10,000
Supplies		2,000		4,000		5,000		6,000
Total Non Salary		**22,000**		**24,000**		**29,000**		**32,000**
Total Overhead Fee		**46,293**		**120,362**		**222,207**		**277,759**
Net Surplus (Deficit)		**(101,203)**		**(2,778)**		**59,678**		**91,744**
Required Special Course Fee to Breakeven		**$ 1,686.72**		**$ 17.81**		**$ -**		**$ -**

The required special course fee will be covered by the Provost's Investment Fund commitment and the College, and will not be charged to the student.

7.0 Enrollment and applicant requirements

7.1 Enrollment prospects and marketing efforts

The current Certificate program offered for the first time by the CAED during the fall of 2012 (AY 2013) saw an enrollment of nine students. Current spring semester enrollment has exceeded the fall enrollment. With the approval of the Certificate completed in September 2012, a better understanding of the actual demand should be available with registration for the fall of 2013.

Contact with design firms in Northeast Ohio indicates that as many as eight firms will support enrolling one recent graduate in the degree program. This fact combined with the interest shown by students beginning the program by taking certificate courses as electives, during their studies in the accredited Master of Architecture program, leads us to conclude that the student population indicated in the above cost projections is reasonable.

An advertising campaign for the Certificate Program has been developed by the University Communication and Marketing division and includes web, email, brochures, news releases, posters, post cards, industry publications and direct contact with design firms, health care systems and health care service providers. This spring 2013 marketing program is expected to enhance awareness and increase the enrollment levels.

7.2 Application and Acceptance

The application to be accepted into the master degree program will be through the University's Office of Graduate Studies with other specific materials submitted and reviewed by the College of Architecture and Environmental Design. The MHCD admission requirements are:

Submitted to the Office of Graduate Studies:

- The application.
- A transcript certifying completion of an accredited professional design degree.

Submitted to the College of Architecture and Environmental Design

- A portfolio of design work.
- A statement of purpose.
- Three letters of recommendation.

The application will require review and approval by both the Office of Graduate Studies and the Graduate Committee of the College of Architecture and environmental Design. Admittance to the degree program shall be by cohort annually.

8.0 Availability and adequacy of the facilities and faculty available for the new degree program.

8.1 Facilities

Our current buildings will be adequate for the start up phases for the degree program. With construction of the new Architecture and Environmental Design building, we have programmed adequate facilities to support growth for this program. The new building should be available for occupancy by the time the program reaches its projected capacity in academic year 2016. No specific facility requirements will be necessary beyond those existing or currently under design.

8.2 Faculty

Existing courses in the College of Architecture and Environmental Design, College of Public Health, and College of Nursing will support the degree program. Adjunct faculty with specific expertise is available to augment teaching the proposed courses for the degree. Faculty members' information is contained in section 2.5 and Attachment C.

Attachment A-Letters from Professional Firms

Perspectus
architecture

March 26, 2012

Mr. Douglas Steidl, FAIA
Dean
College of Architecture and Environmental Design
Kent State University
201 Taylor Hall, P.O. Box 5190
Kent, Ohio 44242

Dear Doug:

Thank you for updating us on KSU College of Architecture and Environmental Design's plans to move forward with a Certificate in Health Care Facilities and the Master of Health Care Design degree. It is reassuring to learn about the progress and positive impact that the College is making among the regional architectural community, especially as it pertains to health care.

Headquartered in Cleveland's Shaker Square for more than 10 years, Perspectus Architecture is a full-service architectural practice nationally recognized for quality projects and business excellence. As a certified Small Business Enterprise with a staff of 30, our team of experienced architects has executed major new construction and renovation projects for health care and higher education institutions across the Midwest. Most recently, Perspectus was proud to serve as Architect of Record for the Cleveland Clinic's New Laboratory Building on the main campus.

I earned my architectural degree from Kent State University, along with nine others at Perspectus. In addition, we continually seek out new talent from the College. I believe this strongly demonstrates our commitment to Kent State now and in the future.

In my opinion, there is a clear need for the College to offer the Certificate in Health Care Facilities and the future Masters in Health Care Design. These offerings will enhance the value of architects practicing in the area of healthcare design. It would be very beneficial to provide this training locally as opposed to having our architects travel to Texas A&M and other locations around the country.

The medical facilities locally are among the best in the world. They expect the design talent to be the best and should be able to trust that the talent locally obtained is on par with the best talent available. The Certificate and Masters programs would help raise the caliber of our regional architectural talent and keep the specialized training and educational programming at the highest and most up-to-date level.

Please be assured that you have our firm's full support of these efforts.

Respectfully,

Bill Ayars, AIA ACHA
Managing Principal

Ernst & Young Entrepreneur Of The Year™ Finalist 2010

100 NEO SUCCESS AWARDS

13212 Shaker Square, Suite 204
Cleveland, Ohio 44120
216.752.1800 PHONE
216.752.3833 FAX

perspectusarch.com

HFP Ambuske Architects, Inc.

21403 Chagrin Blvd. Cleveland, Ohio 44122
Phone 216.561.3311 mail@hfpambuske.com
Fax 216.561.6112 www.hfpambuske.com

March 28, 2012

Mr. Douglas L. Steidl, FAIA, Dean
College of Architecture and Environmental Design
201 Taylor Hall
P. O. Box 5190
Kent, Ohio 44242-0001

RE: Certificate in Health Care Facilities and Master of Health Care Design

Dear Dean Steidl:

This letter is written to support the Certificate in Health Care Facilities and Master of Health Care Design given by the Kent State University College of Architecture and Environmental Design. HFP/Ambuske Architects, Inc. has been a strong supporter of the Architecture Program. Our firm specializes in health care design. We have a broad range of design and project experience including hospital, nursing homes, ambulatory care centers, medical research laboratories and medical office buildings.

We have completed over 2,000 projects representing over 8,000,000 square feet. Our clients include Cleveland Clinic, Cleveland, Ohio, MetroHealth Medical Center, Cleveland, Ohio, Summa Health System, Akron, Ohio and Kaiser Permanente in Ohio, Maryland, Virginia and the District of Columbia.

The five (5) Registered Architects in our firm are all Kent State University graduates. They are very good health care architects, however, the on the job training took years of learning the complexity of the health care design process and the related language, medical equipment, codes, department relationships, doctor/nurse/staff needs and the patient/family needs.

We feel that Kent State University Certificate in Health Care Facilities and Master of Health Care Design will prepare the students with a good basic understanding of the complex medical design process – preparing them for a successful professional career.

Sincerely,

HFP/Ambuske Architects, Inc.

Alan R. Ambuske, AIA
President

ARA:jmc

Z:\ALAN\LTR STEIDL, FAIA, DEAN 3-28-12.DOC

CBLH DESIGN

Architecture
Planning
Interior Design

April 3, 2012

Douglas Steidl, FAIA, Dean
College of Architecture and Environmental Design
Kent State University
201 Taylor Hall
P.O. Box 5190
Kent, OH 44242-0001

Re: College of Architecture – Masters Degree in Healthcare Design

Dear Doug:

The purpose of this letter is to express CBLH Design's support in principal for the creation of a Master's of Healthcare Design degree. Kent State University's College of Architecture and Environmental Design has always been a highly regarded program in the region and the introduction of a healthcare design degree has the potential to lift its recognition to a national level.

Northeast Ohio's strongest assets are the healthcare providers, researchers and support organizations. With institutions such as the Cleveland Clinic, University Hospitals, the Department of Veterans Affairs Medical Center, MetroHealth Medical Center, Summa, Akron General Hospital and others it seems like a natural fit for Kent State University to offer a post-professional degree in healthcare design.

With much of our client base in healthcare, we look at prospective employees' experience in this area in detail. When we see a either a degree or extensive experience in healthcare design, that candidate is more times than not interviewed by our management team. If a master's degree was created, it would assist our firm and others in the region in that graduates would be able to enter firms with at least a basic knowledge of vocabulary, design process, and planning objectives that are unique to this client type.

As Kent State alumni and local architects, CBLH Design feels that that a Master's of Healthcare Design would not only benefit the University, but would also benefit the firms of Northeast Ohio serving some of the nation's most recognized healthcare facilities.

Sincerely,
CBLH Design

Marc Bittinger
AIA

Mike Liezert
AIA, ACHA, LEED AP
EDAC

Tim Hunsicker
AIA, EDAC

7850 Freeway Circle Cleveland, Ohio 44130 440.243.2000 t 440.243.3305 f www.cblhdesign.com

Law Offices of
Henry I. Reder 440.759.0052
8251 Mayfield Road, Suite 20 • Chesterland, Ohio 44026 • www.hreder.com • E-Mail: hank@hreder.com

April 2, 2012.

Douglas L Steidl, FAIA, Dean
College of Architecture and Environmental Design
Office of the Dean
201 Taylor Hall
PO Box 5190
Kent, OH 44242-0001.

Re: Letter of Support:
Master of Health Care Facilities and
Certificate in Health Care Facilities
College of Architecture and Environmental Design

Dear Dean Steidl:

The purpose of this letter is to indicate my support for the Master of Health Care Facilities and Certificate in Health Care Facilities and to provide some of my personal insight as to why I believe there is a significant need for such programs.

Over the last eight years, my law practice has developed a significant focus on healthcare projects. I represented hospitals with regard to over $1.2 billion of new or renovated facilities. I represented one of the largest pharmaceutical companies in the world, with regard to a significant design build renovation to a super sterile facility that required compliance with multinational standards for pharmaceutical production. Most of my services arise out of the representation of construction managers or contractors for the development of project structure, project delivery methods and the agreements and related documents. These projects range from $30 million medical office buildings to a $170 million greenfield regional medical center. The often include highly technical requirements for such new technologies as cyber-knife and proton/cancer treatment centers.

These complex healthcare facilities regularly have me involved with issues such as: coordination of hospital infection control with construction operations; inclusion of contractual requirements for HIPAA as it impacts architects and contractors; development of quality assurance programs specifically as it relates to OBC chapter 17 - Special Inspections and Testing; and retention of testing labs to facilitate project commissioning, including indoor air quality, mold and water testing for Legionella bacteria. Attached is an article I prepared on "Hospitals and Homeland Security – What Do We Do When Disaster Strikes?"

Professionally, I am also a member of the AIA/AAH Academy of Architecture for Health and the Ohio Bar Association's Society of Ohio Hospital Attorneys.

These examples of my involvement are provided to illustrate how healthcare facilities are significantly different from and more complex than almost any other type of architectural project. Healthcare projects must be structured to stay flexible to include continuous changes in the medical profession, and also must include the collaboration of many different disciplines in the healthcare community. A certificate program that helps to identify these complexities and to analyze their nuances is very critical to the architectural and healthcare industries.

Kent State University's College of Architecture and Environmental Design is in an ideal location to develop such programs with world recognized facilities such as The Cleveland Clinic and University Hospitals as well as the new Medical Mart all being located in the College of Architecture's geographic area.

I wholeheartedly support the development of the Master of Health Care Facilities and the Certificate in Health Care Facilities and I am willing to assist in any way that I can. Please, keep me involved.

Very Truly Yours,

Henry I. Reder, AIA, Esq.

CANNONDESIGN

Doug Steidl
Kent State College of Architecture
And Environmental Design

Re: Master of Health Care Design

Doug,

We are pleased to see the progress Kent State CAED is making towards a Master of Health Care Design program. We believe that the current body of knowledge in Health Care design as well as the current state of evidence based design draws us immediately to two perspectives.

The first is that in today's market, we must have staff that approach Health Care design projects, with a robust understanding of the state of the art. This perspective led Cannon Design to create a Health Care Fellowship within our firm to better train young staff and to immerse these candidates in the language of Health Care. The second perspective is that there is a long way to go in defining program effectiveness and building solutions to address the continually evolving Health Care continuum. We believe this to be an interdisciplinary challenge and our response has been to formalize a Research arm of Cannon Design which includes Architects, Physician and Nursing expertise and Confluence a strategic Health Care Planning initiative.

The northeast has lacked significant dedicated programs for Health Care Facilities Design with the most visible programs at Texas A&M and Clemson. We believe that the proposed program at Kent State CAED has the potential to lead in this area given an integrated approach among allied professionals. Cannon Design is prepared to support the program in development and implementation.

Please keep us informed of your plans and progress, we look forward to opportunities to partner with Kent State CAED on this important initiative.

Sincerely

John P. Hall

Buffalo
Baltimore
Boston
Chicago
Los Angeles
Mumbai
New York
Phoenix
St. Louis
San Francisco
Shanghai
Toronto
Vancouver
Victoria
Washington DC

2170 Whitehaven Road
Grand Island, New York
14072
T: 716.773.6800
F: 716.773.5909
www.cannondesign.com

April 11, 2012

Mr. Douglas L. Steidl, FAIA
Dean
College of Architecture and Environmental Design
201 Taylor Hall, P. O. Box 5190
Kent, Ohio 44242-0001

Subject: Kent State University
Master of Health Care Design

As the Vice President of Karpinski Engineering, a firm specializing in Health Care design, I have a particular interest in the initiative at KSU in offering a Master of Health Care Design degree. The ever increasing complexity and specialization within the healthcare industry requires a commensurate understanding of the facilities requirements necessary to support that profession. I have personally seen the difficulty exerted by architects attempting to design healthcare projects for the first time. A lack of understanding of the means and methods associated with various procedures can cause poor designs and inefficient doctor and staff performance.

Following on a Certificate in Health Care Design at KSU, the availability of a Masters program will advance the acquired education and provide a well-rounded understanding and knowledge of medical terminology and facility operations as they affect design in healthcare facilities.

For this very reason The American Society of Heating, Refrigerating and Air Conditioning Engineers (ASHRAE) now offers a Certification as a Healthcare Facility Design Professional (HFDP). The combination of an architect with significant healthcare training and a more knowledgeable healthcare design engineer on these projects will provide added benefit for owners, operators, doctors and staff that practice in the facilities we design.

Karpinski Engineering and myself, personally, are fully behind this initiative and whole heartedly support it's tenets.

Sincerely,

karpinski
ENGINEERING

Dennis J. Wessel, PE, FASHRAE, LEED BD+C
Senior Vice President
Director of Marketing

File: C:\Users\dwessel\Documents_DJW Files\KSU CAED Board\HEALTHCARE INITIATIVE\20120323 KE support Letter.doc

karpinski
ENGINEERING
3135 EUCLID AVENUE
CLEVELAND, OHIO 44115
P 216.391.3700
F 216.391.0108
W karpinskieng.com

CLEVELAND, OH
COLUMBUS, OH
UNIONTOWN, OH
ASHVILLE, NY

Attachment B – Kent State Colleges – Letters of Support

KENT STATE.
UNIVERSITY
College of Nursing

January 9, 2013

Dean Douglas Steidl
College of Architecture
Kent State University
CAMPUS

Dear Doug:

A college education offers many engaging avenues for students, extending learning opportunities across a broad range of subject areas and providing experiences that are available quite literally across the world. The proposed Master of Health Care Design at Kent State University promises to further expand the range of opportunities available to students, and College of Nursing faculty and administration are pleased to provide active support for this important initiative.

Over the last 10 years, the University has maintained a focused commitment to building resources and strengthening teaching practices that offer cutting-edge educational opportunities for students. At the same time, faculty have remained committed to preparing students for the demands of a changing job market. In health care, the challenges faced by new graduates as they provide services to an increasingly well-informed and complex patient group constantly multiply. For those students who choose to focus on the quality of environment as it influences healthcare, the Master of Health Care Design will serve to broaden the tools with which they can shape healthcare environments, and thus add to their available skill sets as they provide care across settings.

I am pleased to write in support of the Master of Health Care Design program. Please do not hesitate to contact me if I can answer questions or provide further information.

Sincerely,

Laura Cox Dzurec, PhD, PMHCNS-BC
Dean and Professor

c: T. Motter, Undergraduate Program Director
G. Bromley, Associate Dean, Academics
M. Anthony, Associate Dean, Research

January 9, 2013

The College of Public Health is in full support if the new Master of Health Care Design.
This is a great new program!!

Sonia Alemagno
Dean, College of Public Health

Sent from my iPhone

KENT STATE
UNIVERSITY

January 10, 2013

Douglas Steidl
Dean, College of Architecture and Environmental Design
200 Taylor Hall
Kent State University

Dear Dean Steidl:

The College of Education, Health, and Human Services is very supportive of the proposed Master of Health Care Design. We believe that it will be a good addition to the program offerings at Kent State University and we see no conflict with any of our program offerings.

Sincerely,

Daniel F. Mahony, Ph.D.
Dean

College of Education, Health and Human Services
Office of the Dean
408 White Hall • P.O. Box 5190 • Kent, Ohio 44242-0001
330-672-2202 • Fax: 330-672-3407 • http://www.kent.edu/ehhs

January 9, 2013

Dear Doug,

The College of the Arts supports the College of Architecture and Environmental Design's initiative to pursue the Masters of Health Care Design. Please let me know if you need anything additional in support of this proposal.

Best regards,

Dr. John R. Crawford
Dean and Professor
College of the Arts
Kent State University

Sent from my iPad

KENT STATE
UNIVERSITY

January 11, 2013

Dean Douglas L. Steidl
College of Architecture & Environmental Design
Kent State University
201 Taylor Hall
Kent, OH 44242

Dear Dean Steidl:

The College of Business Administration is pleased to support the proposed Master of Health Care Design program. We feel this program will greatly complement our own efforts in health care management, which we deliver through the Executive MBA for Health Care Professionals. Other programs on campus such as Public Health and Nursing, I'm sure, can also speak to the need for greater expertise in this area. As you know well, Northeast Ohio is rapidly becoming a center for health care innovation. With the opening of the new Medical Mart and Convention Center next year this trend will only continue to grow. We in the college believe this program will further foster innovation in this important sector of Ohio's economy.

Sincerely,

Deborah F. Spake

Deborah F. Spake, Ph.D.
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

KENT STATE UNIVERSITY

January 10, 2013

Douglas L. Steidl, Dean
College of Architecture and Environmental Design
Kent State University

Dear Dean Steidl:

This letter is to document our full support for The College of Architecture and Environmental Design's proposal for a Master of Health Care Design.

The proposed program does not create any conflict with programs or courses offered by the college of Applied Engineering, Sustainability and Technology.

Sincerely,

Shin-Min Song, Ph.D.
Dean

College of Applied Engineering, Sustainability and Technology
Office of the Dean
123 Van Deusen Hall • P.O. Box 5190 • Kent, Ohio 44242-0001
330-672-9780 • Fax: 330-672-4818 • http://www.kent.edu/caest

KENT STATE
UNIVERSITY

INTEROFFICE MEMORANDUM
College of Arts and Sciences
Office of the Dean

Date: January 11, 2013

To: Douglas Steidl, Dean, College of Architecture & Environmental Design

From: James L. Blank, Interim Dean, College of Arts and Sciences

Subject: Master of Health Care Design

The College of Arts and Sciences is pleased to support the Master of Health Care Design degree program in the College of Architecture and Environmental Design.

This important innovation will be critical to the growth that we expect at the university in general, and I am pleased to support this program.

Steidl, Douglas

From: LEBLANC, ANNMARIE
Sent: Thursday, January 17, 2013 9:30 AM
To: Steidl, Douglas
Cc: WEARDEN, STANLEY
Subject: Master of Health Care Design

Dean Steidl:

I have read the proposal for the Master of Health Care Design at Kent State University and I have discussed possible links between the School of Visual Communication Design and The College of Architecture and Environmental Design with appropriate faculty.

Please accept this memo as an endorsement of your proposal.

Sincerely,
AnnMarie LeBlanc

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

MASTER OF HEALTH CARE DESIGN

KEY WORDS FOR GPS SITE

Healthcare

Healthcare facilities

Design

Architecture

Interior design

Master degree

CAED

Landscape architecture

Industrial design

Environmental design

Public health

Hospital design

Nursing home design

Community health center design

Assisted living design

CATALOG COPY

MASTER OF HEALTH CARE DESIGN - MHCD

Kent State University 2013 Catalog > College of Architecture and Environmental Design > Graduate Programs > Master of Health Care Design – MHCD

College: College of Architecture and Environmental Design

Department: College of Architecture and Environmental Design
304 Taylor Hall
Tel: 330-672-2789/ Fax:330-672-3809
Web: http://www.kent.edu/caed

Description:

The Master of Health Care Design prepares graduates to enter a work force with knowledge and vision for the development of improved and more efficient health care service while understanding the financial implications in the design of health care facilities. This is accomplished by providing the students with integrated understanding of patient populations, care practices, nursing needs, ethics, facility options and cost implications. The goal of the program is to improve health care, while increasing efficiency through design. The outcome for the graduate is knowledge directly applicable for obtaining a professional design position focused on health care.

Admission Requirements:

Official transcript(s) from an accredited professional design program; purpose statement; three letters of recommendation (one letter from a non-academic source); portfolio of design work which clearly delineates the role played by the applicant in team projects; and a minimum TOEFL score of 71.

Graduation Requirements:

Completion of 32 credit hours of graduate study as outlined in the curriculum.

Program Fee:

None.

Culminating Requirements:

Capstone Project

February 25, 2013

MASTER OF HEALTH CARE DESIGN
Response to comments forwarded as a result of the Program Development Plan

Responses were received from Miami University, The Ohio State University, and the University of Cincinnati.

1. Potential conflicts with existing programs.

   All three institutions responded that there is no conflict with their programs. Miami University suggested that the final submittal should clearly state that it will be the first of its kind in the State of Ohio. This has been done in the second paragraph of the Overview on page 3. The four schools with accredited architecture degrees in the State of Ohio, are also delineated in section 5.1.

2. Opportunities for collaboration.

   The Ohio State University stated that collaboration is welcomed since some of their students choose to address issues in health care during their studies at Ohio State. The University noted that this program "could be a valuable resource for our students interested in this area of design." Section 5.4 of the Final Submittal further addresses possibilities.

   Comments also addressed the fact that the program is collaborative within Kent State University since three separate Colleges were instrumental in developing it and will participate in its oversight, and coursework.

3. Substantive concerns.

   There were no substantive concerns with the basic premise for the degree expressed by any of the representatives of the three responding institutions, however, several specific questions were raised.

   a. How will graduates from the proposed degree differ from those that complete the Certificate in Health Care Facilities? - The degree is intended to develop designers that generate facility solutions that will provide better health care through unique solutions to specific issues defined in Health Care Design I and solutions offered in Health Care Design II. The Certificate in Health Care Facilities provides architects, interior designers, and other accredited design professionals with knowledge gain through traditional class sessions, but does not accommodate studio sessions where solutions to practical design issues are pursued through creative work.

      The Certificate is focused on knowledge transfer and understanding of systems and building types, while the Master Degree is focused on creative activity applying such understanding in ways that will improve health care delivery while making services more efficient.

b. Will the time frame for completion deter possible participants? - This degree is open to anyone holding an accredited design degree. Thus for an interior designer in a four year accredited program this would add two years. For Kent State architecture students 9 Credit Hours can be completed during the M Arch degree through electives. The KSU Master of Architecture program is 5 years plus a summer thus completion of the M Arch and the MHCD could be achieved in six and one half years from initial entry to the University. The program is anticipated to also attract graduates who are employed. Night and on-line courses accommodate such possibilities.

c. Is this degree duplicative of the Master of Science in Architecture and Environmental Design? - This is a design degree with a capstone studio focusing on a defined aspect of the health care physical environment, culminating in a capstone project. The Master of Science degree is a research degree with a required thesis, focused on any one of numerous issues within the design/construction industry. Kent State envisions these two degrees as having diverse character and specific, differing objectives. An individual student will need to consider which degree best fits their purpose.

d. Should this degree be a Ph.D.? - The Master of Health Care Design is a design degree with a capstone. We believe a Ph.D. will someday be the culmination of the Master of Science in Architecture and Environmental Design due to the research perspective of both the MSAED and the Ph.D. as opposed to the design perspective of the MHCD.

4. Suggestions for strengthening the proposal.

Curricular suggestions:

a. Include a course dealing with Health Care Engineering. – Interfaces with and understanding of healthcare engineering in facilities is included in the courses Health Care Facilities I and II. The intent of the Certificate vision is to allow health professionals to understand facilities and design professionals to understand health care perspectives. If a more detailed interaction of the architecture/engineering interface and coordination is desired by a student it would be addressed in the studio setting of their capstone.

b. Should there be such an emphasis on Public Health courses that can be quite specific in their nature? – The degree requires ten courses for graduation, five of the ten are required and are offered by the College of Architecture and Environmental Design and two of additional of the required are in the College of Public Health. The remaining three are electives offered by one of three colleges. It is possible, and likely that an individual will graduate with only two courses taught in the College of Public Health. We consider the mix of courses balanced between the colleges, as well as balanced between preventive versus responsive health approaches, with the emphasis on facilities and design.

A course choice on ethical thinking in health care provides the option from a nursing or a public health perspective. The two remaining electives which include some of

the in-depth options are available for a student to obtain specific understanding in a subject that addresses their interest area.

In response to this comment, we reviewed the list of elective courses and removed the most scientific of the courses SBS 50020 Social and Behavioral Science Theories.

c. The Healthcare Policy course in Nursing is at the undergraduate level. – This course is being reworked as a graduate level course and will be offered in Academic Year 2014.

d. A course on health care finances was suggested. HPM 53005 Financial Management for Public Health Organizations has been incorporated into the list of electives. This is not specifically geared to facilities, but we believe this is a starting point for financial understanding in health care. We are also seeking to implement a course that will focus on the financial issues of facility construction and pro-forma calculations that provide an understanding of the ability of a project to be viable in the context of income streams. The College of Business Administration is assisting us in searching for an appropriate faculty member for this subject.

Other suggestions:

a. Clarify the RCM calculation that speaks to a “special course fee”. – The “Special Course Fee” line on the budget calculations indicates the deficit per student in the initial years of the program. The College of Architecture and Environmental Design will cover these costs without charge to the student. The first year’s deficit has been covered by a grant from the KSU Provost Investment Fund. Additional deficits in the following years will be covered by the College. This is noted at the end of Section 6.0 Projected program costs and institutional financial support.

b. It was suggested that an advisory panel of practitioners and faculty be established. The original proposals for the Kent State Health Care Initiatives (Certificate and Master Degree) were developed by a panel that included practitioners, faculty and administrators. Section 2.4 Program Oversight delineates that this panel will be evolved into such an advisory group.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **29-Jan-12** Curriculum Bulletin _____

Effective Date **Fall 2013** Approved by EPC _____

Department	**Lifespan Development and Educational Sciences**		
College	**EH - Education, Health and Human Services**		
Degree	**MED - Master of Education**		
Program Name	**Special Education**	Program Code	**SPED**
Concentration(s)	**Educational Interpreting K-12**	Concentration(s) Code(s)	**EI12**
Proposal	**Revise program**		

Description of proposal:

The purpose of this proposal is to revise the concentration name from Educational Interpreting K-12 to ASL/English Interpreting. This change accurately reflects the scope of the curriculum and career options. It enhances recruitment, protects students in their process of selecting a major, reflects the actual goals and content of the program, and aligns the program with the national standard for similar programs. The undergraduate BSE SPED EI concentration is also being renamed to ASL/English Interpreting.

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

Current total credit hours: **33** Proposed total credit hours **33**

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

The proposed change does not impact staffing, curriculum, or the scope of the program as it now stands. This change merely clarifies what already exists in practice.

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

MCLS and ASL have been notified.

REQUIRED ENDORSEMENTS

R. Dillmann-Jenkins — 2/20/13
Department Chair / School Director

_____ — __/__/__
Campus Dean (for Regional Campuses proposals)

Catherine C Hackney — 2/20/13
College Dean (or designee)

Mary Ann Rankin — 2/26/13
Dean of Graduate Studies (for graduate proposals)

_____ — __/__/__
Provost and Senior Vice President for Academic Affairs (or designee)

Proposal Summary
BSE/MEDSPED Concentration Name Revision
From Educational Interpreting to ASL/English Interpreting

Subject Specification:
The purpose of this proposal is to revise the name of the Educational Interpreting concentration within the Bachelor of Science in Education, Special Education major [BSE SPED EI] and the Master's in Education, Special Education major with a concentration in Educational Interpreting K-12 [MED SPED EI12] to more accurately reflect the curriculum and career options of the program and to make it easier for potential students to locate and enroll in the program.

Background Information:
The current title of the concentration, Educational Interpreting, is misleading and limiting. Often prospective students do not choose Kent State because they feel we cannot meet their career objectives if their area of interpreting interest is not educational. Other prospective students spend hours searching the KSU list of majors, but never find the interpreting major. They look under "I" for interpreting, "D" for deaf, "A" for ASL; then give-up concluding that we do not offer an interpreting degree. Still other prospective students find ASL and assume this is the interpreting degree, since at many other universities, ASL and interpreting co-exist. However, after a year or two in the ASL major they realize they have not had any interpreting classes, and they begin to ask questions. Some eventually find the major they wanted all along, and transfer in late, needing to either take excessive hours to finish on time or pay for another year at Kent. Last year, nine students transferred into the interpreting program after they had been incorrectly placed. And yet another group of students is told by the admissions office that Kent does not offer an interpreting degree because the admissions counselors can't find it either.

The current title is limiting because it does not accurately reflect the curriculum or the reality of career options. The interpreting program at Kent prepares students for work in both venues of interpreting: educational and community, but the current title obscures this fact. The ASL interpreting profession is rapidly changing to meet the needs of the changing demographics of the Deaf community and technological advances. In order to meet the high demand, sign language interpreters typically work in a number of settings simultaneously. Most of the full-time jobs are available in educational settings, but the need for community interpreters is growing. Technology is opening new avenues of employment to ASL interpreters with community experience. These new venues are in video relay and video remote interpreting. The profession of interpreting has many overlapping layers, which is why undergraduate programs are generalist in nature with practitioners achieving areas of specialty as post-graduate certificate work.

The primary motivating rationale for this proposal is to enhance recruitment of students. The title needs to accurately reflect the mission and content of the program. Students need to be able to easily locate the program and pursue their studies without interruption, starting over, or unnecessarily extending their studies. The current program, staffing, and curriculum would be unaffected. The program already prepares students as generalist practitioners. Students currently receive instruction and practice for both national certification tests: the RID NIC for community interpreters and the EIPA (Educational Interpreters Proficiency Assessment) for K-12 interpreters. The program already exposes students to adult and child signers, a variety of spoken genres, as well as dialogic and monologic approaches to interpreting.

When the possibility of revising the name was discussed, an investigation of program names at

other universities was conducted. There appeared to be a growing consensus among interpreter preparation programs. Most free-standing programs use ASL/English in their titles so there is no confusion on what kind of interpreting is being taught, ie. not Spanish, German, Chinese, etc. Interpreting programs that are jointly located along side ASL might just have the title of Sign Language Interpreting. Interpreting programs are never identified by setting, ie. educational.

In addition, the Chair of LDES, Mary Dellman-Jenkins contacted the MCLS Chair, Jennifer Larson who brought this matter to the attention of the ASL faculty. Jennifer responded, Nov. 14, 2011, stating that neither she nor the ASL faculty had any objection to this revision. Documentation of this is included in with this proposal. It was also approved by the SPED department, Jan. 25, 2012. It is the goal of the KSU interpreting program to align itself with this national standard. The title of ASL/English interpreting accurately reflects the work of an interpreter as a communication links. This title gives prominence to the work we do and not the setting in which we work.

Listed here are the titles of prominent national programs as well as other programs in Ohio.

Northeastern University: ASL/English Interpreting Program
RIT: ASL-English Interpretation Program
University of Northern Florida: ASL/English Interpreting Program
Sorenson Video Relay: VRS Interpreting Institute: ASL/English Interpreting Program
California State University at Northridge: ASL- English Interpreter Preparation Program
Eastern Kentucky: ASL-English Interpretation
University of Cincinnati: Sign Language Interpreting Program
Sinclair College: American Sign Language: Interpreting for the Deaf

Alternatives and Consequences:
The program will continue to experience lower enrollment than it should as a result of students not coming to Kent either because they did not locate our program in the list of majors or because they do find it, but assume we only focus on one venue of interpreting. We will also continue to experience angry parents and frustrated students who discover they are in the wrong major and transfer into the interpreting program late, thereby facing excessive course leads and unnecessary financial burden and stress. This also does not create a favorable impression of navigating through the university to find this major.

Specific Recommendation and Justification:
The recommendation is to change the Educational Interpreting concentration to ASL/English Interpreting to accurately represent the scope of the curriculum and career options. This revision enhances recruitment, protects students in their process of selecting a major, reflects the actual goals and content of the program, and aligns this program with the national standard for similar programs.

Timetable and Actions Required:
The proposal will go through the required curriculum approval process with changes to take effect fall 2013. The following is the anticipated schedule:
Approved by the SPED program: Jan. 25, 2012/February, 2013
Approval by LDES SCC: May 2, 2012
Presented to EHHS ECC: September, 2012
Presented to EPC: October, 2012/March 18, 2013

Kent State University Catalog 2012 - 2013

Special Education - Ed.S., M.Ed. and Ph.D.

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: oss@kent.edu
Web: www.ehhs.kent.edu/ldes

ASL/English Interpreting

Resources:

DESCRIPTION: The **Master of Education** in Special Education consists of nine concentrations: Deaf Education, Early Child Special Education, Early Education of the Handicapped Endorsement, ~~Educational Interpreting K-12~~, General Special Education, Gifted, Mild/Moderate Education Needs, Moderate/Intensive Educational Needs and Transition to Work.

Deaf Education provides students with the coursework and field experiences necessary to be a licensed as a Special Education teacher in the area of deaf education.

The *Early Childhood Intervention specialist* licensure program is designed to train professionals to work with young children with diverse abilities (including those with severe disabilities) from age three to grade three, primarily in inclusive non-categorical settings. Training is provided on collaborating with general educators, special educators, related service providers, parents, and the community members. The program is grounded in pedagogy that is multi-paradigmatic and provides a variety of theoretical perspectives related to teaching young children. A family-guided and culturally responsive framework to serve young children with disabilities and their families is also followed and provides students with the skills necessary to participate in the global community, serve as critical consumers and lifelong learners, and operate as effective transdisciplinary team members.

Early Education of the Handicapped Endorsement can be added to any Special Education license, the Early Childhood Education license and/or the Pre-K validation. The endorsement provides teachers with the coursework and field experiences necessary to work effectively with pre-school aged children with disabilities in a variety of settings.

ASL/English Interpreting

~~*Educational Interpreting K-12*~~ prepares interpreters to work with children who are deaf or hard of hearing in an educational setting. Graduates are eligible to receive Ohio licensure in educational interpreting (grades kindergarten to 12). This prepares graduates to interpret in both classroom and non-classroom settings within educational settings and to perform related student support activities, including subject-matter tutoring and other student support tasks under the supervision of a licensed or certified classroom teacher.

General Special Education prepares quality teachers of exceptional learners. The masters in general special education provides an opportunity for already licensed teachers to engage in endorsement or certificate training to enhance their existing skills. Moreover, graduates learn to use evidence-based practices to guide their direct service, support and consultation skills in schools and other agencies as professionals work together with individuals with exceptionalities and their families.

The *Gifted* concentration enables educators to obtain an Ohio Endorsement for Gifted Education.

Mild/Moderate Educational Needs provides students with the coursework and field experiences to be licensed, valid for teaching learners—ages five to 21, and grades kindergarten to 12—who have been identified with a disability that requires mild to moderate intervention (e.g. learning disabilities, emotional and behavioral disorders, developmental disabilities.)

Moderate/Intensive Educational Needs program provides students with the coursework and field experiences necessary to be licensed, valid for teaching learners—ages five to 21, and grades kindergarten to 12—who have been identified with a disability that requires moderate to intensive intervention (e.g. developmental disabilities, multiple disabilities.)

The *Transition to Work* endorsement is for teachers licensed as Special Educations and vocational educators. This endorsement leads to a single qualification applicable to all former transition roles (e.g., work study, vocational special education, Option IV). With field experience, graduates are prepared to support youth with disabilities in their transition planning and services.

The **Educational Specialist** and **Ph.D.** in Special Education prepares tomorrow's teachers of exceptional learners.

ADMISSION REQUIREMENTS: **M.Ed.:** Official transcript(s), goal statement, two letters of recommendation and good moral character verification.

Ed.S and Ph.D.: Official transcript(s), GRE, goal statement, two letters of recommendation and interview. Admission into the Ph.D. also requires preliminary written exam and resume or vita.

GRADUATION REQUIREMENTS: **M.Ed.:** 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.

Ed.S: Upon admission to the Ed.S. degree program, students will be assigned an advisor.

Ph.D: After admission to the Ph.D. degree program, students plan a program of study with their respective faculty advisory committee

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Special Education - M.Ed. Program Requirements

Back to program page

- Deaf Education
- Early Child Interventional Specialist
- Early Education of the Handicapped endorsement
- ~~Educational Interpreting K-12~~ ASL/English Interpreting
- General Special Education
- Gifted education endorsement
- Mild/Moderate Education Needs
- Moderate/Intensive Educational Needs
- Transition to Work endorsement

I. PROGRAM REQUIREMENTS (18 credits)			
Course		**Title**	**Credits**
EDAD	66518	Law and Special Education	3
SPED	63201	Issues in Special Education	3
	63300	Research Applications in Special Education	3
	63301	Single Subject Research Methods	3
Elective Multidisciplinary courses			6
CULT	69522	Ethics in Professional Practice (3)	
RHAB	57712	Introduction to Rehabilitation (3)	
SPED	53309	Introduction to Deaf Studies (3)	
	63030	Pharmacological Interventions in Special Education (3)	
	63956	Foundations Early Childhood (3)	
SPSY	67973	Consultation in Help Professional (3)	
II. CONCENTRATION REQUIREMENTS (15-24 credits)			
Course		**Title**	**Credits**
Deaf Education (15 credit hours)			
Early Child Interventional Specialist (15 credit hours)			
Early Education of the Handicapped endorsement (24 credit hours)			
Educational Interpreting K-12 (15 credit hours)			
General Special Education (15 credit hours)			
Gifted education endorsement (17 credit hours)			
Mild/Moderate Education Needs (15 credit hours)			
Moderate/Intensive Educational Needs (15 credit hours)			
Transition to Work (15 credit hours)			
III. THESIS OPTION (0 or 9 credits)			
Course		**Title**	
EVAL	66518	Research in Educational Services (3)	
SPED	60199	Thesis I (6)	
		MINIMUM TOTAL	**33**

Deaf Education

I. CONCENTRATION REQUIREMENTS (15 credits)			
Course		**Title**	**Credits**
SPED	53309	Introduction to Deaf Studies	3
	53310	Language Development for Deaf and Hard-of-Hearing Students	3
	53311	Instruction of Dear/Hard-of-Hearing Students with Special Needs	3
	53313	Literacy Assessment and Intervention for Deaf/Hard-of-Hearing Students	3
	53324	Curriculum Methods and Materials for Deaf/Hard-of-Hearing Students	3
		MINIMUM SUBTOTAL	**15**

*For Licensure information, please see advisor.

Early Child Interventional Specialist

I. CONCENTRATION REQUIREMENTS (1 credits)			
Course		Title	Credits
SPED	63950	Curriculum and Intervention in Early Childhood Services	3
	63952	Family and Professional Collaboration in Early Childhood	3
	63956	Foundations in Early Childhood Services	3
	63957	Assessment and Evaluation of Early Childhood Services	3
	63995	Special Topics in Special Education	3
		MINIMUM SUBTOTAL	15

*For Licensure information, please see advisor.

Early Education of the Handicapped Endorsement

I. CONCENTRATION REQUIREMENTS (24 credits)			
Course		Title	Credits
SPED	63950 or 63958	Curriculum and Intervention in Early Childhood Services (3) or Early Childhood Intervention Methods (3)	3
	63952	Family and Professional collaboration in Early Childhood	3
	63953	Practical Applications: Birth to Five	3
	63955	Typical and Atypical Development in Young Children	3
	63956	Foundations in Early Childhood Services	3
	63957	Assessment and Evaluation of Early Childhood Services	3
	63992	Advanced Practicum in Special Education	3
	63995	Special Topics in Special Education	3
		MINIMUM SUBTOTAL	24

~~Educational Interpreting K-12~~ ASL/English Interpreting

I. CONCENTRATION REQUIREMENTS (15 credits)			
Course		Title	Credits
SPED	53105	Signed English and Other Systems	3
	53106	Classroom Setting Interpreting	3
	53107	Nonclassroom Setting Interpreting	3
	53108	American Sign Languistics and Usage	3
	53110	Discourse Analysis for Interpreters	3
		MINIMUM SUBTOTAL	15

General Special Education

I. CONCENTRATION REQUIREMENTS (15 credits)		
Course	Title	Credits
General Electives *see advisor for approved courses*		15
	MINIMUM SUBTOTAL	15

Gifted Education endorsement

I. CONCENTRATION REQUIREMENTS (17-23 credits)			
Course		Title	Credits
SPED	53029	Nature and Needs of Gifted Children	3
	53530	Instructional Processes for Gifted Children	3
	63532	Gifted Program Design and Administration	3
	63531	Curriculum Development for Gifted Learners	3
	63533	Gifted Subpopulations	3
	63992	Advanced Practicum in Special Education	2-8

		MINIMUM SUBTOTAL	17

Mild/Moderate Education Needs

I. CONCENTRATION REQUIREMENTS (15 credits)			
Course		Title	Credits
SPED	53050	Characteristics of Students with Mild/Moderate Intervention Needs	3
	53060	Curriculum Methods in special Education	3
	53062	Curriculum Methods Mild/Moderate Intervention	3
	63092	Field Experience in Special Education	3
	63992	Advanced Practicum in Special Education	3
		MINIMUM SUBTOTAL	15

*For Licensure information, please see advisor.

Moderate/Intensive Educational Needs

I. CONCENTRATION REQUIREMENTS (15 credits)			
Course		Title	Credits
SPED	53051	Characteristics of Students with Moderate/Intensive Intervention Needs	3
	53060	Curriculum Methods in special Education	3
	53063	Curriculum Methods Moderate/Intensive Intervention	3
	63092	Field Experience in Special Education	3
	63992	Advanced Practicum in Special Education	3
		MINIMUM SUBTOTAL	15

*For Licensure information, please see advisor.

Transition to Work endorsement

I. CONCENTRATION REQUIREMENTS (15 credits)			
Course		Title	Credits
CTTE	56019	Coordination of Career Technical Cooperative Education Program	3
	66001	Principles and Practices in Career Technical Education	3
SPED	53070	Planning and Programming for Transitions	3
	54161	Transitional Programming and Services for Disabled Youth	3
	63992	Advanced Practicum in Special Education	3
		MINIMUM SUBTOTAL	15

From: WISDOM, SONYA
Sent: Tuesday, February 19, 2013 1:10 PM
To: Dellman-Jenkins, Mary
Subject: SPED Approval for Name Change for MED Special Education Interpreting K-12 Concentration

Dear Mary,

Please find attached the agenda for the Dec. 7, 2012 SPED faculty meeting and the subsequent Minutes for the same. The SPED faculty agreed by consensus that the name of the graduate level concentration be changed from Education Interpreting K-12 to ASL English Interpreting on Dec. 7, 2012.

Let me know if you need any further information from me.

Best,
Sonya Wisdom

Sonya L. Wisdom, Ph.D.
Assistant Professor and Coordinator, Special Education
Kent State University
School of Lifespan Development and Educational Services
College of Education, Health, and Human Services
405 White Hall
330-672-2294 (phone)
330-672-2512 (fax)
swisdom@kent.edu

AUGUSTINE, SUSAN

Subject: FW: Important Curriculum Request
Attachments: ccp.doc; Name change -proposal-summary.docx; University Catalog_ Special Education - Ed.S., M.Ed. and Ph.D.pdf; University Catalog_ Special Education - M.Ed.pdf

Importance: High

From: Dellman-Jenkins, Mary
Sent: Monday, February 18, 2013 5:39 PM
To: DUNNE, KEIRAN
Cc: HALEY, MARY ANN; Hogue, Randall; AUGUSTINE, SUSAN; LUFT, PAMELA; WISDOM, SONYA
Subject: Important Curriculum Request
Importance: High

Dr. Keiran Dunne,
Interim Department Chair, Modern Classical Languages

Dear Dr. Dunne,
After review of the original proposal specifying the name change for undergraduate level *Special Education, Educational Interpreting* concentration to *ASL/English Interpreting* , it was brought to our attention that narrative did not include the name change request for the graduate-level concentration (MED SPED Educational Interpreting K-12).

The proposal to revise the BSE SPED EI name has already been approved at EPC. This action will amend that proposal to also include the MED concentration. In order for this revision to meet the Fall 2013 deadline, we need acknowledgement from AS/MCLS/ASL that you are aware that the name change at the graduate level will also take place. We are under a real tight deadline: we need to have the paperwork to Therese Tillett by February 20, 2013.

Enclosed, you will find the additional paperwork that will go to EPC. If you could kindly send me an email acknowledging receipt of this email in the next day it would be tremendously appreciated.

Thank you for you on-going support,
Mary Dellmann-Jenkins
School Director, Lifespan Development and Educational Sciences

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 1-24-13 Curriculum Bulletin _____

Effective Date Fall 2013 Approved by EPC _____

Department **NURS**

College **NU-NURSING**

Degree **DNP (Doctor of Nursing Practice)**

Majors **Advanced Practice Nursing (for post-master's students)** APN

Nursing Practice (with concentrations) (for post- baccalaureate students) NUP

Proposal Revise and establish program

Description of proposal:

Advanced Practice Nursing – Currently the DNP program being offered at Kent State University is a post-master's program for advanced practice nurses applying to return and complete the DNP degree. This program, approved by the OBR, will need to be changed to a separate major for clarity in the university systems and student's applying to the program. This major will only be offered to students with a Master of Science in Nursing degree in a specific concentration preparing graduate students for the highest level of nursing practice beyond the initial preparation in the discipline. Students obtaining this post-master's major will receive a DNP degree on their transcripts.

Nursing Practice (with concentrations) – This program, approved by the OBR, will be offered to post-baccalaureate students. The major will include concentrations in programs that students may sit for certification and be licensed by the state board of nursing with a certificate of authority. The current MSN programs are in compliance with certifying board requirements and the blend of the DNP requirements will enable students to move into the program upon graduation from the Bachelor of Science in Nursing degree to a doctoral level program. Upon completion of the DNP degree, the graduate will be able to sit for the certification exam.

Concentrations include:

- **Adult Gerontology Acute Care Nurse Practitioner**
- **Advanced Practice Registered Nurse: Nurse Practitioner Family**
- **Pediatric Nurse Practitioner**
- **Advanced Practice Registered Nurse: Nurse Practitioner Adult Gerontology Primary Care**
- **Psychiatric Mental Health Family Nurse Practitioner**
- **Women's Health Nurse Practitioner**
- **Adult ~~Health~~** GERONTOLOGY **Clinical Nurse Specialist**
- **Pediatric Clinical Nurse Specialist**

Both programs have been approved by the Ohio Board of Regents and are being implemented into the College of Nursing curriculum to meet the recommended deadline of 2015 by the American Association of Colleges of Nursing.

Does proposed revision change program's total credit hours _X_ yes __ no

Current total credit hours: Proposed credit hours:

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

The impact of the DNP will create two new majors in the College of Nursing. This is essential to maintain the DNP as a professional degree and the PhD as a doctorate degree. We will maintain the same admission and enrollment policies we currently have for graduate level admission and enrollment. Staffing is currently sufficient as we have offered the post-master's DNP program for the past two years. The concentration level courses will continue to be taught by current faculty. Both programs are critical to the accreditation and recognition of the College of Nursing by the American Association of Colleges of Nursing with their recommendations of establishing DNP programs by 2015.

Units consulted:

The BSCI, IAKM and EPI departments have been consulted in relationship to DNP taking courses in their college. Curriculum Services and Graduate Studies have been consulted as to the best approach in establishing both the post-baccalaureate and post-master's degrees.

REQUIRED ENDORSEMENTS

_____ 1 / 24 / 2013

Department Chair/School Director

_____ 1 / 24 / 2013

College Dean (or designee)

_____ ___/___/___

Dean of Graduate Studies

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs

Kent State University Catalog 2013 - 2014

Advanced Practice Nursing - D.N.P.

College College of Nursing

Department College of Nursing
113 and 216 Henderson Hall
Tel: 330-672-7911
Web: www.kent.edu/nursing

Resources

- Program Requirements
- College Policies
- Academic Policies

Description The Doctor of Nursing Practice (D.N.P.) degree in Advanced Practice Nursing prepares advanced practice nurse (APN) clinical scholars who will posses leadership skills to effect health outcomes of individuals and populations by translating scientific evidence into clinical interventions, managing healthcare systems and collaborating other health care providers. The curriculum incorporates new core courses covering genomics, epidemiology, program evaluation, statistics, translating evidence into practice and advanced leadership into the nurse practitioner and clinical nurse specialist advanced practice nursing concentrations of the Master Science in Nursing degree; and includes 540 clinical practicum hours in addition to the 500-700 hours already required in the APN clinical specialty courses.

Admission Requirements Current Ohio licensure as a registered nurse and current national APRN certification; an undergraduate grade point average of 3.0 on a 4.0 scale. Applicants must have earned master's degrees from a CCNE-or NLNAC-accredited Advanced Practice M.S.N. program with a cumulative grade point average of 3.0 on a 4.0 scale; three letters of reference from individuals who can address the applicant's potential to succeed in the D.N.P. program; a pre-admission interview, by telephone or in person, with the D.N.P. director; and a 300-word essay describing professional goals and reasons for seeking the professional practice doctorate. International students must have achieved a TOEFL score of 550 (PBT); applicants with scores greater than 525 but less than 550 will be considered for conditional admission.

Graduation Requirements The Doctor of Nursing Practice (D.N.P.) degree in Advanced Practice Nursing is 71 hours, which comprises (a) 37 credits of DNP core courses; (b) 540 clinical practice hours; and (c) transfer from the student's master's degree in nursing a minimum of 34 credits of nursing and advanced practice role-specific course work, including 500 clinical hours (or is taken as a part of the DNP degree). In addition to completion of the appropriate program plan with a grade point average of at least 3.000, the student must complete and successfully defend an evidence-based project to a committee that is composed of the academic advisor and a preceptor member of the healthcare community. Preferably, the preceptor will hold a doctoral degree. The project must result in a manuscript suitable for publication.

Thesis/ Dissertation A total of 6 credit hours of NURS 76199 Doctor of Nursing Practice Scholarly Project is required

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.

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Advanced Practice Nursing - D.N.P. Program Requirements

The Doctor of Nursing Practice (D.N.P.) degree in Advanced Practice Nursing entry includes 37 didactic credit hours, 540 clinical hours and a scholarly project. Students must have graduated from a CCNE-or NLNAC-accredited Advanced Practice M.S.N. degree program and must obtain a current Ohio R.N. license and current national APRN certification.

DOCTOR OF NURSING PRACTICE PROGRAM REQUIREMENTS (37 credits)			
Course		**Title**	**Credits**
BSCI	80145	Medical Genomics	3
EPI	73026	Design and Implementation of Health Surveys	3
IAKM	80401	Health Informatics Management	3
NURS	70600	Clinical Scholar I	3
	70602	Synthesis and Application of Evidence for Advanced Nursing Practice	3
	70605	Program Evaluation in Nursing	3
	70610	Clinical Scholar II	4
	70640	Advanced Leadership in Healthcare	3
	70692	Clinical Scholar Practicum	3
	70727	Advanced Health Care Statistics I	3
	76199	Doctor of Nursing Practice Scholarly Project	6
ADVANCED PRACTICE ROLE-SPECIFIC COURSEWORK (34 credits)			
Advanced Practice Nursing students will have 34 credit hours of nursing and advanced practice role-specific coursework, which include 500 clinical hours, applied toward the degree.			34
		MINIMUM TOTAL	**71**

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KENT STATE UNIVERSITY

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Effective Date Fall 2013 Approved by EPC _____

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Nursing Practice (with concentrations) – This program, approved by the OBR, will be offered to post-baccalaureate students. The major will include concentrations in programs that students may sit for certification and be licensed by the state board of nursing with a certificate of authority. The current MSN programs are in compliance with certifying board requirements and the blend of the DNP requirements will enable students to move into the program upon graduation from the Bachelor of Science in Nursing degree to a doctoral level program. Upon completion of the DNP degree, the graduate will be able to sit for the certification exam.

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- **Women's Health Nurse Practitioner**
- **Adult ~~Health~~** GERONTOLOGY **Clinical Nurse Specialist**
- **Pediatric Clinical Nurse Specialist**

Both programs have been approved by the Ohio Board of Regents and are being implemented into the College of Nursing curriculum to meet the recommended deadline of 2015 by the American Association of Colleges of Nursing.

Does proposed revision change program's total credit hours _X_ yes __ no

Current total credit hours: Proposed credit hours:

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

The impact of the DNP will create two new majors in the College of Nursing. This is essential to maintain the DNP as a professional degree and the PhD as a doctorate degree. We will maintain the same admission and enrollment policies we currently have for graduate level admission and enrollment. Staffing is currently sufficient as we have offered the post-master's DNP program for the past two years. The concentration level courses will continue to be taught by current faculty. Both programs are critical to the accreditation and recognition of the College of Nursing by the American Association of Colleges of Nursing with their recommendations of establishing DNP programs by 2015.

Units consulted:

The BSCI, IAKM and EPI departments have been consulted in relationship to DNP taking courses in their college. Curriculum Services and Graduate Studies have been consulted as to the best approach in establishing both the post-baccalaureate and post-master's degrees.

REQUIRED ENDORSEMENTS

_____ 1 / 24 / 2013

Department Chair/School Director

_____ 1 / 24 / 2013

College Dean (or designee)

_____ ___/___/___

Dean of Graduate Studies

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs

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College of Nursing

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- College of the Arts
- College of Communication and Information
- School of Digital Sciences
- College of Education, Health and Human Services
- Honors College
- College of Public Health
- College of Podiatric Medicine
- Regional College
- Undergraduate Studies

Nursing Practice - D.N.P.

Kent State University 2013 Catalog > College of Nursing > Graduate Programs > **Nursing Practice - D.N.P.**

College College of Nursing

Department College of Nursing
113 and 216 Henderson Hall
Tel: 330-672-7911
Web: www.kent.edu/nursing

Resources

- Program Requirements
- College Policies
- Academic Policies

Description The Nursing Practice major within the Doctor of Nursing Practice is prepares students who have completed their Bachelor of Science in Nursing degree to be an advanced practice nurse. The major consist of eight concentrations, Adult Gerontology Acute Care Nurse Practitioner; Adult Gerontology Clinical Nurse Specialist; Advanced Practice Registered Nurse: Nurse Practitioner Adult Gerontology Primary Care; Advanced Practice Registered Nurse: Nurse Practitioner Family; Pediatric Clinical Nurse Specialist; Pediatric Nurse Practitioner; Psychiatric Mental Health Family Nurse Practitioner; Women's Health Nurse Practitioner.

Adult Gerontology Acute Care Nurse Practitioner concentration prepares nurses to be an advanced practice nurse in the sub-specialty of adult gerontology acute care health. Graduates of the program will be eligible to site for national certification in adult gerontology acute care nurse practitioner, teach acute care nursing or related courses or practice the specialty in various health care agencies. Students must complete 630 hours of supervised clinical practice as a part of this program or National Certification and a total of 1170 hours of supervised clinical practice for the completion of the degree.

Adult Gerontology Clinical Nurse Specialist concentration prepares nurses to be a clinical nurse specialist in adult/gerontology specialties. Graduates of the program will be eligible to sit for national certification in adult/gerontology clinical nurse specialist (CNS), adult critical care CSN, or adult oncology CNS. Students must complete 525 hours of supervised clinical practice as a part of this program for National Certification and a total of 1065 hours of supervised clinical practice for the completion of the degree.

Advanced Practice Registered Nurse: Nurse Practitioner Adult Gerontology Primary Care concentration prepares nurses to be an advanced practice nurse in the sub-specialty of gerontology primary care health. Graduates of the program will be eligible to sit for national certification in adult gerontology primary care nurse practitioner, teach primary care nursing or related courses or practice the specialty in various health care agencies. Student must complete 630 hours of supervised clinical practice as a part of this program for National Certification and a total of 1170 hours of supervised clinical practice for the completion of the degree.

Advanced Practice Registered Nurse: Nurse Practitioner Family concentration prepares nurses to be an advanced practice nurse in the sub-specialty of family health. Graduates of the program will be eligible to sit for national certification in Advanced PRactice Registered Nurse: Nurse Practitioner Family, teach nursing or related courses or practice the specialty in various health care agencies. Students must complete 630 hours of supervised clinical practice as a part of this program for National Certification and a total of 1170 hours of supervised clinical practice for the completion of the degree.

Pediatric Clinical Nurse Specialist concentration prepares nurses to be an advanced practice nurse in the sub-specialty of a pediatric clinical specialist for the professional role in the care of infants, children and adolescents. Graduates of the certificate will be eligible to sit for national certification in pediatric clinical nurse specialist. Students must complete 630 hours of supervised clinical practice as a part of this program for National Certification and a total of 1170 hours of supervised clinical practice for the completion of the degree.

Pediatric Nurse Practitioner concentration prepares nurses to be an advanced practice nurse in the sub-specialty of a pediatric nurse practitioner for the professional role in the care of infants, children and adolescents. Graduates of the certificate will be eligible to sit for national certification in pediatric nurse practitioner. Students must complete 630 hours of supervised clinical practice as a part of this program for

National Certification and a total of 1170 hours of supervised clinical practice for the completion of the degree.

Psychiatric Mental Health Family Nurse Practitioner concentration prepares nurses to be an advanced practice nurse in the sub-specialty of psychiatric mental health family nurse practitioner for the professional role in the care of adults and adolescents. Graduates of the certificate will be eligible to sit for national certification in psychiatric mental health family nurse practitioner, teach psychiatric mental health nursing or realated courses or practice the specialty in various health care agencies. Students must complete 630 hours of supervised clinical practice as a part of this program for National Certification and a total of 1170 hours of supervised clinical practice for the completion of the degree.

Women's Health Nurse Practitioner concentration prepares nurses to be an advanced practice nurse in the sub-specialty of women's health. Graduates of the program will be eligible to sit for national certification in women's health nurse practitioner, teach women's health nursing or related courses or practice the specialty in various health care agencies. Students must complete 630 hours of supervised clinical practice as a part of this program for National Certification and a total of 1170 hours of supervised clinical practice for the completion of the degree.

Admission Requirements Current Ohio licensure as a registered nurse and current national APRN certification; an undergraduate grade point average of 3.0 on a 4.0 scale. Applicants must have three letters of reference from individuals who can address the applicant's potential to succeed in the D.N.P. program; a pre-admission interview, by telephone or in person, with the D.N.P. director; and a 300-word essay describing professional goals and reasons for seeking the professional practice doctorate.International students must have achieved a TOEFL score of 550 (PBT); applicants with scores greater than 525 but less than 550 will be considered for conditional admission.

Graduation Requirements The program requirements vary by concentration, however, concentrations typically require between 71-86 total credit hours. In addition to completion of the appropriate program plan with a grade point average of at least 3.000, the student must complete and successfully defend an evidence-based project to a committee that is composed of the academic advisor and a preceptor member of the healthcare community. Preferably, the preceptor will hold a doctoral degree. The project must result in a manuscript suitable for publication.

Thesis/ Dissertation A total of 6 credit hours of NURS 76199 Doctor of Nursing Practice Scholarly Project is required

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Kent State University Catalog 2013 - 2014

Nuring Practice - D.N.P. Program Requirements

- Adult Gerontology Acute Care Nurse Practitioner
- Adult Gerontology Clinical Nurse Specialist
- Advanced Practice Registered Nurse: Nurse Practitioner Adult Gerontology Primary Care
- Advanced Practice Registered Nurse: Nurse Practitioner Family
- Pediatric Clinical Nurse Specialist
- Pediatric Nurse Practitioner
- Psychiatric Mental Health Family Nurse Practitioner
- Women's Health Nurse Practitioner

PROGRAM REQUIREMENTS (56 credits)			
Course		**Title**	**Credits**
BSCI	80145	Medical Genomics	3
EPI	73026	Design and Implementation of Health Surveys	3
IAKM	80401	Health Informatics Management	3
NURS	70600	Clinical Scholar I	3
	70602	Synthesis and Application of Evidence for Advanced Nursing Practice	3
	70605	Program Evaluation in Nursing	3
	70610	Clinical Scholar II	4
	70640	Advanced Leadership in Healthcare	3
	70692	Clinical Scholar Practicum	3
	70727	Advanced Health Care Statistics I	3
	76199	Doctor of Nursing Practice Scholarly Project	6
	80007	Advanced Health Assessment Across the Lifespan	2
	80045	Pathophysiology for Advanced Practice Nurses	3
	80101	Theoretical Basis for Nursing Practice	3
	80401	Nursing Research Method I	2
	80402	Nursing Research Methods II	2
	80441	Pharmacology for Advanced Practice Nursing	3
	80450	Ethical and Cultural Issues for Health Professionals	2
	80451	Health Policy and Delivery Systems For Health Care Professionals	2
CONCENTRATION REQUIREMENTS (37 credits)			
Adult Gerontology Acute Care Nurse Practitioner (20)			
Adult Gerontology Clinical Nurse Specialist (15)			
Advanced Practice Registered Nurse: Nurse Practitioner Adult Gerontology Primary Care (19)			
Advanced Practice Registered Nurse: Nurse Practitioner Family (27)			
Pediatric Clinical Nurse Specialist (20)			
Pediatric Nurse Practitioner (21)			
Psychiatric Mental Health Family Nurse Practitioner (30)			
Women's Health Nurse Practitioner (18)			
		MINIMUM TOTAL	**71-86**

Adult Gerontology Acute Care Nurse Practitioner concentration

CONCENTRATION REQUIREMENTS (20 credits)			
Course		**Title**	**Credits**
NURS	80011	Advanced Assessment Across the Lifespan Laboratory for Advanced Practice Registered Nurses	1
	80120	Primary Care I: Adults Across the Lifespan	3
	80130	Adult Gerontology Acute Care Nurse Practitioner Role	1
	80230	Adult Gerontology Acute Care Nurse Practitioner I	4
	80330	Adult Gerontology Acute Care Nurse Practitioner II	2
	80506	Clinical Diagnostics for Advanced Nursing Practice	3
	81200	Primary Care I Practicum: Adults Across the Lifespan	1

	81292	Primary Care I Practicum: Adults Across the Lifespan	1
	81392	Adult Gerontology Acute Care Nurse Practitioner Role Practicum	1
	82392	Adult Gerontology Acute Care Nurse Practitioner I Practicum	2
	83392	Adult Gerontology Acute Care Nurse Practitioner II Practicum	2
		MINIMUM TOTAL	**20**

Adult Gerontology Clinical Nurse Specialist concentration

CONCENTRATION REQUIREMENTS (15 credits)			
Course		**Title**	**Credits**
NURS	80008	Advanced Health Assessment Across the Lifespan Laboratory	1
	80110	Adult Gerontology Clinical Nurse Specialist I	3
	80210	Adult Gerontology Clinical Nurse Specialist II/td>	3
	80310	Adult Gerontology Clinical Nurse Specialist III	3
	81192	Adult Gerontology Clinical Nurse Specialist I Practicum	2
	82192	Adult Gerontology Clinical Nurse Specialist II Practicum	2
	83192	Adult Gerontology Clinical Nurse Specialist III Practicum	1
		MINIMUM TOTAL	**15**

Advanced Practice Registered Nurse: Nurse Practitioner Adult Gerontology Primary Care concentration

CONCENTRATION PROGRAM REQUIREMENTS (19 credits)			
Course		**Title**	**Credits**
NURS	80011	Advanced Assessment Across the Lifespan Laboratory for Advanced Practice Registered Nurses	1
	80120	Primary Care I: Adults Across the Lifespan	3
	80125	Advanced Practice Registered Nurse Role	1
	80205	Introduction to Applied Epidemiology	1
	80220	Primary Care II: Chronically Ill Adults Across The Lifespan	3
	80320	Comprehensive Primary Care III: Adults Across the Lifespan	3
	80506	Clinical Diagnostics for Advanced Nursing Practice	3
	81292	Primary Care I Practicum: Adults Across the Lifespan	1
	81892	Advanced Practice Registered Nurse Role Practicum	1
	82292	Primary Care II Practicum: Chronically Ill Adults Across the Lifespan	1
	83192	Adult Gerontology Clinical Nurse Specialist III Practicum	1
		MINIMUM TOTAL	**19**

Advanced Practice Registered Nurse: Nurse Practitioner Family concentration

CONCENTRATION REQUIREMENTS (27 credits)			
Course		**Title**	**Credits**
NURS	80006	Introduction to Family Assessment and Counseling in Nursing	3
	80013	Advanced Health and Physical Assessment Across the Lifespan	1
	80030	Health Promotions Across the Lifespan for Family Practice	1
	80120	Primary Care I: Adults Across the Lifespan	3
	80125	Advanced Practice Registered Nurse Role	1
	80160	Primary Care Pediatrics	3
	80220	Primary Care II: Chronically Ill Adults Across The Lifespan	3
	80325	Primary Care: Family Health and chronic Illness Across the Lifespan	3
	80506	Clinical Diagnostics for Advanced Nursing Practice	3
	81292	Primary Care I Practicum: Adults Across the Lifespan	1
	81692	Primary Care Pediatrics Practicum	1
	81892	Advanced Practice Registered Nurse Role Practicum	1
	82292	Primary Care II Practicum: Chronically Ill Adults Across the Lifespan	1
	83292	Primary Care: Family Health and Chronic Illness Across the Lifespan Practicum	2
		MINIMUM TOTAL	**27**

Pediatric Clinical Nurse Specialist concentration

CONCENTRATION REQUIREMENTS (20 credits)

Course		Title	Credits
NURS	80006	Introduction to Family Assessment and Counseling in Nursing	3
	80170	Pediatric Assessment for Advanced Practice Nurses	3
	80272	Pediatric Clinical Nurse Specialist I	3
	80372	Care of the Chronically Ill Child for Advanced Practice Nurses	3
	80472	Pediatric Clinical Nurse Specialist II	2
	81792	Pediatric Assessment for Advanced Practice Nurses Practicum	1
	82992	Pediatric Clinical Nurse Specialist I Practicum	2
	83992	Care of the Chronically Ill Child for Advanced Practice Nurses Practicum	1
	84992	Pediatric Clinical Nurse Specialist II Practicum	2
		MINIMUM TOTAL	20

Pediatric Nurse Practitioner concentration

CONCENTRATION REQUIREMENTS (21 credits)

Course		Title	Credits
NURS	80006	Introduction to Family Assessment and Counseling in Nursing	3
	80170	Pediatric Assessment for Advanced Practice Nurses	3
	80270	Pediatric Nurse Practitioner I	3
	80370	Pediatric Nurse Practitioner II	1
	80372	Care of the Chronically Ill Child for Advanced Practice Nurses	3
	80470	Pediatric Nurse Practitioner III	2
	81792	Pediatric Assessment for Advanced Practice Nurses Practicum	1
	82792	Pediatric Nurse Practitioner I Practicum	1
	83792	Pediatric Nurse Practitioner II Practicum	1
	83992	Care of the Chronically Ill Child for Advanced Practice Nurses Practicum	1
	84792	Pediatric Nurse Practitioner III Practicum	2
		MINIMUM TOTAL	21

Psychiatric Mental Health Family Nurse Practitioner

DOCTOR OF NURSING PRACTICE PROGRAM REQUIREMENTS (30 credits)

Course		Title	Credits
NURS	80012	Advanced Mental Health Assessment and Psychopathology Across the Lifespan	4
	80013	Advanced Health and Physical Assessment Across the Lifespan	1
	80051	Neurobiology and Psychopharmacology of Major Psychiatric Disorders Across the Lifespan	4
	80151	Psychiatric Mental Health Advanced Practice Nurse I: Individual Psychotherapy Across the Lifespan	3
	80251	Psychiatric Mental Health Advanced Practice Nurse II: Family and Group	3
	80353	Psychiatric Mental Health Advanced Practice Nurse III: Organization and Community Assessment and Consultation	3
	80355	Primary Health Care Concepts for the Psychiatric Mental Health Advanced Practice Nurse	3
	80452	Psychiatric Mental Health Family Nurse Practitioner Role	2
	81592	Psychiatric Mental Health Advanced Practice Nurse I Practicum in Nursing	2
	82592	Psychiatric Mental Health Advanced Practice Nurse II Practicum in Nursing	2
	83592	Psychiatric Mental Health Advanced Practice Nurse III Practicum in Nursing	1
	84592	Psychiatric Mental Health Family Nurse Practitioner Role Practicum	2
		MINIMUM TOTAL	30

Women's Health Nurse Practitioner concentration

CONCENTRATION REQUIREMENTS (18 credits)

Course		Title	Credits
NURS	80050	Pharmacology for Women's Health Nurse Practitioners	3
	80140	Women's Health Care Nurse Practitioner I	2
	80240	Women's Health Care Nurse Practitioner II	2
	80340	Women's Health Care Nurse Practitioner III	1
	80440	Women's Health Care Nurse Practitioner IV	2

	80540	Women's Health Care Nurse Practitioner V	2
	81492	Women's Health Care Nurse Practitioner I Practicum	1
	82492	Women's Health Care Nurse Practitioner II Practicum	1
	83492	Women's Health Care Nurse Practitioner III Practicum	1
	84892	Women's Health Care Nurse Practitioner IV Practicum	1
	85892	Women's Health Care Nurse Practitioner V Practicum	2
		MINIMUM TOTAL	**18**

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **13-Dec-12** Curriculum Bulletin _____

Effective Date **Fall 2013** Approved by EPC _____

Department	**NURS**
College	**NU - Nursing**
Degree	**CER8 - Post-Master's Certificate**
Program Name	**(concentrations below) Post Master's Certificate** Program Banner Code C838
Concentration(s)	Concentration(s) Banner Code(s)
Proposal	**Revise program**

Description of proposal:

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, required by the American Association of Colleges of Nursing (AACN), for advanced practice registered nurses (APRN) Regulation: Licensure, Accreditation, Certification & Education (LACE).

The leading professional nursing organizations, in the U.S., 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 in the Consensus Model document with the expectation that colleges of nursing would implement the model to prepare advanced practice nursing students for practice as well as to prepare them for their respective specialty certification examinations. Professional regulation encompasses Licensure, Accreditation, Certification, and Education, commonly known as LACE.

Specifically, this proposal consistent with the required of the LACE model being submitted to the Kent State University EPC for review involves re-titling, updating and revising the content of the concentration specific courses.

- Acute Care Nurse Practitioner C801 to Adult Gerontology Acute Care Nurse Practioner
- Family Nurse Practitioner C802 to Advanced Practice Registered Nurse: Nurse Practitioner Family
- Pediatric Nurse Practitioner C806 (title remains the same)
- Primary Adult Nurse Practitioner C804 to Advanced Practice Registered Nurse: Nurse Practitioner Adult Gerontology Primary Care
- Psychiatric Mental Health Nurse Practitioner C805 to Psychiatric Mental Health Family Nurse Practitioner for PMH Child/Adolescent Clinical Nurse Specialist
- Women's Health Nurse Practitioner C807 (title remains the same)
- Adult Health Clinical Nurse Specialist C814 to Adult-Gerontology Clinical Nurse Specialist
- Pediatric Clinical Nurse Specialist C820 (title remains the same)
- Nurse Educator C811 (title remains the same)
New concentration:

- Psychiatric Mental Health Family Nurse Practitioner for Adult Psychiatric Mental Health Nurse Practitioner or Adult Psychiatric Mental Health Clinical Nurse Specialist C838
- Psychiatric Mental Health Family Nurse Practitioner for Non-Psychiatric Mental Health Advance Practice Nurse

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):

The Post-Master's program will now be inline with the examination requirements by the certifying associations. Enrollment will be consistent with previous trends and current staffing will continue teaching revised courses/programs.

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

Nursing has been consulted. Psychology has been contacted and courses in the Psychiatric Mental Health Family Nurse Practitioner will be available for Post-Master's students.

REQUIRED ENDORSEMENTS

PhD NP Department Chair / School Director	1/7/2013
Campus Dean (for Regional Campuses proposals)	/ /
College Dean (or designee)	1/23/13
Dean of Graduate Studies (for graduate proposals)	3/5/13
Provost and Senior Vice President for Academic Affairs (or designee)	/ /

Psychiatric Mental Health Family Nurse Practitioner for Adult Psychiatric Mental Health Nurse Practitioner or Adult Psychiatric Mental Health Clinical Nurse Specialist

College College of Nursing

Department College of Nursing
113 and 216 Henderson Hall
Tel: 330-672-7911
Web: www.kent.edu/nursing

The Psychiatric Mental Health Family Nurse Practitioner for Adult Psychiatric Mental Health Nurse Practitioner or Adult Psychiatric Mental Health Clinical Nurse Specialist certificate prepares nurses who have already have a master's degree in Adult PMH NP or Adult PMH CNS to be advanced practice nurse in the sub-specialty of PMH Family NP. After completing 525 clinical hours and the complete plan of study, graduates are eligible to apply for the National Certification Examination.

PREREQUISITES (Master of Science in Nursing in Adult PMH NP or Adult PMH CNS)		
Course		**Title**
NURS	60007	Advanced Assessment Across the Lifespan (2)
	60045	Pathophysiology for Advanced Practice Nurses (3)
	60355	Primary Health Care Concepts for the Psychiatric Mental Health Advanced Practice Nurse (3)
	60441	Pharmacology for Advanced Practice Nursing (3)
CERTIFICATE REQUIREMENTS (13 credits)		
Course		**Title**
	60452	Psychiatric Mental Health Family Nurse Practitioner Role
	61592	Psychiatric Mental Health Advanced Practice Nurse I Practicum in Nursing (210 hours)
	63592	Psychiatric Mental Health Advanced Practice Nurse II Practicum in Nursing (105 hours)
	64592	Psychiatric Mental Health Family Nurse Practitioner Role Practicum (210 hours)
PSYC	60110	Introduction to Psychopathology: Child
	60376	Child Psychotherapy
		MINIMUM TOTAL 13

Notice of Intent to Offer an Educational Program

Psychiatric Mental Health Family Nurse Practitioner for Psychiatric Mental Health Adult Clinical Nurse Specialist

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:
   (contact Therese Tillett if CIP code is unknown)
   - **Psychiatric Mental Health Family Nurse Practitioner for Psychiatric Mental Health Adult Clinical Nurse Specialist**

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.

   - **Psychiatric Mental Health Family Nurse Practitioner for Psychiatric Mental Health Adult Clinical Nurse Specialist**

The certificate program above are modernizing current nursing certificate programs with updated titles and content as required by the American Association of Colleges of Nursing (AACN) to meet the new competencies outlined with the Licensure, Accreditation, Certification, and Education (LACE) and Consensus-based Models implemented in 2012.

The new competencies needed to be certified and practice as a Psychiatric Mental Health Family Nurse Practitioner for current PMH Adult CNS, include a program to address the modified new essentials that will take advanced practice nursing to the next level, benefiting individual APRNs and enhancing patient care.

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.

- Psychiatric Mental Health Family Nurse Practitioner for Psychiatric Mental Health Adult Clinical Nurse Specialist

Each concentration was designed with a curriculum to meet the requirements for certification/licensure in their respective concentrations. No new courses were developed for these concentrations as the post-master's students seeking certification take courses relevant to the new concentration so they are eligible to sit for that certification exam.

The Hartford Institute for Geriatric Nursing at New York University and the National Organization of Nurse Practitioner Faculties, who have a national perspective on the future healthcare provider work force needs and patient population demands state:

> "Word is clearly out about the benefits of nurse practitioners and physician assistants to healthcare organizations, and the Obama administration has championed NPs and PAs as an important part of the answer to our nation's healthcare woes. In October 2011, the White House removed certain restrictions on hospitals and healthcare providers in consideration of "impending physician shortages," stating that NPs and PAs "could provide immediate savings to hospitals."[1] And according to a Monster.com report on healthcare jobs, between May 2010 and April 2011, nursing was the No. 1 job listing and physician assistant was No. 6.[2]
>
> Research organizations have begun to study NPs and PAs in more comprehensive ways. In a report released in 2010, the Robert Wood Johnson Foundation found that between 1995 and 2009, the number of NPs per primary care physician had more than doubled (0.23 to 0.48), as did the number of physician assistants per primary care physician (0.12 to 0.28).[3] These data show that the combined NP-PA workforce is already three quarters the size of the physician workforce. And this growth is sure to continue. The PA population now numbers 83,000,[4] double its size of 10 years ago, and the NP profession has grown to 140,000.[5] A 2011 National Center for Health Statistics report documented that the percentage of hospital outpatient visits handled by NPs and PAs rose from 10% in 2000-2001 to 15% in 2008-2009.[6] Considering all this, the impact these providers will have on healthcare is immense.
>
> Several media sources named the NP and PA professions and their educational programs among the most desirable in 2011. For job potential, Forbes rated physician assistant No. 1 and nursing No. 7 among master's degree programs.[7] Physician assistant and nursing made the U.S. News and World Report list of the top 50 best careers.[8] And physician assistant was ranked No. 9 among top jobs for working parents by CNN Money.[9]
>
> "There are many reasons for this positive publicity, but the most visible is the U.S. shortage of physicians," said Lisa Lenell, MPAS, PA-C, cohost of the ReachMD radio show Partners in Practice. "This is not a positive thing for the U.S. healthcare system, but it is a good thing for PAs and NPs, both of which are in high demand."
>
> NP and PA organizations are hard at work on ways to improve practice for their respective professions. The American Academy of Nurse Practitioners (AANP) is focusing on improving Medicare regulations to include nurse practitioners' patients as beneficiaries in accountable care organizations, the ability of NPs to order/certify home healthcare services for Medicare patients, Title VIII funding for NP educational programs, and traineeships and funding for nurse-managed centers, AANP president Penny Kaye Jensen DNP, APRN, FNP-C, FAANP, told ADVANCE.
>
> "Any new legislation that recognizes and includes nurse practitioners will facilitate the ability of nurse practitioners to practice, while at the same time bringing us closer to a solution to the primary care provider crisis," Jensen said.
>
> PAs are also part of these initiatives, which "would go a long way to remove the barriers facing PAs and increase their ability to treat patients," said Robert Wooten, PA-C, president of the American Academy of Physician Assistants (AAPA).
>
> … In terms of an overall picture, the Agency for Healthcare Research and Quality reported in 2011 that 52% of NPs and 43% of PAs work in primary care.[10] The Bureau of Labor Statistics (BLS) predicts a 23% increase

in overall nursing jobs and a 41% increase in PA jobs from 2008 to 2018.[11] The BLS notes that all advanced practice nursing roles "will be in high demand, particularly in medically underserved areas such as inner cities and rural areas."
(1. https://nurse-practitioners-and-physician-assistants.advanceweb.com/features/articles/the-2012-job-outlook-for-nps-pas.aspx)

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.

   In addition to Hartford Institute for Geriatric Nursing at New York University and the National Organization of Nurse Practitioner Faculties perspective on workforce needs the following 2011 wage data was reported:

   > … As for salaries, averages continued to rise modestly in 2010, according to results of the 2010 National Salary Survey of NPs & PAs. Full-time salary for PAs was $96,876, and NPs earned an average of $90,770. According to the survey results, PAs experienced more than twice the salary increase that NPs did. The average PA salary increase was $3,771, while the average NP salary increase was $1,191.[15] (We will report the first results of the 2011 salary survey in the February issue of *ADVANCE for NPs & PAs.*)
   > (3. https://nurse-practitioners-and-physician-assistants.advanceweb.com/features/articles/the-2012-job-outlook-for-nps-pas.aspx)

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 Master of Science in Nursing program at Kent State University College of Nursing received its accreditation by the Commission on Collegiate Nursing Education (CCNE) in 2011 and the implementation of the LACE and Consensus Models were implemented in 2012. The revised program is to be forwarded to ANCE for a review of the new contents as the program is currently accredited until 2022.

8. Date of the first day of class. Include both:
   a. The first day the program was or will be offered by the institution.
      i. The new contents for the program will be offered beginning Fall 2013 (August 26, 2013)

   b. The day you would like to begin disbursing Title IV funds to students enrolled in the program.
      i. Kent State University Financial Aid Department disburses funds consistent with university policies and deadlines.

New Program Needs Analysis and Faculty Credentials

All Kent State academic units are required to provide evidence of the need for a proposed academic program. Generic statements that imply the "need" for the program are not sufficient. Proposals should include data-driven market research that addresses a student demand that will increase enrollment, potential for employment upon graduation, competitive advantage for the university, reasonable non-duplication with other programs and appropriate multi-year financial analyses.

The elements of a needs analysis include:

1. ESTABLISH A NEED FOR THE PROPOSED PROGRAM

Certificate programs with a multi-year history of success:

Certificate programs previously offered and now requiring new program titles and curriculum:

- Psychiatric Mental Health Family Nurse Practitioner for Psychiatric Mental Health Adult Clinical Nurse Specialist

Reengineering of an existing program to meet changing market needs based on workforce shifts, licensure or certification changes from external organizations, or alignment with specialized accrediting agencies or organizations;

The Hartford Institute for Geriatric Nursing at New York University and the National Organization of Nurse Practitioner Faculties have modernized the former certificate programs to the new current nursing certificate programs with updated titles and content as required by the American Association of Colleges of Nursing (AACN) to meet the new competencies outlined with the Licensure, Accreditation, Certification, and Education (LACE) and Consensus-based Models implemented in 2012. The new curriculum must prepare graduates with the Graduate Core, APRN Core, Role and Population-focused competencies and must ensure that graduates are eligible for national certification.

2. PROJECTED STUDENT AND GRADUATE DATA

Provide an explanation of potential and identified sources of students for the program. Documentation should demonstrate sufficient student interest to support the program and may include surveys of current students and related program majors, secondary students, as well as employees seeking advanced training. The data should include projected student enrollment and a projection of the number of graduates for the first five years of the program. Present projected enrollments in a table showing how many students will attend full-time and how many part-time.

Previous application/enrollment – 2010/2011	Total PMH applicant/enrollment 0/0
Previous application/enrollment – 2011/2012	2/1
Previous application/enrollment – 2012/2013	3/3
Projected applications for 2013/2014	5/5
Projected applications for 2014/2015	5/5
Projected applications for 2015/2016	5/5
Projected applications for 2016/2017	5/5
Projected applications for 2017/2018	5/5

Projections based on trends from the past three years and national projections related to increased need based on changes in the Affordable Health Act of 2011.

For bachelor's and master's degree programs, list the professional uses of the proposed degree programs.

Psychiatric Mental Health Family Nurse Practitioner

3. COMMUNICATION WITH BUSINESS AND INDUSTRY

Surveys/focus groups (with a valid number of responses/participants) should be conducted with local businesses, advisory/planning committees and other workforce training sources. Provide a list of potential employers, locally, state-wide and regionally, appropriate.

"And according to a Monster.com report on healthcare jobs, between May 2010 and April 2011, nursing was the No. 1 job listing.

Research organizations have begun to study NPs and PAs in more comprehensive ways. In a report released in 2010, the Robert Wood Johnson Foundation found that between 1995 and 2009, the number of NPs per primary care physician had more than doubled (0.23 to 0.48), as did the number of physician assistants per primary care physician (0.12 to 0.28).[3] These data show that the combined NP-PA workforce is already three quarters the size of the physician workforce. And this growth is sure to continue. The PA population now numbers 83,000,[4] double its size of 10 years ago, and the NP profession has grown to 140,000.[5] A 2011 National Center for Health Statistics report documented that the percentage of hospital outpatient visits handled by NPs and PAs rose from 10% in 2000-2001 to 15% in 2008-2009.[6] Considering all this, the impact these providers will have on healthcare is immense.

Several media sources named the NP and PA professions and their educational programs among the most desirable in 2011. For job potential, Forbes rated physician assistant No. 1 and nursing No. 7 among master's degree programs.[7] Physician assistant and nursing made the U.S. News and World Report list of the top 50 best careers.[8] And physician assistant was ranked No. 9 among top jobs for working parents by CNN Money.[9]

… In terms of an overall picture, the Agency for Healthcare Research and Quality reported in 2011 that 52% of NPs and 43% of PAs work in primary care.[10] The Bureau of Labor Statistics (BLS) predicts a 23% increase in overall nursing jobs and a 41% increase in PA jobs from 2008 to 2018.[11] The BLS notes that all advanced practice nursing roles "will be in high demand, particularly in medically underserved areas such as inner cities and rural areas." (Ford, Jennifer. https://nurse-practitioners-and-physician-assistants.advanceweb.com/features/articles/the-2012-job-outlook-for-nps-pas.aspx)

Attached a list of stakeholders that attend Nursing Career Day.

Other facilities that are potential employers include:

- Community Mental Health Centers (urban and rural)
- Correctional Facilities
- Domestic Violence Shelters
- Home Health Agencies
- In-patient Psychiatric Facilities
- Industry
- Private Psychiatric Practices
- Psychopharmacology Clinic
- Psychiatric Consult Services
- Residential Substance Abuse Facilities
- Schools
- State Psychiatric Facilities
- Urban Nurse-Managed Clinic
- Veterans Administration Psychiatric Facilities

4. FACULTY CREDENTIALS AND CAPACITY

Faculty Credentials

Faculty CV's attached.

Faculty Capacity

- The Psychiatric Mental Health program is led by a full-time program director.
- Faculty resources are sufficient to meet the teaching, scholarship, service and advising needs of the program and the expectations of the institution.

NURSING CAREER DAY INVITEES

ORGANIZATION	ADDRESS	CITY	STATE	ZIP	CONTACT	TITLE	DEPARTMENT	PHONE	E-MAIL
Absolute Health Services	339 East Maple Street Sui	North Canton	Ohio	44720	Renee Steurer	Account Executive/ Recruiter		330-418-5073	renee.steurer@abshealth.com
Affinity Hospital	875 8th St., NE	Massillon	OH	44646	Kiley Drake	Human Resource Generalist	Human Resources	330-832-8761	kiley.drake@affinitymedical.com
Akron Black Nurses Association	P.O. Box 20288	Akron	OH	44302	Cynthia Bell			330-310-1874	cbell40299@aol.com
Akron Black Nurses Association	P.O. Box 20289	Akron	OH	44303	Cynthia Bell			330-310-1875	abna71@gmail.com
Akron Children's Hospital	One Perkins Square	Akron	OH	44308	Cathi Dalton	Employment Specialist	Human Resources	330-543-8334	cdalton@chmca.org
Akron General Medical Center	400 Wabash Avenue	Akron	OH	44307	Debbie Kosec	RN	Nurse Recruitme	330-344-1017	deb.kosec@akrongeneral.org
Akron General Visiting Nurse Services & Affiliates	#1 Home Care Place	Akron	OH	44320	Michelle Stevens	Recruitment/Placement Supervisor	HR Department	330-848-6187	mstevens@vnsa.com
Alego Health	24651 Center Ridge Rd Su	Westlake	Ohio	44145	Ryan Sheehan	Director of Human Resources		440-918-4570	rsheehan@alegohealth.com
Alliance Community Hospital	200 E State Street	Alliance	OH	44601	Stacy Garber	Director of Educational Services		330-596-7119 or 7114	stacyg@achosp.org
Alliance Visiting Nurse Association	885 South Sawburg Road	Alliance	OH	44601	Nancy Beck	Director		330-821-7055	nbeck@achosp.org
Altercare of Ohio	339 East Maple Street Suite 110 P.O. Box 2750	N. Canton	OH	44720	Sara Steiner	HR Support Service Direc		330-575-1920	s.steiner@altercareonline.net
Anchor Medical Staffing	1411 Lorain Ave.	Cleveland	OH	44111	Jessica Noelker	Nurse Recruiter		216-252-4577	jessican@prioritygrp.com
Ashtabula County Medical Center	2420 Lake Avenue	Ashtabula	OH	44004	Laura Richards	Director	Human Resources	440-997-2262	
Aultman Health Foundation	2600 Sixth St. S.W.	Canton	OH	44710	Renee Tausch	Nurse Recruiter		330-363-4060	rtausch@aultman.com
Bedford Medical Center	44 Blaine Ave.	Bedford	OH	44146	Judiann Nainani	Human Resource Consultant		440-735-3900	judiann.nainani@uhhospitals.org
Cambridge Home Health Care	9510 Ormsby Station Rd Ste 300	Louisville	KY	40223-5016	Shannon Parsons	Director of Recruitment		800-772-2929	
Canterbury Villa of Alliance	1785 Freshley Avenue	Alliance	Ohio	44601	Alicia Bailey	Director of Nursing		330-821-4000	abailey@canterbury-villa.net
Canton Health Department	420 Market Ave. N.	Canton	OH	44702	Diane Thompson	Director of Nursing		330-489-3322	
Care Alliance Health Center	1530 St. Clair Ave.	Cleveland	Ohio	44114	Marilyn Matlock English	HR Manager		216-781-6228 x246	mmenglish@careallicance.org
Center for Neuro and Spine	762 S. Cleveland-Massillo	Akron	Ohio	44333	Jill Cline	Credentialing		330-665-4100	Jcline@CenterForNeuroAndSpine.com
Children's Hospital of Pittsburgh of UPMC	3705 Fifth Ave	Pittsburgh	PA	15224	Judith Jim	Nurse Recruiter	Human Resources	412-992-7330	judith.jim@chp.edu
Cincinnati Children's Hospital Medical Center	3333 Burnet Avenue Mail Location 4016	Cincinnati	OH	45229	Janet Pipes	Nursing Recruitment	Recruitment & Retention Team	513-636-8431	janet.pipes@cchmc.org
Cleveland Clinic	3050 Science Park Drive Bldg 3, AC333b	Beachwood	OH	44122	Patty Papp	Director of Nursing Recruitment for all Cleveland Clinic Branches		216-448-0298	pappp@ccf.org
Cleveland Clinic (Fairview Hospitals)	18101 Lorain Ave.	Cleveland	OH	44111	Christine Crompton	Nurse Recruiter		216-476-7172	cromptc2@ccf.org
Cleveland Clinic Foundation	9500 Euclid Ave.	Cleveland	OH	44195	Lisa O'Brien	Clinical Nursing Officer		216-448-0322	
Cleveland Clinic Home Care Dept.	6801 Brecksville Rd., #10	Independence	OH	44131		Nurse Recruiter	HR Department	216-636-8750	
Coleman Professional Services	5982 Rhodes Rd.	Kent	OH	44240	Holly Melin	Nursing Supervisor		330-673-1347	holly.melin@coleman-bh.com
Comfort Keepers	6693 N. Chestnut St. Suite	Ravenna	Ohio	44266	Bill Enders			330-296-2024	Billenders@comfortkeepers.com
Community Health Systems Valley Care Health	1350 East Market St.	Warren	OH	44482	Darlene Pitzer	Professional & Nurse Recruiter	Educational Scvs.	330-841-9812	

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Cuyahoga Falls General Hospital (Summa Health System)	1900 23rd St.	Cuyahoga Falls	OH	44223	Suzane Gill, CNO	VP of Patient Care Services,		330-971-7000	gfrangos@westernreservehospital.org	
East Liverpool City Hospital	425 W. 5th St.	East Liverpool	OH	43920	Patrick Beaver	VP of Patient care Services		330-385-7200	pbeaver@elch.org	
Edwin Shaw Hospital for Rehab	330 Broadway Street East	Cuyahoga Falls	Ohio	44221	Sharon Greene	Director Of Nursing		330-436-0910	Sharen.Green@akrongeneral.org	
Emeritus at Medina	100 High Point Dr.	Medina	Ohio	44256	Morgan Iorio	Community Relations Coordinator		330-723-0110	Medina-CRD@emeritus.com	
Emeritus at Stow	5511 Fishcreek Rd	Stow	OH	44224	Dennis Koher	Resident Care Director		330-342-0934	stow_rcd@emeritus.com	
EMH Regional Healthcare System	630 E. River St.	Elyria	OH	44035	Angela Key	Director of Human Resources		440-329-7705	akey@emhrhs.org	
Forum Health at Home	299 Edwards St	Youngstown	OH	44502	Carol Wiley	Clinical Supervisor		330-884-1099 disconnected	Don''t call 884-3993 - Dr. office/who to call>	
Geauga Regional Hospital	13207 Ravenna Rd.	Chardon	OH	44024	Lindsay Barnhardt?	Recruitment Specialist		216-767-8359	Lindsay to CB - LM on 7.6/LM 7.9	
Harbor Light Hospice	25 South Main St Suite 7	Munroe Falls	OH	44262	Melissa Schlimm-Internship	Community and Professional Relations Liaison		330-686-4983		
Hattie Larlam Foundation	9772 Diagonal Rd.	Mantua	OH	44255	Stacy Hilinski	Nurse Recruiter		330-274-2272 ext. 3096	stacy.hilinski@hattielarlham.org	
HCR ManorCare	85 3rd Street SE	Barberton	Ohio	44203	Kojuanna Jefferies	HR Director		330-753-5005	450hr@hcr-manorcare.com	
Heather Knoll Nursing & Rehabilitation Center	1134 North Avenue	Tallmadge	OH	44278	Vickie Smith	Director of Nursing		330-688-8600		
Hillcrest Hospital (Cleveland Clinic)	6780 Mayfield Rd.	Mayfield Hts.	OH	44124	Ann Marie Pusateri	Nursing Recruitment		440-312-5287	apusater@ccf.org	
Hillside Rehabilitation Hospital	8747 Squires Lane NE	Warren	OH	44484	Carol Snowberger	Nurse Recruiter		330-841-3700`	carol_snowberger@vchs.net	
Hope Homes, Inc.	2300 Call Rd.	Stow	Ohio	44224	Rhonda Robbie	Nurse Recruitment		330-686-5342		
Hospice Homecare	1 Home Care Place	Akron	OH	44320	Michelle Stevens	Nurse Recruiter	Human Resources	330-745-1601	mstevens@vnsa.com	
Humility of Mary Health Partners	1044 Belmont Ave PO BOX 1790	Youngstown	OH	44501	Christine Begalla	Nurse Recruiter		330-480-6616	christine_begalla@hmis.org	
Humility of Mary Health Partners - St. Elizabeth Hospital	1044 Belmont Ave PO BOX 1790	Youngstown	OH	44501	Janeen Weisman	Nurse Recruiter		330-480-3447	janeen_weisman@hmis.org	
Infinity NP	1250 Linda Street Suite 10	Rocky River	Ohio	44116	Rita George	Business Development		440-250-3561	georgeR@infinitynp.com	
Jennings Center for Older Adults	10204 Granger Rd.	Cleveland	OH	44125	Sandy Hunter	Nurse Recruiter		216-581-2900	sandy.hunter@jenningscenter.org	
Kaplan	935 Essex Place	Mason	Ohio	45040	Tamera Gaines	Ohio Health Programs Manager		248-326-4042	tamera.gaines@kaplan.com	
Kettering Health Network	3535 Southern Blvd	Kettering	OH	45429	Kristin Wesche	Recruitment Assist	Human Resources	937-395-8372	kristen.wesche@khnetwork.org	
Lake Hospital System	10 East Washington	Painesville	OH	44077	Cathy Araps	Nurse Recruiter		440-354-1981	cathy.araps@lakehealth.org	
Lakewood Hospital	14519 Detroit Ave.	Lakewood	OH	44107		Human Resources/ Nurse Recruitment		216-521-4200		
Lancaster General Hospital	601 N. Duke St.	Lancaster	PA	17602	Sharon Graver	Human Resources		717-544-5511		
Laurel Lake Retirement Community	200 Laurel Lake Drive	Hudson	OH	44236	Ginny Bache	Director of Nursing		330-650-0681	virginia.bache@hmis.org	
Liberty Health Care Center	1355 Church Hill-Hubbard Rd.	Youngstown	OH	44505	Annalee Hutchison	Director Of Nursing		330-759-7858	ahutchison@windsorhouseinc.com	
Life Uniform & Shoe Shops	The Plaza at Chapel Hill 450 Howe Ave	Cuyahoga Falls	OH	44221	Megan Pritchard	Manager		330-920-1286	mpritchard13@gmail.com	
Longmeadow Care Center	565 Bryn Mawr	Ravenna	OH	44266	Clifton Thompson	Staff Development Coordinator		330-297-5781	cthompson@longmeadow-care.net	

Louis Stokes Cleveland VA Medical Center	10701 East Blvd	Cleveland	OH	44106	Charles Kelades	Nurse Recruiter		216-791-3800 ext. 5710	charles.kelades@va.gov	
Marymount Hospital	12300 McCracken Rd.	Garfield Hts.	OH	44125	Judy Santora		Human Resources	216-581-0500	jsantora@ccf.org	
Matrix Medical Network	9201 E. Mountain View Su	Scottsdale	AZ	85258	Michelle	Conarty		480-862-1712	mkrueger@matrixhealth.net	
Maxim Pediatrics	25550 Chagrin Blvd Ste	Beachwood	Ohio	44122	Ryan Rico	Recruiter		216-765-0007	ryrico@maxhealth.com	
Medina General Hospital	1000 E. Washington St	Medina	OH	44256	Matt Monastra	Nurse Recruiter		330-721-5937	monastm@ccf.org	
Menorah Park Center for Senior Living	27100 Cedar Rd.	Beachwood	OH	44122	Cheryl Lukasik	Assoc Dir of Nursing		216-8396630	clukasik@menorahpark.org	
Mercy Medical Center	1320 Mercy Drive NW	Canton	OH	44708	Jacob Johnson	Nurse Recruitment		330-458-4271	jacob.johson@cantonmercy.org	
Mercy Regional Medical Center	3700 Kolbe Rd.	Lorain	OH	44053	Judy Heikkinen	Nurse Recruitment		440-960-3261	judy.heikkinen@health-partners.org	
Montefiore	1 David N Myers Parkway	Beachwood	Ohio	44122	Molly Matejka	Director		216-360-9080		
Mount Nittany Medical Center	1800 East Park Ave	State College	PA	16803	Melissa Anderson	Prof. Recruiter		814-231-7115	mrainey@mountnittany.org	
Mt. Camel West Hospital	734 West State Street	Columbus	OH	43222	Sheri West		Human Resources	614-234-2270		
Navy					Jacob Bickett	Scholarship Coordinator		330-397-1673	jacob.bickett@navy.mil	
Nightingale Products LLC	4495 Cranwood Parkway	Warrensville Hei	OH	44128	Glenn Levy	President		216-798-1394	g.levy@c-pad.net	
North Shore Gastroenterology					Carolyn Bator	V.P. Operations		440-250-7615	cbator@northshoregastro.org	
North Side Medical Center	500 Gypsy Lane	Youngstown	OH	44501	Chris Ruggieri	Recruiter		330-884-1000	Christine_Ruggieri@vchs.net	
Northcoast Behavioral Health Care	1756 Sagamore Rd.	Northfield	OH	44067	Connie Phillps	Recruiter/ HCM Sr. Analyst		330-467-7131 Ext. 751190	connie.phillips.mh.ohio.gov	
Northside Medical Center	500 Gypsy Lane	Youngstown	OH	44501	Mary Ellen Vaugha	Human Resource Generalist		330-884-4434	MaryEllen_Vaughan@vchs.net	
Oaks of Brecksville	8757 Brecksville Rd.	Brecksville	Ohio	44141	Teresa Williams	Nurse Recruiter		440-546-0643		
Odyssey Hospice	6140 Parkland Blvd Ste. #105	Mayfield Hts.	Oh	44124	Laura Brindza	Manager of Volunteer Services		440-995-1740	lbrindza@odsyhealth.com	
Ohio Association of Community Health Centers (AmeriCorps)	4150 Indianola Avenue	Columbus	Ohio	43214	Jennifer L. Sanders	Recruitment and Retention Coordinators		614-884-3101 x231	JSanders@ohiochc.org	
Park East Care	3800 Park East Dr., Ste 250	Beachwood	OH	44122	Stephanie Forsythe	Director of Nursing		216-831-4303	stephanie.forsythe@sunh.com	
Park Vista Retirement Community	1216 Fifth Ave.	Youngstown	OH	44504	Kathy Ann Shissau	Nurse Recruiter		330-746-2944	kschiff@parkvista.oprs.org	
Parma Community General Hospital	7007 Powers Blvd.	Parma	OH	44129		Human Resources		440-743-4107		
Pittsburgh Mercy Health System	1400 Locust St.	Pittsburgh	PA	15219	Andrea Bradford		Human Resources	412-232-7971	abradford@mercy.pmhs.org	
Professional Nursing Service	2497 State Road	Cuyahoga Falls	OH	44223	Lori Ostetrico	H.R. Manager		330-929-5512	lori@professionalnursing.net	
Riverside Hospitals (Ohio Health Grant)	550 Thomas Lane	Columbus	OH	43214	Kathy Talbott	Nurse Recruiter		614-566-4757	talbotk@ohiohealth.com	
Robinson Memorial Hospital	6847 North Chestnut	Ravenna	OH	44266	Caitlin Paul	Professional Recruiter		330-297-2700	cpaul@rmh2.org	
Robinson VNA & Hospice	6693 N. Chestnut Suite 11A	Ravenna	OH	44266	Jeanne McTaggart	Director	Clinical Nursing	330-297-8899		
Rockynol Retirement Community	1150 West Market	Akron	OH	44313	Michelle Brummage	HR Coordinator		330-867-2150	mbrummage@rockynol.oprs.org	
Salem Area VNA	718 East Third Street, Suite A	Salem	OH	44460	Susan Yoder	Executive Director		330-332-9986	syoder@salemohiovna.com	
Salem Community Hospital	1995 E. State St.	Salem	OH	44460	Jackie Boyle	Recruiter		330-332-7302	boylej@salemhosp.com	

Select Medical Corporation	200 East Market St	Akron	OH	44308	Mary Sutliff	Nurse Recruiter		717-712-8177	msutliff@selectmedicalcorp.com	
Select Specialty Hospital-Youngstown	4th Floor 1044 Belmont Avenue	Youngstown	OH	44501	Sharon Moro	RN		330-480-6664	snoro@selectmedicalcorp.com	
Senior Independence Home Care	1815 W. Market Suite #303	Akron	OH	44313	Joan Fisher	Senior Nurse Recruiter		330-322-8011	jfisher@neast.oprs.org	
Southwest General Health Center	18697 E. Bagley Rd	Middleburg Hts.	OH	44130	Joni Edwards	Employment Manager		440-816-8013	jedwards@swgeneral.com	
Sprenger Retirement Center	3905 Oberlin Ave	Lorain	OH	44053	Brandy Burdick	Recruiter		440-541-8962	bburdick@aprengerhealthcare.com	
St. John Medical Center	29000 Center Ridge Rd Bldg 2 Room 220	Westlake	OH	44145	Jamie Falasco	Nurese Recruiter		440-827-5418	jamie.falasco@csauh.com	
St. Luke Lutheran Community	220 Apple Grove St. NE	North Canton	OH	44720	Kevin M. Schafer	H.R. Coordinator		330-499-8341	kschafer@stllc.org	
St. Vincent Charity Hospital	2351 East 22nd St.	Cleveland	OH	44115	Tedd Monczewski	HR Employment Manager		216-861-6200		
Stow Glen Retirement Village	4285 Kent Rd.	Stow	OH	44224	Valerie Morrison	Director of Nursing		330-686-7100		
Summa Health System Akron City Hospital	525 E. Market St. PO Box 2090	Akron	OH	44309	Susan Mattucci	Nursing Resource Coordinator		330-375-3821	mattuccs@summahealth.org	
Summa Western Reserve Hospital	1900 23rd St.	Cuyahoga Falls	Ohio	44223	Pam Brown	HR Specialist		330-971-7308	brownpe@summahealth.org	
The Campus of Anna Maria of Aurora	889 North Aurora Rd.	Aurora	OH	44202	Albert Berry	Director of Human Resources		330-562-6171	aberry@annamariaofaurora.com	
The MetroHealth System	2500 Metro Health Dr. C.G. 86 Human Resources Dept	Cleveland	OH	44109	Cheryl VanHorn	Director Talent Acquiotion		216-778-3327	cvanhorn@metrohealth.rog	
The Ohio State University Medical Center	660 Akerman Rd PO BOX 183100	Columbus	OH	43218	Dana Crantz	Employment Specialist	Human Resources	614-293-3609		
The Village at Marymount	5200 Marymount Village Dr	Garfield Hts	OH	44125	Brenda Milanczuk	Dir of H.R.		216-332-1602	bmilanczuk@marymounthcs.org	
Trumbull Co. Health Board	176 Chestnut Ave NE	Warren	OH	44483	Debbie Mokosh	Director of Nursing		330-675-2489	hemokosh@co.trumball.oh.us	
Trumbull Memorial Hospital	1350 East Market St.	Warren	OH	44482	Darlene Pitzer	Nurse Recruiter		330-841-9011	darlene_pitzer@vchs.net	
U.S. Airforce Health Professions	160 Technology Dr Suite 205	Canonsburg	PA	15317	Scott E. Myers	Health Professions Recruiter		724-743-5852 X103	scott.myers.3@us.af.mil	
U.S. Airforce ROTC	125 Terrace Hall Suite 104	Kent	OH	44242	Lt. Joel Martin	Unit Admissions Officer		330-672-2182	jmart104@kent.edu	
U.S. Army Recruiting Station	76 S. Main St., Suite 150	Akron	OH	44308	SSG Christopher Armbrust or SSG Kevin Brooks	Healthcare Recruiter		330-374-0256	Derrick.Crain@usarec.army.mil	
U.S. Army ROTC	106 Terrace Hall	Kent	OH	44242	2nd Lt. Zack Macek	Admissions Officer		330-672-8209	zmacek@kent.edu	
U.S. Navy	7123 Pearl Rd., Suite 102	Middleburg Hts.	OH	44130	Lt. Robert Rood	Medical Programs		440-843-9363	robert.r.rood@navy.mil	
University Hospitals	3605 Warrensville Rd MSC9215	Shaker Heights	OH	44122	Lindsey Barnhart	College Recruitment Coordinator	Talent Management Department	216-767-8359	lindsey.barnhart@uhhospitals.org	
University of Pittsburgh Medical	200 Lothrop St. Forbes Tower 10068	Pittsburgh	PA	15213	Jodie Clark	Project Leader		412-647-1887	ClarkJJ@upmc.edu	
UPMC Nursing	UPMC Corp H.R., 200 Lothrop Street, 11thFloor Forbes Tower	Pittsburgh	PA	15213	Janet Eggleston	Adm. Coordinator		412-864-1258	egglestonjl@upmc.edu	
ValleyCare Health Systems of Ohi	500 Gypsy Lane	Youngstown	OH	44501	Scott Dimmick	Vice President of Human Resource		330-884-0743	Scott_Dimmick@vchs.net	
West Virginia University Healthcare	PO Box 8121	Morgantown	VA	26506	April Ratliff	Recruitment and Retention Specialist		304-598-4075	ratliffa@wvuhealthcare.com	
Windsor House, Inc.	101 W Liberty St	Girard	OH	44420	Janice Hardman	HR Coordinator		330-545-1550	jhardman@windsorhouseinc.com	

April 2011

Affiliations	First Name	Last Name
Mercy Medical Center	Charity	Davis
Anna Maria of Aurora	Albert	Berry
Canterbury Villa of Alliance	Alicia	Bailey
Akron Children's Hospital	Cathi	Dalton
Kent State Army ROTC	Joe	Paydock
Kaplan Nursing	Jennifer	Garvic
Cleveland Clinic	Caroline	Wamelink
Odyssey Hospice	Laura	Brinkza
Professional Nursing Service	Lori	Ostetrico
Visiting Nurse Service and Affiliates	Michelle	Stevens
Altercare of Ohio, Inc	Shelly	Fink
MetroHealth	Jeanne	Gregg
Windsor House, Inc	Michelle	Wolcott
University Hospitals	Rachel	Schoonmaker
Hattie Larlham Center	Char	Nevolnik
Summa Health Systems	Angie	McIntyre
St. John Medical Center	Angelique	Sunagel
Air Force ROTC	Matthew	Sanford

September 2011

Org	Contact Person
Akron General Medical Center	Deb Kosec
Mercy Medical Center	Charity Davis
Ohio Association of Community Health Centers	Jennifer L. Sanders
Hattie Larlham	Angie Stricker
Aultman Hospital	Rene' Tausch
Windsor House, Inc.	Janice Hardman
Akron Children's Hospital	Cathi Dalton
Altercare of Ohio, Inc.	Shelly Fink

Kaplan NCLEX Review	Jennifer Garvic
University Hospitals	Sheila Pollard
Study Abroad	Barb Yoost
Select Specialty Hospital	Glenda Coleman
Kent State University Army ROTC	Patrick Williams
The MetroHealth System	Jeanne Gregg
Summa Health System	Angela McIntyre

April 2012

Affiliations	First Name	Last Name
Akron Children's Hospital	Cathi	Dalton
AmeriCorps	Jennifer	Sanders
Anchor Medical Staffing	Jessica	Noelker
College of Nursing	Alison	Murphy
Hattie Larlham	Stacy	Hilinski
Humility of Mary Health Partners	Christine	Begalla
Kaplan Test Prep	Tamera	Gaines
Northcoast Behavioral Healthcare	Connie	Phillips
Southwest General Healh Center	Joni	Edwards
Sprenger Health Care Systems	Brandy	Burdick
St. John Medical Center	Jaime	Falasco
Summa Health System	Angela	McIntyre
The Campus of Anna Maria of Aurora	Albert	Berry
University Hospital	Tricia	Gadd
UPMC Nursing	Dawn	Beam
ValleyCare Health System of Ohio	Mary Ellen	Vaughn
West Virginia University Healthcare	April	Ratliff
Windsor Hourse, Inc	Michelle	Wolcott

September 2012

Affiliations	First Name	Last Name
Alego Health	Jillian	Stevens
UPMC Nursing	Janet	Eggleston
Akron General Medical Center	Deb	Kosec
The MetroHealth System	Cheryl	VanHorn
Kaplan Test Prep	Tamera	Gaines
ValleyCare Health Systems of Ohio	Mary Ellen	Vaughan
Summa Western Reserve Hospital	Pam	Brown
Cleveland Clinic	Patty	Papp
Aultman Hospital	Rene	Tausch

Windsor House, Inc.	Janice	Hardman
Mercy Medical Center	Jacob	Johnson
University Hospitals	Lindsey	Banhart
Hattie Larlham	Stacy	Hilinski
Professional Nursing Service	Lori	Ostetrico
KSU College of Nursing Graduate Studies	Alison	Murphy
KSU Study Abroad	Barbara	Drew
Louis Stokes Cleveland VA Medical Center	Karen	Reddick
Akron Children's Hospital	Cathi	Dalton
Humility of Mary Health Partners	Christine	Begalla
The Campus of Anna Maria of Aurora	Albert	Berry
Interprofessional Institue for Self-Care	Michelle	Bozeman
Summa Health System	Susan	Mattucci
U. S. Air Force	TSgt. Michel	Burchfield

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **13-Dec-12** Curriculum Bulletin _____

Effective Date **Fall 2013** Approved by EPC _____

Department	**NURS**
College	**NU - Nursing**
Degree	**CER8 - Post-Master's Certificate**
Program Name	**(concentrations below) Post Master's Certificate** Program Banner Code C839
Concentration(s)	Concentration(s) Banner Code(s)
Proposal	**Revise program**

Description of proposal:

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, required by the American Association of Colleges of Nursing (AACN), for advanced practice registered nurses (APRN) Regulation: Licensure, Accreditation, Certification & Education (LACE).

The leading professional nursing organizations, in the U.S., 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 in the Consensus Model document with the expectation that colleges of nursing would implement the model to prepare advanced practice nursing students for practice as well as to prepare them for their respective specialty certification examinations. Professional regulation encompasses Licensure, Accreditation, Certification, and Education, commonly known as LACE.

Specifically, this proposal consistent with the required of the LACE model being submitted to the Kent State University EPC for review involves re-titling, updating and revising the content of the concentration specific courses.

- Acute Care Nurse Practitioner C801 to Adult Gerontology Acute Care Nurse Practioner
- Family Nurse Practitioner C802 to Advanced Practice Registered Nurse: Nurse Practitioner Family
- Pediatric Nurse Practitioner C806 (title remains the same)
- Primary Adult Nurse Practitioner C804 to Advanced Practice Registered Nurse: Nurse Practitioner Adult Gerontology Primary Care
- Psychiatric Mental Health Nurse Practitioner C805 to Psychiatric Mental Health Family Nurse Practitioner for PMH Child/Adolescent Clinical Nurse Specialist
- Women's Health Nurse Practitioner C807 (title remains the same)
- Adult Health Clinical Nurse Specialist C814 to Adult-Gerontology Clinical Nurse Specialist
- Pediatric Clinical Nurse Specialist C820 (title remains the same)
- Nurse Educator C811 (title remains the same)
New concentration:

- Psychiatric Mental Health Family Nurse Practitioner for Adult Psychiatric Mental Health Nurse Practitioner or Adult Psychiatric Mental Health Clinical Nurse Specialist
- Psychiatric Mental Health Family Nurse Practitioner for Non-Psychiatric Mental Health Advance Practice Nurse C839

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):

The Post-Master's program will now be inline with the examination requirements by the certifying associations. Enrollment will be consistent with previous trends and current staffing will continue teaching revised courses/programs.

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

Nursing has been consulted. Psychology has been contacted and courses in the Psychiatric Mental Health Family Nurse Practitioner will be available for Post-Master's students.

REQUIRED ENDORSEMENTS

Department Chair / School Director	1/7/2013
Campus Dean (for Regional Campuses proposals)	/ /
College Dean (or designee)	1/23/13
Dean of Graduate Studies (for graduate proposals)	3/5/13
Provost and Senior Vice President for Academic Affairs (or designee)	/ /

Psychiatric Mental Health Family Nurse Practitioner for Non-Psychiatric Mental Health Advance Practice Nurse

College College of Nursing

Department College of Nursing
113 and 216 Henderson Hall
Tel: 330-672-7911
Web: www.kent.edu/nursing

The Psychiatric Mental Health Family Nurse Practitioner for Non-Psychiatric Mental Health Advance Practice Nurse certificate prepares nurses who have a master's degree in advanced practice nursing to be an advanced practice nurse in the sub-specialty of PMH Family NP. After completing 525 clinical hours and the complete plan of study, graduates are eligible to apply for the National Certification Examination.

PREREQUISITES (Master of Science in Nursing in PMH Child/Adolescent CNS)		
Course		**Title**
NURS	60007	Advanced Assessment Across the Lifespan (2)
	60045	Pathophysiology for Advanced Practice Nurses (3)
	60355	Primary Health Care Concepts for the Psychiatric Mental Health Advanced Practice Nurse (3)
	60441	Pharmacology for Advanced Practice Nursing (3)
CERTIFICATE REQUIREMENTS (20 credits)		
Course		**Title**
	60012	Advanced Mental Health Assessment and Psychopathology Across the Lifespan
	60151	Psychiatric Mental Health Advanced Practice Nurse I: Individual Psychotherapy Across the Lifespan
	60251	Psychiatric Mental Health APN Adult II: Family and Group Psychotherapy Across the Lifespan
	60353	Psychiatric Mental Health Advanced Practice Nurse III: Organization and Comm Assess And Consultation
	60452	Psychiatric Mental Health Family Nurse Practitioner Role
	61592	Psychiatric Mental Health Advanced Practice Nurse I Practicum in Nursing
	63592	Psychiatric Mental Health Advanced Practice Nurse III Practicum Nursing
	64592	Psychiatric Mental Health Family Nurse Practitioner Role Practicum
Optional		
	60051	Neurobiology and Psychopharmacology of Major Psychiatric Disorders Across the Lifespan (4)
		MINIMUM TOTAL 20

C839

The Psychiatric Mental Health Family Nurse Practitioner for Non-PMH APN certificate prepares nurses who have a master's degree in advanced practice nursing to be an advanced practice nurse in the sub-specialty of PMH Family NP. After completing 525 clinical hours and the complete plan of study, graduates are eligible to apply for the National Certification Examination.

PRE/COREQUISITES (11 credits; Master of Science in Nursing in APN)			
Course		**Title**	**Credits**
NURS	60007	Advanced Assessment Across the Lifespan (2)	
	60045	Pathophysiology for Advanced Practice Nurses (3)	
	60355	Primary Health Care Concepts for the PMH APN (3)	
	60441	Pharmacology for Advance Practice Nursing (3)	
CERTIFICATE REQUIREMENTS (13 credits)			
Course		**Title**	**Credits**
NURS	60012	Advanced Mental Health Assessment and Psychopathology Across the Lifespan	4
	60051	Neurobiology and Psychopharmacology of Major Psychiatric Disorders Across the Lifespan (optional)	(4)
	60151	PMH APN I: Individual Psychotherapy Across the Lifespan	3
	60251	PMH APN II: Family and Group Psychotherapy Across the Lifespan	3
	60353	PMH APN III: Organization and Community Assessment and Consultation	3
	60452	PMH Family Role	2
	61592	PMH APN Practicum I (210 hours)	2
	63592	PMH APN Practicum III (105 hours)	1
	64592	PMH Family Role Practicum (210 hours)	2
		MINIMUM TOTAL	**20 (24)**

Notice of Intent to Offer an Educational Program

Psychiatric Mental Health Family Nurse Practitioner for Psychiatric Mental Health Advanced Practice Nurse Practitioner

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:
   (contact Therese Tillett if CIP code is unknown)
   - **Psychiatric Mental Health Family Nurse Practitioner for Non-PMH Advance Practice Nurse**

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.

   - **Psychiatric Mental Health Family Nurse Practitioner for non-PMH Advanced Practice Nurse**
   -

The certificate program above are modernizing current nursing certificate programs with updated titles and content as required by the American Association of Colleges of Nursing (AACN) to meet the new competencies outlined with the Licensure, Accreditation, Certification, and Education (LACE) and Consensus-based Models implemented in 2012.

The new competencies needed to be certified and practice as a Psychiatric Mental Health Family Nurse Practitioner for current Non-PMH Advanced Practice Nurse, include a program to address the modified new essentials that will take advanced practice nursing to the next level, benefiting individual APRNs and enhancing patient care.

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.

   Each concentration was designed with a curriculum to meet the requirements for certification/licensure in their

- Psychiatric Mental Health Family Nurse Practitioner for non-PMH Advance Practice Nurse

respective concentrations. No new courses were developed for these concentrations as the post-master's students seeking certification take courses relevant to the new concentration so they are eligible to sit for that certification exam.

The Hartford Institute for Geriatric Nursing at New York University and the National Organization of Nurse Practitioner Faculties, who have a national perspective on the future healthcare provider work force needs and patient population demands state:

> "Word is clearly out about the benefits of nurse practitioners and physician assistants to healthcare organizations, and the Obama administration has championed NPs and PAs as an important part of the answer to our nation's healthcare woes. In October 2011, the White House removed certain restrictions on hospitals and healthcare providers in consideration of "impending physician shortages," stating that NPs and PAs "could provide immediate savings to hospitals."[1] And according to a Monster.com report on healthcare jobs, between May 2010 and April 2011, nursing was the No. 1 job listing and physician assistant was No. 6.[2]
>
> Research organizations have begun to study NPs and PAs in more comprehensive ways. In a report released in 2010, the Robert Wood Johnson Foundation found that between 1995 and 2009, the number of NPs per primary care physician had more than doubled (0.23 to 0.48), as did the number of physician assistants per primary care physician (0.12 to 0.28).[3] These data show that the combined NP-PA workforce is already three quarters the size of the physician workforce. And this growth is sure to continue. The PA population now numbers 83,000,[4] double its size of 10 years ago, and the NP profession has grown to 140,000.[5] A 2011 National Center for Health Statistics report documented that the percentage of hospital outpatient visits handled by NPs and PAs rose from 10% in 2000-2001 to 15% in 2008-2009.[6] Considering all this, the impact these providers will have on healthcare is immense.
>
> Several media sources named the NP and PA professions and their educational programs among the most desirable in 2011. For job potential, Forbes rated physician assistant No. 1 and nursing No. 7 among master's degree programs.[7] Physician assistant and nursing made the U.S. News and World Report list of the top 50 best careers.[8] And physician assistant was ranked No. 9 among top jobs for working parents by CNN Money.[9]
>
> "There are many reasons for this positive publicity, but the most visible is the U.S. shortage of physicians," said Lisa Lenell, MPAS, PA-C, cohost of the ReachMD radio show Partners in Practice. "This is not a positive thing for the U.S. healthcare system, but it is a good thing for PAs and NPs, both of which are in high demand."
>
> NP and PA organizations are hard at work on ways to improve practice for their respective professions. The American Academy of Nurse Practitioners (AANP) is focusing on improving Medicare regulations to include nurse practitioners' patients as beneficiaries in accountable care organizations, the ability of NPs to order/certify home healthcare services for Medicare patients, Title VIII funding for NP educational programs, and traineeships and funding for nurse-managed centers, AANP president Penny Kaye Jensen DNP, APRN, FNP-C, FAANP, told ADVANCE.
>
> "Any new legislation that recognizes and includes nurse practitioners will facilitate the ability of nurse practitioners to practice, while at the same time bringing us closer to a solution to the primary care provider crisis," Jensen said.
>
> PAs are also part of these initiatives, which "would go a long way to remove the barriers facing PAs and increase their ability to treat patients," said Robert Wooten, PA-C, president of the American Academy of Physician Assistants (AAPA).
>
> … In terms of an overall picture, the Agency for Healthcare Research and Quality reported in 2011 that 52% of NPs and 43% of PAs work in primary care.[10] The Bureau of Labor Statistics (BLS) predicts a 23% increase in overall nursing jobs and a 41% increase in PA jobs from 2008 to 2018.[11] The BLS notes that all advanced

practice nursing roles "will be in high demand, particularly in medically underserved areas such as inner cities and rural areas."
(1. https://nurse-practitioners-and-physician-assistants.advanceweb.com/features/articles/the-2012-job-outlook-for-nps-pas.aspx)

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.

   In addition to Hartford Institute for Geriatric Nursing at New York University and the National Organization of Nurse Practitioner Faculties perspective on workforce needs the following 2011 wage data was reported:

   … As for salaries, averages continued to rise modestly in 2010, according to results of the 2010 National Salary Survey of NPs & PAs. Full-time salary for PAs was $96,876, and NPs earned an average of $90,770. According to the survey results, PAs experienced more than twice the salary increase that NPs did. The average PA salary increase was $3,771, while the average NP salary increase was $1,191.[15] (We will report the first results of the 2011 salary survey in the February issue of *ADVANCE for NPs & PAs*.)
   (3. https://nurse-practitioners-and-physician-assistants.advanceweb.com/features/articles/the-2012-job-outlook-for-nps-pas.aspx)

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 Master of Science in Nursing program at Kent State University College of Nursing received its accreditation by the Commission on Collegiate Nursing Education (CCNE) in 2011 and the implementation of the LACE and Consensus Models were implemented in 2012. The revised program is to be forwarded to ANCE for a review of the new contents as the program is currently accredited until 2022.

8. Date of the first day of class. Include both:
   a. The first day the program was or will be offered by the institution.
      i. The new contents for the program will be offered beginning Fall 2013 (August 26, 2013)

   b. The day you would like to begin disbursing Title IV funds to students enrolled in the program.
      i. Kent State University Financial Aid Department disburses funds consistent with university policies and deadlines.

New Program Needs Analysis and Faculty Credentials

All Kent State academic units are required to provide evidence of the need for a proposed academic program. Generic statements that imply the "need" for the program are not sufficient. Proposals should include data-driven market research that addresses a student demand that will increase enrollment, potential for employment upon graduation, competitive advantage for the university, reasonable non-duplication with other programs and appropriate multi-year financial analyses.

The elements of a needs analysis include:

1. ESTABLISH A NEED FOR THE PROPOSED PROGRAM

Certificate programs with a multi-year history of success:

Certificate programs previously offered and now requiring new program titles and curriculum:

- Psychiatric Mental Health Family Nurse Practitioner for Non-Psychiatric Mental Health Advanced Practice Nurses

Reengineering of an existing program to meet changing market needs based on workforce shifts, licensure or certification changes from external organizations, or alignment with specialized accrediting agencies or organizations;

The Hartford Institute for Geriatric Nursing at New York University and the National Organization of Nurse Practitioner Faculties have modernized the former certificate programs to the new current nursing certificate programs with updated titles and content as required by the American Association of Colleges of Nursing (AACN) to meet the new competencies outlined with the Licensure, Accreditation, Certification, and Education (LACE) and Consensus-based Models implemented in 2012. The new curriculum must prepare graduates with the Graduate Core, APRN Core, Role and Population-focused competencies and must ensure that graduates are eligible for national certification.

2. PROJECTED STUDENT AND GRADUATE DATA

Provide an explanation of potential and identified sources of students for the program. Documentation should demonstrate sufficient student interest to support the program and may include surveys of current students and related program majors, secondary students, as well as employees seeking advanced training. The data should include projected student enrollment and a projection of the number of graduates for the first five years of the program. Present projected enrollments in a table showing how many students will attend full-time and how many part-time.

Previous application/enrollment – 2010/2011	Total PMH applicant/enrollment 0/0
Previous application/enrollment – 2011/2012	2/1
Previous application/enrollment – 2012/2013	3/3
Projected applications for 2013/2014	5/5
Projected applications for 2014/2015	5/5
Projected applications for 2015/2016	5/5
Projected applications for 2016/2017	5/5
Projected applications for 2017/2018	5/5

Projections based on trends from the past three years and national projections related to increased need based on changes in the Affordable Health Act of 2011.

For bachelor's and master's degree programs, list the professional uses of the proposed degree programs.

Psychiatric Mental Health Family Nurse Practitioner

3. COMMUNICATION WITH BUSINESS AND INDUSTRY

Surveys/focus groups (with a valid number of responses/participants) should be conducted with local businesses, advisory/planning committees and other workforce training sources. Provide a list of potential employers, locally, state-wide and regionally, appropriate.

"And according to a Monster.com report on healthcare jobs, between May 2010 and April 2011, nursing was the No. 1 job listing.

Research organizations have begun to study NPs and PAs in more comprehensive ways. In a report released in 2010, the Robert Wood Johnson Foundation found that between 1995 and 2009, the number of NPs per primary care physician had more than doubled (0.23 to 0.48), as did the number of physician assistants per primary care physician (0.12 to 0.28).[3] These data show that the combined NP-PA workforce is already three quarters the size of the physician workforce. And this growth is sure to continue. The PA population now numbers 83,000,[4] double its size of 10 years ago, and the NP profession has grown to 140,000.[5] A 2011 National Center for Health Statistics report documented that the percentage of hospital outpatient visits handled by NPs and PAs rose from 10% in 2000-2001 to 15% in 2008-2009.[6] Considering all this, the impact these providers will have on healthcare is immense.

Several media sources named the NP and PA professions and their educational programs among the most desirable in 2011. For job potential, Forbes rated physician assistant No. 1 and nursing No. 7 among master's degree programs.[7] Physician assistant and nursing made the U.S. News and World Report list of the top 50 best careers.[8] And physician assistant was ranked No. 9 among top jobs for working parents by CNN Money.[9]

… In terms of an overall picture, the Agency for Healthcare Research and Quality reported in 2011 that 52% of NPs and 43% of PAs work in primary care.[10] The Bureau of Labor Statistics (BLS) predicts a 23% increase in overall nursing jobs and a 41% increase in PA jobs from 2008 to 2018.[11] The BLS notes that all advanced practice nursing roles "will be in high demand, particularly in medically underserved areas such as inner cities and rural areas." (Ford, Jennifer. https://nurse-practitioners-and-physician-assistants.advanceweb.com/features/articles/the-2012-job-outlook-for-nps-pas.aspx)

Attached a list of stakeholders that attend Nursing Career Day.

Other facilities that are potential employers include:

- Community Mental Health Centers (urban and rural)
- Correctional Facilities
- Domestic Violence Shelters
- Home Health Agencies
- In-patient Psychiatric Facilities
- Industry
- Private Psychiatric Practices
- Psychopharmacology Clinic
- Psychiatric Consult Services
- Residential Substance Abuse Facilities
- Schools
- State Psychiatric Facilities
- Urban Nurse-Managed Clinic
- Veterans Administration Psychiatric Facilities

4. FACULTY CREDENTIALS AND CAPACITY

Faculty Credentials

Faculty CV's attached.

Faculty Capacity

- The Psychiatric Mental Health program is led by a full-time program director.
- Faculty resources are sufficient to meet the teaching, scholarship, service and advising needs of the program and the expectations of the institution.

NURSING CAREER DAY INVITEES

ORGANIZATION	ADDRESS	CITY	STATE	ZIP	CONTACT	TITLE	DEPARTMENT	PHONE	E-MAIL
Absolute Health Services	339 East Maple Street Sui	North Canton	Ohio	44720	Renee Steurer	Account Executive/ Recruiter		330-418-5073	renee.steurer@abshealth.com
Affinity Hospital	875 8th St., NE	Massillon	OH	44646	Kiley Drake	Human Resource Generalist	Human Resources	330-832-8761	kiley.drake@affinitymedical.com
Akron Black Nurses Association	P.O. Box 20288	Akron	OH	44302	Cynthia Bell			330-310-1874	cbell40299@aol.com
Akron Black Nurses Association	P.O. Box 20289	Akron	OH	44303	Cynthia Bell			330-310-1875	abna71@gmail.com
Akron Children's Hospital	One Perkins Square	Akron	OH	44308	Cathi Dalton	Employment Specialist	Human Resources	330-543-8334	cdalton@chmca.org
Akron General Medical Center	400 Wabash Avenue	Akron	OH	44307	Debbie Kosec	RN	Nurse Recruitme	330-344-1017	deb.kosec@akrongeneral.org
Akron General Visiting Nurse Services & Affiliates	61 Home Care Place	Akron	OH	44320	Elizabeth Bowers	Recruitment/Personnel Supervisor	HR Department	330-836-6127	
Alego Health	24651 Center Ridge Rd Su	Westlake	Ohio	44145	Ryan Sheehan	Director of Human Resources		440-918-4570	rsheehan@alegohealth.com
Alliance Community Hospital	200 E State Street	Alliance	OH	44601	Stacy Garber	Director of Educational Services		330-596-7119 or 7114	stacyg@achosp.org
Alliance Visiting Nurse Association	885 South Sawburg Road	Alliance	OH	44601	Nancy Beck	Director		330-821-7055	nbeck@achosp.org
Altercare of Ohio	339 East Maple Street Suite 110 P.O. Box 2750	N. Canton	OH	44720	Sara Steiner	HR Support Service Direc		330-575-1920	s.steiner@altercareonline.net
Anchor Medical Staffing	1411 Lorain Ave.	Cleveland	OH	44111	Jessica Noelker	Nurse Recruiter		216-252-4577	jessican@prioritygrp.com
Ashtabula County Medical Center	2420 Lake Avenue	Ashtabula	OH	44004	Laura Richards	Director	Human Resources	440-997-2262	
Aultman Health Foundation	2600 Sixth St. S.W.	Canton	OH	44710	Renee Tausch	Nurse Recruiter		330-363-4060	rtausch@aultman.com
Bedford Medical Center	44 Blaine Ave.	Bedford	OH	44146	Judiann Nainani	Human Resource Consultant		440-735-3900	judiann.nainani@uhhospitals.org
Cambridge Home Health Care	9510 Ormsby Station Rd Ste 300	Louisville	KY	40223-5016	Shannon Parsons	Director of Recruitment		800-772-2929	
Canterbury Villa of Alliance	1785 Freshley Avenue	Alliance	Ohio	44601	Alicia Bailey	Director of Nursing		330-821-4000	abailey@canterbury-villa.net
Canton Health Department	420 Market Ave. N.	Canton	OH	44702	Diane Thompson	Director of Nursing		330-489-3322	
Care Alliance Health Center	1530 St. Clair Ave.	Cleveland	Ohio	44114	Marilyn Matlock English	HR Manager		216-781-6228 x246	mmenglish@careallicance.org
Center for Neuro and Spine	762 S. Cleveland-Massillon	Akron	Ohio	44333	Jill Cline	Credentialing		330-665-4100	Jcline@CenterForNeuroAndSpine.com
Children's Hospital of Pittsburgh of UPMC	3705 Fifth Ave	Pittsburgh	PA	15224	Judith Jim	Nurse Recruiter	Human Resources	412-992-7330	judith.jim@chp.edu
Cincinnati Children's Hospital Medical Center	3333 Burnet Avenue Mail Location 4016	Cincinnati	OH	45229	Janet Pipes	Nursing Recruitment	Recruitment & Retention Team	513-636-8431	janet.pipes@cchmc.org
Cleveland Clinic	3050 Science Park Drive Bldg 3, AC333b	Beachwood	OH	44122	Patty Papp	Director of Nursing Recruitment for all Cleveland Clinic Branches		216-448-0298	pappp@ccf.org
Cleveland Clinic (Fairview Hospitals)	18101 Lorain Ave.	Cleveland	OH	44111	Christine Crompton	Nurse Recruiter		216-476-7172	cromptc2@ccf.org
Cleveland Clinic Foundation	9500 Euclid Ave.	Cleveland	OH	44195	Lisa O'Brien	Clinical Nursing Officer		216-448-0322	
Cleveland Clinic Home Care Dept.	6801 Brecksville Rd., #10	Independence	OH	44131		Nurse Recruiter	HR Department	216-636-8750	
Coleman Professional Services	5982 Rhodes Rd.	Kent	OH	44240	Holly Melin	Nursing Supervisor		330-673-1347	holly.melin@coleman-bh.com
Comfort Keepers	6693 N. Chestnut St. Suite	Ravenna	Ohio	44266	Bill Enders			330-296-2024	Billenders@comfortkeepers.com
Community Health Systems Valley Care Health	1350 East Market St.	Warren	OH	44482	Darlene Pitzer	Professional & Nurse Recruiter	Educational Scvs.	330-841-9812	

Last Modified 2/28/2013

Cuyahoga Falls General Hospital (Summa Health System)	1900 23rd St.	Cuyahoga Falls	OH	44223	Suzane Gill, CNO	VP of Patient Care Services,		330-971-7000	gfrangos@westernreservehospital.org	
East Liverpool City Hospital	425 W. 5th St.	East Liverpool	OH	43920	Patrick Beaver	VP of Patient care Services		330-385-7200	pbeaver@elch.org	
Edwin Shaw Hospital for Rehab	330 Broadway Street East	Cuyahoga Falls	Ohio	44221	Sharon Greene	Director Of Nursing		330-436-0910	Sharen.Green@akrongeneral.org	
Emeritus at Medina	100 High Point Dr.	Medina	Ohio	44256	Morgan Iorio	Community Relations Coordinator		330-723-0110	Medina-CRD@emeritus.com	
Emeritus at Stow	5511 Fishcreek Rd	Stow	OH	44224	Dennis Koher	Resident Care Director		330-342-0934	stow_rcd@emeritus.com	
EMH Regional Healthcare System	630 E. River St.	Elyria	OH	44035	Angela Key	Director of Human Resources		440-329-7705	akey@emhrhs.org	
Forum Health at Home	299 Edwards St	Youngstown	OH	44502	Carol Wiley	Clinical Supervisor		330-884-1099 disconnected	Don"t call 884-3993 - Dr. office/who to call>	
Geauga Regional Hospital	13207 Ravenna Rd.	Chardon	OH	44024	Lindsay Barnhardt?	Recruitment Specialist		216-767-8359	Lindsay to CB - LM on 7.6/LM 7.9	
Harbor Light Hospice	25 South Main St Suite 7	Munroe Falls	OH	44262	Melissa Schlimm-Internship	Community and Professional Relations Liaison		330-686-4983		
Hattie Larlam Foundation	9772 Diagonal Rd.	Mantua	OH	44255	Stacy Hilinski	Nurse Recruiter		330-274-2272 ext. 3096	stacy.hilinski@hattielarlham.org	
HCR ManorCare	85 3rd Street SE	Barberton	Ohio	44203	Kojuanna Jefferies	HR Director		330-753-5005	450hr@hcr-manorcare.com	
Heather Knoll Nursing & Rehabilitation Center	1134 North Avenue	Tallmadge	OH	44278	Vickie Smith	Director of Nursing		330-688-8600		
Hillcrest Hospital (Cleveland Clinic)	6780 Mayfield Rd.	Mayfield Hts.	OH	44124	Ann Marie Pusateri	Nursing Recruitment		440-312-5287	apusater@ccf.org	
Hillside Rehabilitation Hospital	8747 Squires Lane NE	Warren	OH	44484	Carol Snowberger	Nurse Recruiter		330-841-3700`	carol_snowberger@vchs.net	
Hope Homes, Inc.	2300 Call Rd.	Stow	Ohio	44224	Rhonda Robbie	Nurse Recruitment		330-686-5342		
Hospice Homecare	1 Home Care Place	Akron	OH	44320	Michelle Stevens	Nurse Recruiter	Human Resources	330-745-1601	mstevens@vnsa.com	
Humility of Mary Health Partners	1044 Belmont Ave PO BOX 1790	Youngstown	OH	44501	Christine Begalla	Nurse Recruiter		330-480-6616	christine_begalla@hmis.org	
Humility of Mary Health Partners - St. Elizabeth Hospital	1044 Belmont Ave PO BOX 1790	Youngstown	OH	44501	Janeen Weisman	Nurse Recruiter		330-480-3447	janeen_weisman@hmis.org	
Infinity NP	1250 Linda Street Suite 10	Rocky River	Ohio	44116	Rita George	Business Development		440-250-3561	georgeR@infinitynp.com	
Jennings Center for Older Adults	10204 Granger Rd.	Cleveland	OH	44125	Sandy Hunter	Nurse Recruiter		216-581-2900	sandy.hunter@jenningscenter.org	
Kaplan	935 Essex Place	Mason	Ohio	45040	Tamera Gaines	Ohio Health Programs Manager		248-326-4042	tamera.gaines@kaplan.com	
Kettering Health Network	3535 Southern Blvd	Kettering	OH	45429	Cindy Wagner	Recruitment Asst	Human Resources	937-395-8320		
Lake Hospital System	10 East Washington	Painesville	OH	44077	Cathy Araps	Nurse Recruiter		440-354-1981	cathy.araps@lakehealth.org	
Lakewood Hospital	14519 Detroit Ave.	Lakewood	OH	44107		Human Resources/ Nurse Recruitment		216-521-4200		
Lancaster General Hospital	601 N. Duke St.	Lancaster	PA	17602	Sharon Graver	Human Resources		717-544-5511		
Laurel Lake Retirement Community	200 Laurel Lake Drive	Hudson	OH	44236	Ginny Bache	Director of Nursing		330-650-0681	virginia.bache@hmis.org	
Liberty Health Care Center	1355 Church Hill-Hubbard Rd.	Youngstown	OH	44505	Annalee Hutchison	Director Of Nursing		330-759-7858	ahutchison@windsorhouseinc.com	
Life Uniform & Shoe Shops	The Plaza at Chapel Hill 450 Howe Ave	Cuyahoga Falls	OH	44221	Megan Pritchard	Manager		330-920-1286	mpritchard13@gmail.com	
Longmeadow Care Center	565 Bryn Mawr	Ravenna	OH	44266	Clifton Thompson	Staff Development Coordinator		330-297-5781	cthompson@longmeadow-care.net	

Louis Stokes Cleveland VA Medical Center	10701 East Blvd	Cleveland	OH	44106	Charles Kelades	Nurse Recruiter		216-791-3800 ext. 5710	charles.kelades@va.gov	
Marymount Hospital	12300 McCracken Rd.	Garfield Hts.	OH	44125	Judy Santora		Human Resources	216-581-0500	jsantora@ccf.org	
Matrix Medical Network	9201 E. Mountain View Su	Scottsdale	AZ	85258	Michelle	Conarty		480-862-1712	mkrueger@matrixhealth.net	
Maxim Pediatrics	25550 Chagrin Blvd Ste	Beachwood	Ohio	44122	Ryan Rico	Recruiter		216-765-0007	ryrico@maxhealth.com	
Medina General Hospital	1000 E. Washington St	Medina	OH	44256	Matt Monastra	Nurse Recruiter		330-721-5937	monastm@ccf.org	
Menorah Park Center for Senior Living	27100 Cedar Rd.	Beachwood	OH	44122	Cheryl Lukasik	Assoc Dir of Nursing		216-8396630	clukasik@menorahpark.org	
Mercy Medical Center	1320 Mercy Drive NW	Canton	OH	44708	Jacob Johnson	Nurse Recruitment		330-458-4271	jacob.johson@cantonmercy.org	
Mercy Regional Medical Center	3700 Kolbe Rd.	Lorain	OH	44053	Judy Heikkinen	Nurse Recruitment		440-960-3261	judy.heikkinen@health-partners.org	
Montefiore	1 David N Myers Parkway	Beachwood	Ohio	44122	Molly Matejka	Director		216-360-9080		
Mount Nittany Medical Center	1800 East Park Ave	State College	PA	16803	Melissa Anderson	Prof. Recruiter		814-231-7115	mrainey@mountnittany.org	
Mt. Camel West Hospital	734 West State Street	Columbus	OH	43222	Sheri West		Human Resources	614-234-2270		
Navy					Jacob Bickett	Scholarship Coordinator		330-397-1673	jacob.bickett@navy.mil	
Nightingale Products LLC	4495 Cranwood Parkway	Warrensville Hei	OH	44128	Glenn Levy	President		216-798-1394	g.levy@c-pad.net	
North Shore Gastroenterology					Carolyn Bator	V.P. Operations		440-250-7615	cbator@northshoregastro.org	
North Side Medical Center	500 Gypsy Lane	Youngstown	OH	44501	Chris Ruggeri	Recruiter		330-884-3890		
Northcoast Behavioral Health Care	1756 Sagamore Rd.	Northfield	OH	44067	Connie Phillps	Recruiter/ HCM Sr. Analyst		330-467-7131 Ext. 751190	connie.phillips.mh.ohio.gov	
Northside Medical Center	500 Gypsy Lane	Youngstown	OH	44501	Mary Ellen Vaugha	Human Resource Generalist		330-884-4434	MaryEllen_Vaughan@vchs.net	
Oaks of Brecksville	8757 Brecksville Rd.	Brecksville	Ohio	44141	Teresa Williams	Nurse Recruiter		440-546-0643		
Odyssey Hospice	6140 Parkland Blvd Ste. #105	Mayfield Hts.	Oh	44124	Laura Brindza	Manager of Volunteer Services		440-995-1740	lbrindza@odsyhealth.com	
Ohio Association of Community Health Centers (AmeriCorps)	4150 Indianola Avenue	Columbus	Ohio	43214	Jennifer L. Sanders	Recruitment and Retention Coordinators		614-884-3101 x231	JSanders@ohiochc.org	
Park East Care	3800 Park East Dr., Ste 250	Beachwood	OH	44122	Stephanie Forsythe	Director of Nursing		216-831-4303	stephanie.forsythe@sunh.com	
Park Vista Retirement Community	1216 Fifth Ave.	Youngstown	OH	44504	Kathy Ann Shissau	Nurse Recruiter		330-746-2944	kschiff@parkvista.oprs.org	
Parma Community General Hospital	7007 Powers Blvd.	Parma	OH	44129		Human Resources		440-743-4107		
Pittsburgh Mercy Health System	1400 Locust St.	Pittsburgh	PA	15219	Andrea Bradford		Human Resources	412-232-7971	abradford@mercy.pmhs.org	
Professional Nursing Service	2497 State Road	Cuyahoga Falls	OH	44223	Lori Ostetrico	H.R. Manager		330-929-5512	lori@professionalnursing.net	
Riverside Hospitals (Ohio Health Grant)	550 Thomas Lane	Columbus	OH	43214	Kathy Talbott	Nurse Recruiter		614-566-4757	talbotk@ohiohealth.com	
Robinson Memorial Hospital	6847 North Chestnut	Ravenna	OH	44266	Caitlin Paul	Professional Recruiter		330-297-2700	cpaul@rmh2.org	
Robinson VNA & Hospice	6693 N. Chestnut Suite 11A	Ravenna	OH	44266	Jeanne McTaggart	Director	Clinical Nursing	330-297-8899		
Rockynol Retirement Community	1150 West Market	Akron	OH	44313	Michelle Brummage	HR Coordinator		330-867-2150	mbrummage@rockynol.oprs.org	
Salem Area VNA	718 East Third Street, Suite A	Salem	OH	44460	Susan Yoder	Executive Director		330-332-9986	syoder@salemohiovna.com	
Salem Community Hospital	1995 E. State St.	Salem	OH	44460	Jackie Boyle	Recruiter		330-332-7302	boylej@salemhosp.com	

Select Medical Corporation	200 East Market St	Akron	OH	44308	Mary Sutliff	Nurse Recruiter		717-712-8177	msutliff@selectmedicalcorp.com	
Select Specialty Hospital-Youngstown	4th Floor 1044 Belmont Avenue	Youngstown	OH	44501	Sharon Moro	RN		330-480-6664	snoro@selectmedicalcorp.com	
Senior Independence Home Care	1815 W. Market Suite #303	Akron	OH	44313	Joan Fisher	Senior Nurse Recruiter		330-322-8011	jfisher@neast.oprs.org	
Southwest General Health Center	18697 E. Bagley Rd	Middleburg Hts.	OH	44130	Joni Edwards	Employment Manager		440-816-8013	jedwards@swgeneral.com	
Sprenger Retirement Center	3905 Oberlin Ave	Lorain	OH	44053	Brandy Burdick	Recruiter		440-541-8962	bburdick@aprengerhealthcare.com	
St. John Medical Center	29000 Center Ridge Rd Bldg 2 Room 220	Westlake	OH	44145	Jamie Falasco	Nurese Recruiter		440-827-5418	jamie.falasco@csauh.com	
St. Luke Lutheran Community	220 Apple Grove St. NE	North Canton	OH	44720	Kevin M. Schafer	H.R. Coordinator		330-499-8341	kschafer@stllc.org	
St. Vincent Charity Hospital	2351 East 22nd St.	Cleveland	OH	44115	Tedd Monczewski	HR Employment Manager		216-861-6200		
Stow Glen Retirement Village	4285 Kent Rd.	Stow	OH	44224	Valerie Morrison	Director of Nursing		330-686-7100		
Summa Health System Akron City Hospital	525 E. Market St. PO Box 2090	Akron	OH	44309	Susan Mattucci	Nursing Resource Coordinator		330-375-3821	mattuccs@summahealth.org	
Summa Western Reserve Hospital	1900 23rd St.	Cuyahoga Falls	Ohio	44223	Pam Brown	HR Specialist		330-971-7308	brownpe@summahealth.org	
The Campus of Anna Maria of Aurora	889 North Aurora Rd.	Aurora	OH	44202	Albert Berry	Director of Human Resources		330-562-6171	aberry@annamariaofaurora.com	
The MetroHealth System	2500 Metro Health Dr. C.G. 86 Human Resources Dept	Cleveland	OH	44109	Cheryl VanHorn	Director Talent Acquiotion		216-778-3327	cvanhorn@metrohealth.rog	
The Ohio State University Medical Center	660 Akerman Rd PO BOX 183100	Columbus	OH	43218	Dana Crantz	Employment Specialist	Human Resources	614-293-3609		
The Village at Marymount	5200 Marymount Village Dr	Garfield Hts	OH	44125	Brenda Milanczuk	Dir of H.R.		216-332-1602	bmilanczuk@marymounthcs.org	
Trumbull Co. Health Board	176 Chestnut Ave NE	Warren	OH	44483	Debbie Mokosh	Director of Nursing		330-675-2489	hemokosh@co.trumball.oh.us	
Trumbull Memorial Hospital	1350 East Market St.	Warren	OH	44482	Darlene Pitzer	Nurse Recruiter		330-841-9011	darlene_pitzer@vchs.net	
U.S. Airforce Health Professions	160 Technology Dr Suite 205	Canonsburg	PA	15317	Scott E. Myers	Health Professions Recruiter		724-743-5852 X103	scott.myers.3@us.af.mil	
U.S. Airforce ROTC	125 Terrace Hall Suite 104	Kent	OH	44242	Lt. Joel Martin	Unit Admissions Officer		330-672-2182	jmart104@kent.edu	
U.S. Army Recruiting Station	76 S. Main St., Suite 150	Akron	OH	44308	SSG Christopher Armbrust or SSG Kevin Brooks	Healthcare Recruiter		330-374-0256	Derrick.Crain@usarec.army.mil	
U.S. Army ROTC	106 Terrace Hall	Kent	OH	44242	2nd Lt. Zack Macek	Admissions Officer		330-672-8209	zmacek@kent.edu	
U.S. Navy	7123 Pearl Rd., Suite 102	Middleburg Hts.	OH	44130	Lt. Robert Rood	Medical Programs		440-843-9363	robert.r.rood@navy.mil	
University Hospitals	3605 Warrensville Rd MSC9215	Shaker Heights	OH	44122	Lindsey Barnhart	College Recruitment Coordinator	Talent Management Department	216-767-8359	lindsey.barnhart@uhhospitals.org	
University of Pittsburgh Medical	200 Lothrop St. Forbes Tower 10068	Pittsburgh	PA	15213	Jodie Clark	Project Leader		412-647-1837		
UPMC Nursing	UPMC Corp H.R., 200 Lothrop Street, 11thFloor Forbes Tower	Pittsburgh	PA	15213	Janet Eggleston	Adm. Coordinator		412-864-1258	egglestonjl@upmc.edu	
ValleyCare Health Systems of Ohi	500 Gypsy Lane	Youngstown	OH	44501	Scott Dimmick	Vice President of Human Resource		330-884-0743	Scott_Dimmick@vchs.net	
West Virginia University Healthcare	PO Box 8121	Morgantown	VA	26506	April Ratliff	Recruitment and Retention Specialist		304-598-4075	ratliffa@wvuhealthcare.com	
Windsor House, Inc.	101 W Liberty St	Girard	OH	44420	Janice Hardman	HR Coordinator		330-545-1550	jhardman@windsorhouseinc.com	

April 2011

Affiliations	First Name	Last Name
Mercy Medical Center	Charity	Davis
Anna Maria of Aurora	Albert	Berry
Canterbury Villa of Alliance	Alicia	Bailey
Akron Children's Hospital	Cathi	Dalton
Kent State Army ROTC	Joe	Paydock
Kaplan Nursing	Jennifer	Garvic
Cleveland Clinic	Caroline	Wamelink
Odyssey Hospice	Laura	Brinkza
Professional Nursing Service	Lori	Ostetrico
Visiting Nurse Service and Affiliates	Michelle	Stevens
Altercare of Ohio, Inc	Shelly	Fink
MetroHealth	Jeanne	Gregg
Windsor House, Inc	Michelle	Wolcott
University Hospitals	Rachel	Schoonmaker
Hattie Larlham Center	Char	Nevolnik
Summa Health Systems	Angie	McIntyre
St. John Medical Center	Angelique	Sunagel
Air Force ROTC	Matthew	Sanford

September 2011

Org	Contact Person
Akron General Medical Center	Deb Kosec
Mercy Medical Center	Charity Davis
Ohio Association of Community Health Centers	Jennifer L. Sanders
Hattie Larlham	Angie Stricker
Aultman Hospital	Rene' Tausch
Windsor House, Inc.	Janice Hardman
Akron Children's Hospital	Cathi Dalton
Altercare of Ohio, Inc.	Shelly Fink

Kaplan NCLEX Review	Jennifer Garvic
University Hospitals	Sheila Pollard
Study Abroad	Barb Yoost
Select Specialty Hospital	Glenda Coleman
Kent State University Army ROTC	Patrick Williams
The MetroHealth System	Jeanne Gregg
Summa Health System	Angela McIntyre

April 2012

Affiliations	First Name	Last Name
Akron Children's Hospital	Cathi	Dalton
AmeriCorps	Jennifer	Sanders
Anchor Medical Staffing	Jessica	Noelker
College of Nursing	Alison	Murphy
Hattie Larlham	Stacy	Hilinski
Humility of Mary Health Partners	Christine	Begalla
Kaplan Test Prep	Tamera	Gaines
Northcoast Behavioral Healthcare	Connie	Phillips
Southwest General Healh Center	Joni	Edwards
Sprenger Health Care Systems	Brandy	Burdick
St. John Medical Center	Jaime	Falasco
Summa Health System	Angela	McIntyre
The Campus of Anna Maria of Aurora	Albert	Berry
University Hospital	Tricia	Gadd
UPMC Nursing	Dawn	Beam
ValleyCare Health System of Ohio	Mary Ellen	Vaughn
West Virginia University Healthcare	April	Ratliff
Windsor Hourse, Inc	Michelle	Wolcott

September 2012

Affiliations	First Name	Last Name
Alego Health	Jillian	Stevens
UPMC Nursing	Janet	Eggleston
Akron General Medical Center	Deb	Kosec
The MetroHealth System	Cheryl	VanHorn
Kaplan Test Prep	Tamera	Gaines
ValleyCare Health Systems of Ohio	Mary Ellen	Vaughan
Summa Western Reserve Hospital	Pam	Brown
Cleveland Clinic	Patty	Papp
Aultman Hospital	Rene	Tausch

Windsor House, Inc.	Janice	Hardman
Mercy Medical Center	Jacob	Johnson
University Hospitals	Lindsey	Banhart
Hattie Larlham	Stacy	Hilinski
Professional Nursing Service	Lori	Ostetrico
KSU College of Nursing Graduate Studies	Alison	Murphy
KSU Study Abroad	Barbara	Drew
Louis Stokes Cleveland VA Medical Center	Karen	Reddick
Akron Children's Hospital	Cathi	Dalton
Humility of Mary Health Partners	Christine	Begalla
The Campus of Anna Maria of Aurora	Albert	Berry
Interprofessional Institue for Self-Care	Michelle	Bozeman
Summa Health System	Susan	Mattucci
U. S. Air Force	TSgt. Michel	Burchfield

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 12-Feb-13 Curriculum Bulletin _____

Effective Date Fall 2012 Approved by EPC _____

Department	Management & Information Systems		
College	BU - Business Administration		
Degree	PHD - Doctor of Philosophy		
Program Name	**Business Administration**	Program Code	
Concentration(s)	Operations & Strategic Management	Concentration(s) Code(s)	OPMG, STMG
Proposal	select one		

Description of proposal:

Suspend admission into the Operations Management and Strategic Management concentrations in the Ph.D. in Business Administration program. Declining enrollment and limited faculty resources have made the concentrations impractical and unsustainable. The objective of the proposal is to suspend admission into the concentrations starting fall 2013 through spring 2015 to allow the Department opportunity to restructure the concentrations, faculty resources and try other marketing strategies to grow enrollment. Otherwise, the concentrations would be discontinued starting fall 2015.

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

Current total credit hours: 66 Proposed total credit hours 66

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

The proposed suspension of the operations management and strategic management concentrations will have little or no resource implications to the proposing unit and other units in the College or university. The proposal will enable the proposing unit to leverage its faculty resources and improve opetrating efficiencies.

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

College of Business Administration Ph.D. Committee

REQUIRED ENDORSEMENTS

_____	2/12/13
Department Chair / School Director / Campus Dean	
_____	2/18/13
College Dean	
_____	2/21/13
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: Rick Schroath, *Associate Dean*, College of Business

FROM: O. Felix Offodile, *Chair*, M&IS Department

DATE: February 11, 2013

SUBJECT: Proposal to Suspend the Operations Management and Strategy concentrations in the Ph.D. in Business Administration program

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In keeping with the recommendations of its External Review team to streamline its concentrations the M&IS Department embarked on the review of its four concentrations in the Ph.D. in Business Administration program. The attached proposal is the result of the joint effort of the departmental faculty over the past several months.

Due to limited resources and attrition, the department faculty can no longer support all its concentrations in the Ph.D. program at this time. As a result, the Department has taken the first step to revise, consolidate and restructure the concentrations in order to allow it to better harness its limited faculty resources.

This effort resulted in the shoring up of the IS and HRM concentrations and suspension of the operations management and strategic management concentrations. However, in light of the continuing developments in the strategic operations/supply chain management field the department is seeking only a suspension at this time to provide it with the time it needs to refocus and market the concentrations to fit into a single problem solution rubric.

Therefore, the department is requesting to suspend admissions into the operations management and strategic management concentrations in Ph.D. program in business management starting fall 2013 through spring 2015. Otherwise, the concentrations would be discontinued starting fall 2015.

This proposal was approved by the M&IS Faculty Advisory Committee (FAC) and the whole faculty body.

KENT STATE
UNIVERSITY

Interdepartmental Correspondence

Department of Management & Information Systems

TO: Professor Murali Shanker, *Director Ph.D. Programs*, College of Business

FROM: O. Felix Offodile, *Chair*, M&IS Department

DATE: February 8, 2013

SUBJECT: Proposal to Suspend the Operations Management & Strategy Concentrations in the Ph.D. in Business Administration program

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The Operations Management (OM) and Strategy (STR) concentrations in the Ph.D. in Business Management programs have steadily declined in enrollment in the past several years. Although these concentrations are in the core of any business s, we need to suspend the concentrations to give us time to review our curricula and develop strategies for marketing them.

This proposal was approved by the M&IS Faculty Advisory Committee (FAC) and the whole faculty body.

Proposal Summary

Title: Temporary Suspension of admissions into the Operations Management (OM) and Strategic Management (SM) concentrations in the Ph.D. program in Business Administration program

Subject Specification: [Temporary suspension of admission into the Operations Management (OM) and Strategic Management (SM) concentrations in the Doctor of Philosphy (Ph.D.) degree program in Business Administration due to unsustainable declining enrollment and/or lack of ample faculty resources to support the concentrations.]

Background Information: [As a result of recommendations from its external reviewers and internal audit of its resources the M&IS department embarked on a complete review of its four concentrations at the Ph.D. level. That effort resulted in the restructuring of the department's strategic direction which included the shoring up of the Information Systems (IS) and Human Resource Management (HRM) concentrations. Historically enrollment in the IS and OM concentrations have been strong. However, faculty resources in the later have not kept up with demand. Given that the department's faculty resources are mostly in the HRM and IS disciplines it has decided to strenghten concentrations in these areas for now under a single solution rubric, with the option to integrate the other concentrations in the future.

Temporary suspension of the OM and SM concentrations would enable the Department to stop admitting students into the concentrations immediately and provide more time for the faculty to review the concentrations, their enrollments, and departmental resources.

Students currently enrolled in the concentrations will be given the opportunity to complete their degree requirements. Courses will continue to be offered in the concentrations or equivalencies found to enable students complete their degree requirements. The expertise of affected faculty who teach in the concentrations will be leveraged for other program areas in the Department, especially the newly revised research focus in IS and HRM.

There are no students enrolled in the strategic management concentration and those in the operations management concentration were advised of the suspension at department meetings. The decision to suspend the concentrations was first discussed and approved by the Faculty Advisory Committee (FAC) and was later brought to the whole faculty body for further discussions and approval. Understandably, some students and faculty were disappointed that the concentrations are being suspended but generally understood the department's reasons for the action.

The suspension of the concentrations have 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 affected faculty resources in other emerging and more relevant areas of business.

The Department's phase out plan is to provide students currently in the concentrations ample opportunity to complete their program requirements. Thus, the Department will continue to offer courses and mentorship in the concentrations until all affected students complete their degree requirements. Meanwhile, no further admissions will be allowed into the major with effect from fall 2013.]

The anticipated changes in the concentrations such as curriculla revisions and retaining the necessary faculty expertise have already been made. New marketing and media materials to be used to market the concentrations to students inside and outside of KSU will be developed within the proposed period of suspension. If these efforts are not successful in growing enrollment and/or no more resources could be garnered to help service the concentrations, then they would be discontinued.

Alternatives and Consequences: There are no alternatives to this proposal since maintaining the status quo of offering all the concentrations at our current level of faculty resources is not viable.

Specific Recommendation and Justification: The specific recommendation is the suspension of the operations management and strategic management concentrations as proposed in this document. The suspension would allow the Department to reassess the viability of the concentrations and how best to leverage its limited faculty resources for sustaining them in the future.

Timetable and Actions Required: [It is recommended that the proposed suspension and all cessetion of admissions into the concentrations take effect from fall 2013 through spring 2015, at which point reinstatement or inactivation of the concentrations would be proposed for fall 2015. Meanwhile, students currently in the concentrations will be offered ample opportunity to complete their degree requirements.]

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **25-Jan-13** Curriculum Bulletin _____

Effective Date **Fall 2013** Approved by EPC _____

Department	**Architecture**
College	**AE - Architecture and Environmental Design**
Degree	MASTER OF LANDSCAPE ARCHITECTURE
Program Name	**Master of Landscape Architecture** Program Banner Code
Concentration(s)	Concentration(s) Banner Code(s)
Proposal	**Establish program**

Description of proposal:

The Master of Landscape Architecture is a professional, landscape architecture design degree intended to develop design, technical, research and practical skills sufficient to work in the landscape architecture discipline. The program further offers the necessary critical and visionary tools to produce leading professionals.

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

Current total credit hours: Proposed total credit hours **72 / 60**

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):

College of Arts and Sciences
College of Applied Engineering, Sustainability and Technology
College of Education, Health and Human Services
College of Public Health
College of Nursing
College of the Arts

REQUIRED ENDORSEMENTS

Department Chair / School Director	1/28/13
Campus Dean (for Regional Campuses proposals)	/ /
College Dean (or designee)	1/28/13
Dean of Graduate Studies (for graduate proposals)	/ /
Provost and Senior Vice President for Academic Affairs (or designee)	/ /

Full Proposal:

Master of Landscape Architecture

Kent State University
College of Architecture and Environmental Design

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Full Proposal: Master of Landscape Architecture

Introduction:

Kent State University proposes to offer a Master of Landscape Architecture I (MLA I) accredited professional degree and a Master of Landscape Architecture II (MLA II) post—professional degree. The rationale for the program in Landscape Architecture is to expand the existing College of Architecture & Environmental Design (CAED) programs; to provide the design professionals of the Northern Ohio region a resource for exceptional landscape architecture graduates and professional advancement; and to outreach to local communities and institutions. A master's level degree is proposed in order to pursue integration with CAED's established architecture and urban design graduate programs. This program will also have the opportunity to collaborate with the other KSU programs such as public health, biology, geology, and geography. Additionally, the American Society of Landscape Architects (ASLA) suggest in a 2008 report that masters level programs provide more flexibility for student, professional, and societal needs[i].

The focus for the program is sustainable landscapes with a concentration on urban areas and regional ecologic, economic, and social issues. This approach was developed with the feedback from academic/professional advisors and a survey sent to regional professionals. Furthermore, a networking session held in September 2012, with local practitioners continued to guide the overall program philosophy and curriculum framework. A group of practitioners will continue to work with an ongoing CAED MLA committee with the intent to continue to develop the program.

Ohio is a diverse state with many types of cities, industries, cultures, ecosystems, and landscapes. There are four accredited architecture programs that serve the diverse needs and interests of the state, but there is only one University with an accredited landscape architecture program. Consequently, the disciplinary purpose for the proposed MLA program is that this region of Ohio is insufficiently served for students, professionals, and communities with issues concerning landscape architecture. The CAED's pedagogical intent is to relate the program to the existing professional and master's degrees such that a comprehensive understanding of the design of the human and natural environment are understood by all of our graduates. Of primary significance for the region is that this program will be integral to the CAED's existing core values for architecture, interior design, and urban design, and that multi-disciplinary and cross disciplinary opportunities can be developed for students, faculty, and practitioners.

Alignment with the University'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."
At Kent State major foci have been established by the University's Excellence Agenda:

- Ensuring student success
- Enhancing academic excellence and Innovation
- Expanding breakthrough research and creative endeavors
- Engaging with the world beyond our campus
- Securing our financial future
- Developing and recognizing our people

In a complex and changing world, Kent affirms its position as an essential, dynamic resource for the State of Ohio and the world.

The Landscape Architecture Program enables students to discover, create, apply and share knowledge that contributes to the betterment of our physical environments. Within a balanced curriculum of technology, visualization, history, theory and design studio coursework, the program offers a platform for scholarship, constructive discourse and debate. Northeast Ohio's rich history and dynamic urban landscape serve as a setting for academic learning and the study of "real world" conditions. By placing equal emphasis on the poetics and pragmatics of construction and design, the curriculum inspires experimentation, collaboration, discovery, critical thinking and innovation. The program fosters academic excellence and prepares students to be responsible and accomplished landscape architecture professionals.

Studio Culture at the CAED:
The CAED promotes a positive and respectful learning environment, through the fundamental values of optimism, respect, sharing, engagement and innovation among the members of the student body, faculty, staff and administration. The CAED encourages students and faculty to appreciate these values as guiding principles of professional conduct. Although expectations are high, the CAED recognizes a balanced life and well rounded university education are critical for each student's personal growth.

CAED studios are classroom environments which foster independent and collaborative inquiry, the acquisition of knowledge and management skills and the establishment of a strong work ethic to enhance students' professional growth. Peer and faculty review within studio stimulates questions, strengthens dialogue, supports critical and creative thought and promotes the discovery and application of new knowledge. Studio fosters design thinking through research and is a forum for design innovation and exploration with the goal of improving quality of life.

CAED studios encourage life-long learning through establishing foundations in design thinking, research habits and the integration of life experiences in the pursuit of excellence in design.

Academic Quality

Kent State University intends that the Master of Landscape Architecture I be a LAAB accredited program. According to LAAB, "LAAB accredited programs must maintain and monitor – and strive to advance – academic quality within their program and their institution. "Academic quality" at its most basic definition is that the program satisfies (meets or exceeds) student and professional expectations. However, the program must reflect the institutional mission, thus providing diversity amongst programs and fostering innovation in practice, research, and service. The program must have specific processes to determine if its quality standards are being met; this evaluation must be on-going and forward-thinking. In addition to student achievements, academic quality is also indicated by high standards of teaching, research and service. The goals and results of these activities should reflect both the institutional mission and the profession of landscape architecture." The advanced Master of Landscape Architecture II degree is intended for students already holding a LAAB accredited degree in landscape architecture.

In addition to seeking accreditation for the degree program, the proposed MLA program will roll into existing program review and quality improvement processes at Kent State University consistent with all University programs. Kent State University aspires to have the finest Master of Landscape Architecture program in the nation.

Competency, experience and number of faculty

CAED faculty at Kent State University include three with Master of Landscape Architecture degrees. Two are full-time, one, tenured, one, a long-time adjunct handling multiple courses per semester. Two of these hold Ph.D. degrees in allied disciplines the third is in pursuit of a Ph.D. in geography while teaching and practicing. All have significant teaching experience at the graduate level. Each holds a different area of disciplinary background including: history and theory, geography and professional practice, and ecology. Additionally, current faculty in the College of Architecture and Environmental Design and new adjunct faculty will provide support for the students, curriculum and the faculty. Please find the faculty Curriculum Vita section in the Appendix of this report. Current CAED and Kent State University coursework will further establish the quality of the program by providing established rigor. Adjunct faculty identified to teach several courses, are not yet under contract.

Adequacy of students

Please see question b. i. for details on the admissions requirements. Portfolio requirement, purpose statement, CV, reference letters, Graduate Records Examination, 2.75 undergraduate GPA, and application review by landscape faculty are consistent with other Master of Landscape Architecture programs as well as with Kent State University standards. The TOEFL score exceeds KSU minimum.

Curriculum

Please see question b. vi. for detailed description of the MLA curricula and course sequence. The curricula were developed by landscape architecture faculty at Kent State including Charles Frederick, Dr. Reid Coffman and Dr. Ellen Sullivan with consultation from a professional and academic advisory board and colleagues in the College of Architecture and Environmental Design including Interim Associate Dean Jonathan Fleming.

The curriculum of the MLA I was designed to meet or exceed the Landscape Architecture Accreditation Board (LAAB) standards for accredited programs, as well as to provide the breadth and depth of understanding outlined in the American Society of Landscape Architects (ASLA) Landscape Architecture Body of Knowledge (BoK) document. The proposed number of credits, 72, is consistent with LAAB standards. Master of Landscape Architecture programs nationally are frequently up to 90 credits, however, most evolved prior to LAAB accreditation standards. The University of California Berkeley is 76 credits, Chatham University in Pittsburgh, the nearest accredited MLA program to Kent State, requires 65-78 credits for the MLA first professional degree. Significant effort has been applied to differentiate strengths of this program through pedagogy of integration among courses and project work, and the provision of significant required content in the studio sequence, while maintaining focus upon the LAAB accreditation criteria. The reason KSU will develop this course of study in fewer credits is the efficiency of including accreditation content in studios which is a strength of the other design programs at Kent State.

The MLA II was developed for students holding a LAAB accredited Bachelor of Landscape Architecture or a Master of Landscape Architecture first-professional degree. The intention of the program is to develop new knowledge in design and to provide opportunity for specialization in an area of the student's choosing. The MLA II is not intended to pursue LAAB accreditation.

Computational resources
Kent State University provides full-time faculty with laptop computers on a three year refresh cycle. Part-time faculty, in certain instances, are provided with a laptop computer on a term basis. IT specialist is on hand to assist faculty in their computing needs.

Kent State University provides all students with:

- Internet access in classrooms and all studios
- Instruction relevant to each discipline's basic, mid and advanced level needs
- LAN systems support for professional disciplines
- Advanced lab equipment PC's and software, scanners, printers, etc

Currently, CAED has two large computer labs (15 and 21 PC's), a graduate only digital lab/studio (16 PC's), four additional small labs with 4 systems each, plus large scale printers (including color), scanners and three digitally driven laser cutters including one located in the CUDC facility. Studios are 100% fiber optic wired. All classrooms have internet access. The college provides student lab access to a variety of software, including Revit, AutoCAD, 3D Studio, Studio Viz, Maya, Rhino, AutoCAD Map, and various GIS software programs. Landscape Architecture students shall provide (at a personal cost of $3,000-$4,000 to each student):

Graduate – minimum spec
Intel® Core™ i7
12 GB+ Memory
2TB Hard Drive
Dual 20"+ monitors
DVD±RW Drive
Dedicated ATI or nVidia video adapter with at least 1-2GB memory
Wireless Network Adapter
Windows 7 ® Home Premium (64-bit)

Library
Kent State University Libraries has membership in the OhioLINK consortium of higher educational institution libraries. University Libraries also belong to the Association of Research Libraries (ARL).The Architecture Library, the students and faculty of the College of Architecture and Environmental Design, partake of the rich academic resources provided by OhioLINK. The consortium, its membership and resources are described on the website:

The Ohio Library and Information Network, OhioLINK, is a consortium of 88 Ohio college and university libraries, and the State Library of Ohio, that work together to provide Ohio students, faculty and researchers with the information they need for teaching and research. Serving more than 600,000 students, faculty, and staff at 89 institutions, OhioLINK's membership includes 16 public/research universities, 23 community/technical colleges, 49 private colleges and the State Library of Ohio.

Together OhioLINK and its member libraries provide access to:

- 48 million books and other library materials
- Millions of electronic articles
- 14,000 electronic journals
- 150 electronic research databases
- 62,000 e-books

- Thousands of images, videos and sounds
- 26,000 theses and dissertations from Ohio students

The Joseph F. Morbito Architecture Library was founded in 1987. One of five branch libraries (Performing Arts, Fashion, Chemistry-Physics, Map) on the main campus of Kent State University, its location at 309 Taylor Hall is in proximity to the administrative center for the College of Architecture and Environmental Design and close to its instructional spaces.

The Kent State University and Joseph F. Morbito Library's current Landscape Architecture holdings are described below. They are adequate for graduate research with the following holdings in e-book and print formats at all Kent State University Libraries, including regional campuses:

- *Landscape Architecture*: 1,300 titles
- *Sustainable Landscape*: 200 titles
- *Ecology/Land Use* (multi-disciplinary): 12,200 titles
- *Geography* (research level program): 15,000 titles
- *Botany, Horticulture, and agriculture:* 35,000 titles
- *Serials/Periodicals i*n e-journal and print formats via OhioLINK: approximately 100 titles
- *GIS Resources* (software and labs): Main Library, Map Library, Architecture Library
- *Map Resources:* University Libraries Map Library, approximately 250,000 printed maps
- *United States Federal Depository:* USGS, soil studies, hydrology maps, historical maps

Laboratory
A new laboratory focused on landscape and ecological research is under development at the Kent State Cleveland Urban Design Collaborative. This lab is founded upon the research of Dr. Reid Coffman. Dr. Coffman's history of development of field and lab based experimentation is established. Dr. Coffman's hire was a part of a coordinated hire among the College of Architecture and Environmental Design and the College of Arts and Sciences. Dr. Coffman's research is also often field research conducted in existing and new development.

Physical facilities
Construction of a new $40,000,000.00 Kent State University College of Architecture and Environmental Design facility on the Kent Campus will have dedicated lab and fabrication lab spaces. The new facility will also have opportunity for exterior research.

All CAED facilities are handicap accessible, including:

building, use (location)	floor	square footage	attributes
Taylor Hall (Kent Campus)	-	30,000	Opened 1966
1st Year Studios	fourth	11,075	210 Desks added 2012
Graduate Studios	fourth	2,940	40 Desks added 2011
Pinup Classroom	fourth	325	Added 2011
faculty office and archive	fourth	315	Added 2012
studio support, archive, spray booth, laser cutting	fourth	500	
Architecture Program and Faculty Offices	third	3,915	19 faculty offices
1 Classroom	third	535	Enhanced 2011
Architecture Library	third	2,717	Expanded 2009 from 2,100sf
Computer Lab for 15	third	350	
2 Digital Classrooms	second	2,260	40 students each

CAED Dean's office The Schidlowski Suite includes an exhibit space, the McNeill Conference Room, and a second small conference room.	second	2,360	Expanded in 2009
Digital Studio for 16	first	1,225	New 2008
Digital Commons	first	815	New 2008
Computer Lab for 18	first	450	New 2008
IT staff office	first	150	New 2008
Gym Annex (Kent Campus)	first floor	30,000	Opened 2000
3rd Year Studios		17,000	2 desks per station
1 Classroom ANX 126		800	
1 Environmental Tech Lab		800	
1 Archive Room		800	
Ancillary Spaces		4,000	
Interior Design Studios		8,000	
Tri Towers Rotunda (Kent Campus)	second	11,230	Opened Dec 2006
4th Year Studio		9,050	100 student capacity
3 Offices		360	
Classroom		1,343	64 seats
Print room		185	
Archive		292	
Palazzo dei Cerchi (Florence, Italy)		15,000	Expanded in 2007
Entry / Reception / Elevator	ground		90 student capacity
Lecture Room for 99 people	first		In studios
Gallery	first		
Studio	second		
Library & Classroom	second		
Studio	third		
2 Classrooms	third		
Studio	third mezzanine		
Offices	fourth		

Cleveland Urban Design Collaborative (CUDC) (Cleveland, Ohio)	11,200	New Facility relocated February 2010 expanded 2012
Studio	7,500	80 student capacity
Classroom	530	

Gallery	1,340
Offices	1,600
Conference Suite	930
Reception/business manager, kitchenette, work room	460

a) In addition to this analysis, for **entry level graduate degree programs**, academic quality assessment will focus on the adequacy of the answers provided in response to the following questions:

i. Is the program distinctly different, both conceptually and qualitatively, from the undergraduate degree programs in the same or related disciplines? If so, is there a detailed listing of the specific differences?

> Kent State University does not have an undergraduate program in Landscape Architecture. The Master of Landscape Architecture I will offer integrative learning opportunities to students seeking a LAAB accredited professional Master of Landscape Architecture degree. Students in this degree program will prepare to pursue professional registration as Landscape Architects.
>
> The graduate level first professional degree differs from undergraduate degrees in key ways. The degree affords flexibility to involve students with extant knowledge bases in a diversity of fields in individualized development and the opportunity to complete an independent capstone.
>
> The benefit of a graduate level program permits experienced students to draw from their discreet experiences and will afford the student to use their knowledge from other disciplines as a means to advance their understanding of landscape issues. The curricular perspective is one of integration of base knowledge from the many areas of study into an applied research studio emphasis.
>
> Student maturity permits a higher level of initial inquiry in all areas of study. The inclusion of graduate level methods of inquiry coursework in the curriculum is central to differences between this approach and undergraduate curricula. The curriculum is not perceived as a list of courses as it is in the eyes of most undergraduate students. The body of knowledge is integrated as a whole, students are asked to do things that tie one area of knowledge to another within and outside the discipline. Each course is a vehicle for learning increasing levels of information and complexity building an ability to pursue individual study.
>
> This program is further differentiated by its location, in the CUDC, where the students will be co-located with an operating design practice. This affords the opportunity to witness the function of a professional office on a daily basis and the potential opportunity to be involved in the research functions of the CUDC staff and of the faculty.

ii. Does the program emphasize the theoretical basis of the discipline as expressed in the methods of inquiry and ways of knowing in the discipline?

> Professional practice, technical, research and history/theory courses and integrated design studios form the basis of the curriculum. The program will develop from the things the College already does best: integrate the varied knowledge areas of the discipline in design, affording students opportunity to resolve complex problems in collaborative environments. Architectural theory, urban theory, landscape theory and history are courses and elements of current curricular offerings of the College of Architecture and Environmental Design at the graduate level. Experienced graduate faculty will continue to advance the emphasis on theoretical knowledge and applied research to develop new knowledge within the professional program structure.
>
> The course of study includes research methods coursework and a continuous development of research and applied research in its approach to disciplinary knowledge. Studio coursework will be comprised of significant research basis prior to the development of designed responses to specific conditions as they are uncovered.
>
> Students in the CAEDs graduate Methods of Inquiry coursework have papers accepted for conferences on a regular basis. Students in the MLA programs will be encouraged in scholarly pursuit of the dissemination of their research and in the development of funded research opportunities through their capstone projects and beyond.

iii. Does the program place emphasis on professional decision making and teach the use of critical analysis in problem solving?

Emphasis is placed upon decision making methodology and analytical ability. Design involves Bloom's high thinking skills. The need to implement specific and appropriate solutions provides the student with the need to know relevant concepts and to use critical ability in the analysis of competing interests.

A developed understanding of the relationship of technical knowledge with theoretical knowledge forms the basis for sound professional judgment in the discipline. The application of these knowledge areas to specific conditions is central to the development of design thinking. The study of problem solving behaviors, knowledge of research methods and the ability to actively think through problems with groups of people with, often, competing interests is the basis for the ways curricular integration occurs.

Design theory is why designers do things, and design thinking is how one thinks about the problems of design. Exercises in each studio are constructed on this basis. The typical studio centers upon ill-defined problems, meaning the means for achieving a solution and the solution itself may not be determinable. Problem identification and formulation is the core of the disciplinary knowledge base. Integrating an expanding knowledge of the areas of study that contribute to the discipline forms the basis for the integrated studio curriculum approach. In other words, each studio provides the opportunity for a student to improve upon their capacity to handle more complex problems and to arrive at more elegant solutions to those problems. Studio projects also form a necessity to know. In order to develop strategies and to achieve objectives the timely exchange of relevant information is critical.

iv. Is the program designed to educate students broadly so that they have an understanding of the major issues and concerns in the discipline or professional area?

The course curriculum involves each knowledge area of the landscape architecture discipline. The curriculum and supporting opportunities, such as lecture series, and the exposure of landscape architecture students to students and faculty in the disciplines of architecture, urban design, conservation and biology are each a means to a broad understanding of the major issues affecting the discipline. Further, connection with the profession is a critical way to fostering broad education and perspectives as the faculty perspective is not the only ones heard in the context of design reviews.

Among the benefits of a graduate level program is that students come with a diversity of academic experiences. This experience affords the opportunity to contextualize the problems of the discipline in many different frames of reference. Fostering the communications of the varied reference areas students have is an important means to accomplishing broad education. The collaborative atmosphere of the studio permits exchange in such a way that students encourage the perspectives of peers and develop their own in the process.

v. Does the design of the program include a capstone experience, such as an exit project (which would not necessarily be a research experience)?

Building from the broad and collaborative base, an academic-year-long design thesis or multi-disciplinary capstone studio experience are alternative completion experiences in the MLA curriculum.

vi. Does the proposed program identify faculty resources appropriate for the research component of the program?

The proposed landscape architecture program faculty is actively engaged in scholarly production and research. Please find evidence of the scholarly productivity of the faculty in the CVs in Appendix E. Library resources are exceptional through Kent State University Libraries' Joseph Morbido Architectural Library and Ohio Link. Dr. Coffman is developing a research lab focused on the ecology and performance of landscape systems and Dr. Sharag-Eldin is the Coordinator of the CAED's Environmental Design Research Unit. In addition, the resources of the CAEDs complete graduate faculty are available to students of the MLA program.

Additionally, KSU CUDC research work was exhibited at the 2012 Venice Biennale, arguably the most prestigious venue for showing design work in the world. CUDC research includes a range of types of projects outlined on the website (http://www.cudc.kent.edu/projects_research/index.html) and publications

(http://www.cudc.kent.edu/publications/index.html) produced by the CUDC include the Urban Infill series which now numbers five publications.

vii. Does the program curriculum offer what students need to know for competence at the expected level of professional expertise?

The MLA curriculum will offer students an education appropriate to pursue professional registration as a Landscape Architect. Landscape Architectural Accreditation Board accreditation will be sought for the program (see Appendix D). This accreditation review will create an ongoing means to program assessment and improvement as it relates to the standards set forth in the LAAB accreditation requirements.

Additionally, the American Society of Landscape Architects developed a Body of Knowledge (BOK) document based upon surveys of academics and professionals (see Appendix C). The BOK document informs the content for courses and studios in two primary categories: Knowledge Domains and Competencies. Each Category is then broken down in the following subcategories: Landscape Architecture History and Criticism; Natural and Cultural Systems; Design and Planning Theories and Methodologies; Public Policy and Regulation; Design Planning and Management at Various Scales and Applications; Site Design and Engineering, Materials, Methods, Technologies & Applications; Construction Documentation & Administration; Communication; Values & Ethics in Practice.

viii. What plans have been made to address standards and guidelines for professional accreditation, if applicable?

The student learning outcomes are adapted from the standards of LAAB Accreditation (see Appendix D) and the ASLA Body of Knowledge (see Appendix C). During the second year the program is offered, the program will seek LAAB Candidacy. Documentation outlining the philosophy and pedagogy of the program is submitted with the LAAB Candidacy request. The following year an accreditation document is submitted and a visit and review by LAAB Accreditation Team will occur.

b) In addition to the analysis given in the first paragraph above under Part A, Section II.B.1 for professional graduate degree programs, academic quality assessment will focus on the adequacy of the answers provided in response to the following questions:

i. What admission criteria, in addition to the traditionally required transcripts, standardized test scores, letter of recommendation, and personal statements of purpose, will be used to assess the potential for academic and professional success of prospective students? The special consideration of student experience and extant practical skills within the admission process should be specifically noted.

> Admissions processes will be consistent with Master of Landscape Architecture programs. Admission criteria will include minimum undergraduate Grade Point Average 2.75, minimum TOEFL score of 80, a statement of purpose, curriculum vitae, original transcripts from colleges previously attended, Graduate Records Examination (GRE) scores; 3 letters of reference and portfolio of design work. The portfolio is the primary means for communicating an applicant's aptitude for design. Projects chosen should demonstrate the breadth as well as depth of the applicant's knowledge, abilities and interests.
>
> An admissions committee composed of at least three graduate faculty members will review admissions materials. The review process will be competitive and will consider criteria related to creative design and research potential, technical and computational abilities, and theoretical understanding of design culture and the environment.
>
> Following admission determination advanced standing and the evaluation of student coursework on the basis of specific relevant courses will be executed by the program director in conjunction with the faculty as it relates to consistent course content. Experiences that contribute to advanced standing may include coursework or degrees which include core content in the design of environments, horticulture, ecology, biology, botany, and geology among others.

ii. If field/clinical experience is subsumed within the academic experience, how does that experience relate to the academic goals of the professional graduate degree program? Provide a description of the involvement of supervisory personnel. Describe the level of communication between the field/clinical experience site and the academic department. Provide an outline of the anticipated student activities as well as student requirements.

> No field/clinical experience is required in the academic curriculum outside of field experiences engaged in faculty led coursework. In the state of Ohio a required one-year, full-time internship following graduation and the Landscape Architectural Registration Exam (LARE) are necessary for licensure in the state. While the need for this internship is clear and the program's role in assisting students to find employment after graduation is equally clear, the academic program will not provide academic credit for this experience.

iii. If the faculty qualifications associated with the professional graduate degree program differ from national norms and the traditional standards of faculty excellence, how do such qualifications differ and why do they differ? Provide the specific qualifications of adjunct, part-time, and special faculty who do not hold traditional academic credentials. Also, give a rationale for such faculty without academic credentials to participate in the professional degree program as regular program faculty.

> The Master of Landscape Architecture is the terminal degree in the landscape architecture design discipline. The faculty for the proposed program will hold at least a terminal degree. Current faculty hold both professional MLA and Ph.D. in an allied discipline, or hold MLA and professional state licensure (see Appendix F). Future faculty will be recruited with the same standards, consistent with national norms. All lecturers and instructors will have a master's degree or have significant professional experience in their area of expertise. The determination of faculty for appropriate credentials and expertise will follow CAED and university standard policies. Please find an outline of current faculty and courses or areas of teaching contribution in the matrix found at the beginning of Appendix F.

iv. How does accreditation by the appropriate professional organization relate to the academic experience outlined in the program plan? Describe the specific aspects of the program plan, if any, that are necessary to achieve professional accreditation.

Accreditation is administered by the Landscape Architectural Accreditation Board (LAAB) with a mission of evaluating, advocating, and advancing the quality of education in landscape architectural programs. The LAAB has developed seven standards to evaluate and judge a program (see Appendix D). The stakeholders of the LAAB include academics, practitioners, and allied organizations including the American Society of Landscape Architects (ASLA), Council of Landscape Architectural Registration Boards (CLARB), and the Council of Educators in Landscape Architecture (CELA). The accreditation process is voluntary and self-regulated/self-evaluated system. The program will conduct a self-study to evaluate its educational objectives with a LAAB Accreditation team providing an independent assessment.

Meeting LAAB accreditation standards is a key developmental goal. The framework that the Program will to pursue for accreditation will include seeking Candidacy status in year 2 and Initial Accreditation at year 3 (see Appendix X). The pursuit of Candidacy status is important because it will initiate the dialogue with the LAAB and provide a valuable interaction with the accrediting agency and local stakeholders that the Program is committed to the students, professionals, and region. Upon a successful accreditation visit, prior graduates within the candidacy timeframe are retroactively granted accreditation of their degrees.

The curriculum provides a structured approach to exceeding the minimum criteria for accreditation. The LAAB criterion and ASLA Body of Knowledge document are integrated in the design of the curriculum. The coursework provides a sequential means to advance the students' incremental understanding of the body of knowledge.

v. What is the relationship between theory and practice as expressed within the proposed curriculum? Identify a set of *core courses* and show how the curriculum enhances the student's professional preparation.

The curriculum is developed as a progression of the pedagogical themes of groundwork – morphology – experimentation course work. Each semester will include a design studio and associated courses that are integrated with the studio objectives. The LAAB has 11 professional curriculum categories that evaluate core-knowledge skills (see Appendix D). Furthermore, the LAAB and parallel landscape architecture organizations developed the Landscape Architecture Body of Knowledge. These 110 elements and the professional curriculum categories were influential in the development of the Program's course work. Each semester students experience integrated studio and technical course work, and each year will build upon earlier knowledge. The final year, students will be able to pursue their own choices for advancement in studio and cognates. The studio/course sequence was structured with the following logic:

Year 1-Fall | Garden Typologies studio with course work of Plants+Planted Form and Design Visualizations to integrate into semester experience.

Year 1-Spring | Neighborhoods studio with course work of Site Engineering and Landscape History+Theory to integrate into semester experience.

Year 2-Fall | Systems+Infrastructure studio with course work of Ecological Systems and Research Methods to integrate into semester experience.

Year 2-Spring | Urban Form studio with course work of Construction Technologies and Construction Technologies to integrate into semester experience.

Year 3 – Fall/Spring | Interdisciplinary/Capstone studios with cognate courses to integrate semester experiences.

vi. Does the number of credit hours required for graduation differ significantly from traditional graduate degree programs? How is the number of credit hours required for graduation influenced by mandated professional experiences?

Most existing first-professional graduate landscape architecture programs are three year programs and have a range of 60-90 credits with an emphasis on course work that satisfies accreditation standards. The proposed

program curriculum will be a three year – 72 credit hour first professional degree program. The three years will be structured with a focused progression of educational themes (first year – groundwork | second year – morphologies | third year – experimentation). Each semester will have a design studio, technical and professional courses that integrate with the pedagogical theme. The final two semesters will have cognate electives that allow the student to focus on their individual educational goals. The third year design studios will be either interdisciplinary studio (with graduate architecture and/or urban design students) or a capstone project of the student's choosing directed by a graduate faculty member and committee. The program is developed for students with minimal undergraduate exposure to landscape architecture.

Prospective students with an accredited degree in landscape architecture, are eligible for the MLAII program a 4 semester program that will not carry professional accreditation. Finally, the CAED has a long standing study-abroad program in Florence, Italy and MLA students would have the option to study at the KSU Florence facility for a full semester in the fall of their second year.

The proposed curriculum for the professional degree will be structured as follows:

Master of Landscape Architecture I (MLAI) first professional degree
Year 1 – Groundwork
Intent: To introduce base knowledge of landscape architecture and create a foundation for design and professional awareness

Fall

Studio 1 | Garden Typologies	6
Plants+Planted Form	3
Design Visualization	3
	12 credits

Spring

Studio 2 | Neighborhoods	6
Site Engineering	3
Landscape History+Theory	3
	12 credits

Year 2 – Morphologies
Intent: To explore the various scales and responsibilities of landscape architecture and articulate critical connections to architecture, interior design, and urban design

Fall

Studio 3 | Systems+Infrastructure	6
Ecological Systems	3
Research Methods	3
	12 credits

Spring

Studio 4 | Urban Form	6
Construction Technologies	3
Professional Practice	3
	12 credits

Year 3 – Experimentation
Intent: Inquiry into an approach that integrates design elements, theory, history, technical knowledge, and life experiences into a comprehensive design strategy

Fall

Studio 5 | Interdisciplinary/Capstone 1	6
Cognate 1	3
Cognate 2	3
	12 credits

Spring

Studio 6 | Interdisciplinary/Capstone 2	6

Cognate 3	3
Cognate 4	3
	12 credits
	72 Total Credits

(See Appendix B for cognate opportunities)

Master of Landscape Architecture II
The Master of Landscape Architecture II is a non-accredited advanced degree for students holding a Bachelor of Landscape Architecture from an LAAB accredited program.

Year 1 – Morphologies
Intent: To explore the various scales and responsibilities of landscape architecture and articulate critical connections to architecture, interior design, and urban design

Fall

Studio 3 | Systems+Infrastructure	6
Research Methods	3
Cognate	3
Cognate	3
	15 credits

Spring

Studio 4 | Urban Form	6
Cognate	3
Cognate	3
Cognate	3
	15 credits

Year 2 – Experimentation
Intent: Inquiry into an approach that integrates design elements, theory, history, technical knowledge, and life experiences into a comprehensive design strategy

Fall

Studio 5 | Capstone 1	6
Cognate	3
Cognate	3
Cognate	3
	15 credits

Spring

Studio 6 | Capstone 2	6
Cognate	3
Cognate	3
Cognate	3
	15 credits
	60 Total Credits

(See Appendix B for cognate opportunities)

vii. Can it be demonstrated that the culminating academic experience, such as an exit project, thesis or dissertation, will contribute to the enhancement of the student's professional preparation? In support of the response here, provide a list of possible research projects, theses, or dissertation topics.

The final year of course work will be student directed for studios and cognates. It is the intention of the Program to provide academic options to the students and develop a research body-of-knowledge that contributes to the profession. The students can choose either interdisciplinary studio that will include

graduate CAED architecture and urban design students or they can select a capstone project with a graduate faculty advisor and committee. The capstone project will follow existing CAED guidelines and policies, and will present opportunities to partner with collateral organizations for research and advanced project typologies.

The project and research opportunities include:

- Advanced Theory
- Alternative Infrastructures
- Climate Adaptations
- Design + Build
- Ecological Services
- Landscape Systems
- Novel Ecologies
- Midwestern Rust-Belt Urbanism
- Shrinking Cities
- Suburban Transformations
- Sustainable Sites
- Urban Morphologies
- Building Integrated Landscape Systems

2. Need

Examples of potential metrics of program need include:

a) Student interest and demand:

The initial target for the first year is 15 graduate students growing to 45 students after three years 15 admitted students annually. There are natural opportunities to affiliate this program with other programs within the university (biology, geology, geography, horticulture, public health) for potential graduate students, likewise CAED's undergraduate students will be considered for this program.

b) Institutional need:

The plan for overall development of graduate programs at Kent State University involves increasing the research potential of the units. The design disciplines are traditionally not exceptionally well funded for research. Professional education in Landscape Architecture increases these opportunities to provide collaborative resources to multi-disciplinary teams for research projects throughout the University while developing the diversity of offerings of the CAED and fulfilling the critical regional need for professionals in this area of design.

c) Societal demand:

According to the Bureau of Labor and Statistics, an increase of 16% is projected in the Landscape Architectural field between 2010 and 2020. This includes 7,800 job openings due to growth and replacement in the ten year span.

To compliment these projections the Northeast Ohio region in 2010-2011 has seen a growth for professional services with an increase of over 15% growth in Lorain and Ashtabula counties; 5-10% growth increase in Cuyahoga, Portage, Mahoning, and Columbiana counties; and less than 5% growth in Medina, Summit, Stark, Geauga, and Trumbull. No other region in Ohio compares to the potential growth for professional services[ii].

The densely populated northeast quadrant of Ohio, is home to nearly half the State's population (4,500,000), and two-thirds of its wealth. The majority of the citizens are engaged in industry and commerce. The Cleveland/ Akron/ Canton/ Youngstown/ Warren metropolitan area is home to many culturally rich organizations and events. The Cuyahoga Valley National Park and more than twenty other institutions of higher education add to the character of the region. Because it is home to many corporations and the NASA Glenn Research Center, Northeast Ohio is noted for research and development activities in science and engineering. Outstanding medical and health-related facilities populate the area, typified by the Cleveland Clinic, University Hospitals System, Summa Health Systems, and the Akron General Health System. Cultural resources abound especially in the Visual and Performing Arts including the Cleveland Museum of Art, MOCA Cleveland, the Porthouse Theater on the grounds of Blossom Music Center, Severance Hall. All of these communities and major institutions require design services from Registered Landscape Architects and KSU will most appropriately fulfill this need given its history of producing graduates prepared in the professional design disciplines. Community Development and Design have long been addressed through the College of Architecture and Environmental Design and its Cleveland Urban Design Center (CUDC) located in Playhouse Square in downtown Cleveland. The CUDC addresses quality of life and health issues through its design and research work with communities, neighborhood improvement organizations and planning agencies.

Ohio State University-Knowlton School of Architecture offers the only accredited Bachelor of Landscape Architecture and Master of Landscape Architecture program within the state. Other parallel programs include Miami University-School of Creative Arts with a minor in Landscape Architecture (design) and the University of Cincinnati-College of Design, Architecture, Art, and Planning offers a horticulture degree. Consequently, the northern half of the state is underserved by the location of these programs.

The need for disciplinary advancement in Northern Ohio was made clear in the Ohio State commentary on the Kent State MLA PDP. Kent State recognizes the notion that the health of the discipline in a particular

place is enhanced by a strong professional setting, however, Ohio State's observation points to the real and substantial need for disciplinary development in Northern Ohio, "...any professional degree program has a reliance on the vitality of its surrounding professional population and, in the case of Cleveland, the landscape architecture professional community in Northeast Ohio is one that is aging rapidly and is defined by a number of small professional offices with most of the dynamic professional services in the metro area being provided by offices from other areas of the state and/or from out of state consultants and professionals." Kent State has an obligation to provide more for Northern Ohio than the professional climate Ohio State described, their comments outline the urgency of the need for this program in this region. While the challenge of this condition will be difficult for an emergent program, the strong presence of Kent State University and the KSU Cleveland Urban Design Collaborative already provides the established platform for substantial connections to the local landscape architecture professional community.

The graduate program will offer the region well prepared professionals with vision and leadership skills. Ohio State's description also presents the immediate opportunities for leadership open to graduates from a Master level program. The local professional community, recognizing this need, has strongly offered support for this program. These leadership opportunities are a key reason the program is needed.

Global demand seems very strong for Landscape architects and the U.S. demand noted above is in no small way related to the reality that landscape architecture continues to emerge as a global service practice among U.S. firms. The need for knowledgeable professionals, worldwide, shows no sign of abating. Environmental sustainability in landscape design solutions for disused sites will continue to be a global need in particular as environmental regulations currently do not apply in many developing areas of the world.

3. Access and Retention of Underrepresented Groups

a) Plan to ensure recruitment, retention and graduation of underrepresented groups within the discipline.

A lack of ethnic and racial diversity is a nationally-known problem in the design disciplines. "The 2012 ASLA Survey of Graduating Students" indicates approximately 2% of graduate respondents are Black. This number fluctuates between 1 and 2% over the last several years. Over the last five years, an average of 6.8% of graduates responding to ASLA graduating student surveys are African-American, Latin-American, Native American (AALANA) while in the same time period 83.8% of graduates responding are Caucasian.

Coincidently, 83.8% is the same as the percentage of Caucasians in Ohio's total population. According to the US Census Bureau, Ohio has a Black population of 12.4%. Representative numbers within design disciplines are a difficult challenge, however, the CAED has existing initiatives and connections in place to recruit and enroll minority students. These include involvement in the John Hay and Collinwood High School design programs in the Cleveland Public School District, Upward Bound, and the CAED's Designers in Service outreach program. The CUDC facility increases the visibility of the design disciplines in the heart of the urban core of Cleveland. This along with the visibility of the initiatives of the KSU CUDC throughout the city may make landscape architecture a viable choice for students that would not otherwise have been exposed to design.

The undergraduate Bachelor of Arts in Architectural Studies and the Bachelor of Science degrees in Horticulture, Botany, Environmental and Conservation Biology at Kent State are considered potential feeders for an MLA, these programs have more representative numbers of Black students than design disciplines. An additional objective for the program is to develop relationships with undergraduate programs in urban universities within the state, with a focus on minority recruitment from programs similar to those mentioned above.

Over the last few years, the CAED has made significant efforts to recruit students from targeted areas nationally. This includes recruiting visits to Chicago and Boston. Success has been achieved in recruiting AALANA students from these areas at both the undergraduate and graduate levels. These efforts will continue with the support of the KSU Division of Diversity, Equity and Inclusion which provided financial support for a minority student to travel to recruiting visits.

4. Statewide Alternatives

a) Programs available in other institutions;

Ohio State University-Knowlton School of Architecture offers the only accredited Bachelor of Landscape Architecture and Master of Landscape Architecture program within the state. Other parallel programs include Miami University-School of Creative Arts with an undergraduate minor in Landscape Architecture (design) and the University of Cincinnati-College of Design, Architecture, Art, and Planning offers a horticulture degree. Kent State also offers horticulture degree programs at the undergraduate level through the College of Arts and Sciences.

b) Appropriateness of specific locale for the program; and

The densely populated northeast quadrant of Ohio, is home to nearly half the State's population (4,500,000), and two-thirds of its wealth. The majority of the citizens are engaged in industry and commerce. The Cleveland/ Akron/ Canton/ Youngstown/ Warren metropolitan area is home to many culturally rich organizations and events. The Cuyahoga Valley National Park and more than twenty other institutions of higher education add to the character of the region. Because it is home to many corporations and the NASA Glenn Research Center, Northeast Ohio is noted for research and development activities in science and engineering. Outstanding medical and health-related facilities populate the area, typified by the Cleveland Clinic, University Hospitals System, Summa Health Systems, and the Akron General Health System. Cultural resources abound especially in the Visual and Performing Arts including the Cleveland Museum of Art, MOCA Cleveland, the Porthouse Theater on the grounds of Blossom Music Center, Severance Hall.

All of these communities and major institutions require design services from Registered Landscape Architects and Kent State will most appropriately fulfill this need given the history of producing graduates prepared in the professional design disciplines. Community Development and Design have long been addressed through the College of Architecture and Environmental Design and its Cleveland Urban Design Center (CUDC) located in Playhouse Square in downtown Cleveland. The CUDC addresses quality of life and health issues through its design and research work with communities, neighborhood improvement organizations and planning agencies.

c) Opportunities for inter-institutional collaboration.

Kent State University has a history of inter-institutional collaboration with Cleveland State University as it relates to graduate education, students from each institution take coursework in the other regularly and the two Colleges also collaborate on an undergraduate offering in urban design discourse, each year. The Maxine Goodman Levin College of Urban Affairs at CSU was contacted regarding the program development and is in the process of internal discussions regarding their ability to have a role within the program.

d) Institutional Priority and Costs

i. Support and commitment of the proposing institution's central administration.

The University's central administration is fully committed to supporting the CAED's expansion of graduate offerings including the new Master of Landscape Architecture. Kent State University operates a Resource (Responsibility) Centered Management budgetary system. The College of Architecture and Environmental Design has resources committed to develop faculty lines to begin the course of study.

ii. Adequacy of available resources committed for the initiation of the program.

Administrative arrangements for the proposed program:

The proposed MLA program will be in the College of Architecture & Environmental Design. The program will have a full-time faculty member as the Program Director and the majority of the faculty will be licensed landscape architects. These conditions are standards set forth for LAAB accreditation. The Program

Director will report directly to the CAED Dean. Students will begin course work at Kent Campus and will complete the degree at the Cleveland Urban Design Collaborative site.

Availability and adequacy of the faculty and facilities available for the new degree program:
The program will draw from existing faculty resources in design, plant materials, history/theory of design, ecological infrastructure, planning/design technologies, sustainable landscapes, and landscape urbanism. A full-time Landscape Architect will be added to the faculty as director of the program. Adjunct faculty, within the region, are available to teach courses as needed.

Current studio and classroom facilities in Kent and at the Cleveland Urban Design Collaborative will absorb the proposed number students in this program. The Kent State University Libraries, Morbido Architecture Library, in the CAED, the KSU Map Library and the Ohio Link system provide excellent access to information resources throughout the state.

Need for additional facilities and staff and the plans to meet this need:
The goal for Fall 2013 will be three FTE licensed landscape architect faculty members, of which one shall be the full-time program director.

Studio and classroom facilities already exist within the CAED to offer the program. With the construction of the new CAED building in Kent, enhanced facilities for this program will be incorporated in the project brief for the new building which is to be completed by August 2015. At the CUDC, 2200 S.F. of additional research area is under lease, conversion to additional studio space shall be implemented as the program expands.

Added costs for the program are defined on the following budget projection (See attachment).
Marketing will begin in the spring of 2013, if this program is approved. Marketing will include web, printed, and personal recruitment, similar to current CAED programs.

5. External Support

a) Community, foundation, governmental, and other resources.

The proposed MLA program enjoys support from professional associations including Ohio ASLA, Western Reserve ASLA, USGBC: Cleveland Green Building Coalition, numerous professional firms and institutions.

The proposed Master of Landscape Architecture will be competitive in attracting domestic and international design students. The College will endeavor to provide the profession continuing educational opportunities and will continue to build the diverse lecture series inclusive of many design disciplines in events and exhibits at the CUDC.

Please see the attached letters of professional support Appendix E.

Appendix A

Course Descriptions

LARC 50101 Landscape Architecture Studio I (New Course)
Garden Typologies: Beginning studio with an exploration of small scale design elements and site, with private spaces emphasis (6 credits – studio)

LARC 50102 Landscape Architecture Studio II (New Course)
Neighborhoods: Small scale community design that connects spaces to form neighborhoods and establishes linkages to the larger community (6 credits – studio)

LARC 60101 Landscape Architecture Studio III (New Course)
Systems+Infrastructure: Natural and hybrid ecological design studio with an exploration of the role of systems and the integration into suburban/urban infrastructures with a focus on ecological function and services (6 credits – studio)

LARC 60102 Landscape Architecture Studio IV (New Course)
Urban Form: Urban design studio at multiple scales to understand the diversity of a city with an emphasis on the relationships of architecture forms, systems, infrastructures, and landscape architecture functions (6 credits – studio)

LARC 60103 Landscape Architecture Studio V (New Course)
Interdisciplinary / capstone studio. Option of a studio with CUDC architecture and urban design students or develop individual studio project and select faculty advisor (6-9 credits – studio)

LARC 60104 Landscape Architecture Studio VI (New Course)
Interdisciplinary / capstone studio. Option of a studio with CUDC architecture and urban design students or develop individual studio project and select faculty advisor (6-9 credits – studio)

LARC 60601 Plants+Planted Form (New Course)
Plant identification with emphasis of individual plants and plant communities as related to the built environment. Integrated into the application of formal/informal design strategies for landscape plans that explores individual plants, plant communities, and ecosystems; with an emphasis on the relationships of architecture and interior design to landscape architecture (3 credits – lecture & lab)

LARC 50100 Design Visualization (New Course)
Demonstration and application of computer software that aids the communication skill of a designer (3 credits – lecture&lab)

LARC 60301 Site Engineering: (New Course)
Examination and application of typical engineering strategies for small-large scale landscape projects with a concentration on sustainable practices (3 credits – lecture&lab)

LARC 60111 Landscape History+Theory (New Course)
Presentation of important landscape events/people/places to document and explain the factors that influenced the built/natural environments, with discussions of cultural theories of design and their influence upon the built/natural environments (3 credits – seminar)

LARC 60602 Ecological Systems (New Course)
Exploration of ecological elements – systems with an emphasis on ecological services and relationships to the built/natural environments (3 credits – seminar&lab)

LARC 60922 Methods of Inquiry (New Slash Course w/existing ARCH 60922)
Discussion and development of research strategies with the intent to develop a body of knowledge for final spring semester studio (3 credits – seminar)

LARC 60401 Landscape Construction Technologies (New Course)

Discussion and application of small and large scale construction techniques that explore materials, construction assemblies, and construction methods with investigations of lifecycles and maintenance in design decisions (3 credits – lecture&lab)

LARC 65003 Leadership Ethics and Office Management (New Slash Course w/existing ARCH 65003)
Presentation of the roles and responsibilities for the landscape architecture profession (3 credits – lecture)

Appendix B

KSU Potential Cognates

ARCHITECTURE
ARCH 55291 – World's Fair and Architecture
ARCH 63002 – Health Care Facilities I
ARCH 63003 – Health Care Facilities II

BIOLOGY
BSCI 50162 – Soil Biology
BSCI 50170 – Stream Biology
BSCI 50364 – Limnology
BSCI 50367 – Limnological Techniques
BSCI 50368 – Wetland Ecology & Management
BSCI 50369 – Lake Management
BSCI 50372 – Populations, Communities, and Ecosystems
BSCI 50374 – Conservation Biology
BSCI 50375 – Environmental Biology & Management
BSCI 50525 – Wildlife Resources
BSCI 60080 – Experimental Methods in Biology
BSCI 60103 – Biological Statistics
BSCI 60391 – Seminar in Ecology

ENVIRONMENTAL HEALTH SCIENCES
EHS 52018 – Environmental Health Concepts in Public Health
EHS 53009 – Emerging Environmental Health Issues and Response

GEOGRAPHY
GEOG 51062 – Advanced Physical Geography
GEOG 51066 – Climate Change and its Impacts
GEOG 51073 – Conservation of our Natural Resources
GEOG 51074 – Resource Geography
GEOG 51082 – Geography of Soils
GEOG 52052 – Medical Geography
GEOG 54010 – Geography of the Global Economy
GEOG 54070 – Spatial Analysis and Location Theory
GEOG 55085 – Urban Transportation
GEOG 56065 – Advanced Urban Geography
GEOG 56070 – Urban and Regional Planning
GEOG 59210 – Earth Imagery
GEOG 59211 – Earth Imagery Lab
GEOG 59070 – Geographic Information Science
GEOG 59076 – Spatial Programming
GEOG 59080 – Advanced Geographic Information Science
GEOG 59162 – Advanced Cartography
GEOG 59163 – Advanced Cartography Laboratory
GEOG 59165 – Geomapping
GEOG 59230 – Remote Sensing
GEOG 59890 – Applied Geography
GEOG 60191 – Seminar in Topical Geography
GEOG 60800 – Seminar in the Development of Geographic Thought
GEOG 60881 – Contemporary Issues in Geography
GEOG 62062 – Behavioral Geography
GEOG 64040 – Seminar in Economic Geography
GEOG 69004 – Analysis of Spatial Data
GEOG 69010 – Urban Information and Systems Methodology

GEOG 69701 – Research and Presentation of Geographic Data

GEOLOGY
GEOL 51073 – Geology of Ohio
GEOL 51077 – Geology of the National Parks
GEOL 52067 – Introductory Hydrogeology
GEOL 62011 – Hydrology
GEOL 62066 – Quantitative Geomorphology
GEOL 62068 – Advanced Hydrogeology
GEOL 62082 – Introduction to Soil Mechanics

SPORT and RECREATION MANAGEMENT
SRM 56070 – Park Planning

URBAN DESIGN
UD 55705 – Forces that Shape Cities
UD 65101 – Community Development Process
UD 65102 – Urban Systems
UD 65632 – Urban Ecology
UD 66995 – Current Events in Urban Design

Appendix C

Body of Knowledge Professional Curriculum Categories, 2005
(American Society of Landscape Architecture, Canadian Society of Landscape Architecture, Council of Educators in Landscape Architecture, Council of Landscape Architecture Registration Boards, and Landscape Architecture Accreditation Board)

- History, theory and criticism
- Natural and cultural systems including principles of sustainability
- Public Policy and regulation
- Design, planning and management at various scales and applications (pedestrian/vehicular circulation, grading drainage & storm water management
- Site design and Implementation: materials, methods, technologies, application
- Construction documentation and administration
- Written, verbal and visual communication
- Professional practice
- Professional values and ethics
- Plants and ecosystems
- Computer applications and other advanced technology

Section 1: Knowledge (fundamental body of knowledge that should be expected of all graduates from accredited schools)

Knowledge Domains:

Landscape Architecture History & Criticism

1. History of landscape architecture and allied professions (e.g., urban design, architecture, planning, etc.)
2. Historic preservation principles

Natural & Cultural Systems

3. Land information sources (e.g., existing documentation, land surveys, land use plans, aerial surveys, zoning, economic data, demographic information)
4. Patterns of land use and built form
5. Natural site conditions and ecosystems
6. Social and cultural influences on design (e.g., indigenous and other cultures, historical and cultural landscapes)
7. Regional hazard design considerations (e.g., fire, geologic, flooding, hurricane, snow, ice, etc.)

Design & Planning Theories & Methodologies

8. Creativity and process including design theory and problem-solving strategies
9. Aesthetic principles of design
10. Human factors such as behavior, perception, psychological and sensory response
11. Natural factors such as ecological relationships
12. Relationship between human and natural systems such as resource conservation, habitat restoration and creation, and urban ecology
13. Influence of context on design, planning, and management decisions
14. Research methods including data collection, interpretation, and application of results
15. Therapeutic aspects of design
16. Communication and education methods, including sharing knowledge and evaluating outcomes

Public Policy & Regulation

17. Governmental policies and laws that affect the use and development of land
18. Political and regulatory approval processes
19. Land and development economics
20. Emerging trends and issues

Design, Planning & Management at Various Scales & Applications

21. Photogrammetry and remote sensing
22. Visual resource assessment
23. Agricultural and rural landscape analysis

24. Urban landscape
25. Planning principles including regional community and neighborhood planning
26. Conservation of natural resources
27. Historic preservation
28. Ecological planning principles
29. Water resource management
30. Wetland management (inland and coastal)
31. Floodplain management
32. Land and water reclamation procedures including quarry, mine and landfill reclamation
33. Treatment of toxic materials

Site Design & Engineering: Materials, Methods, Technologies & Applications

34. Design needs for special populations (e.g., elderly, children)
35. Accessibility regulations
36. Roadway design principles (e.g., horizontal and vertical alignment, etc.)
37. Elements of vehicular and pedestrian circulation systems and their design requirements
38. Landscape maintenance techniques, materials, equipment, and practices
39. Noise attenuation and mitigation techniques
40. Sustainable construction practices (e.g., LEEDS certification requirements, "green" construction, xeriscaping, etc.)
41. Construction equipment and technologies
42. Grading, drainage and stormwater treatment
43. Biofiltration and other alternative drainage methods
44. Erosion and sedimentation control
45. Utility systems (e.g., sanitary sewer, water, electrical distribution)
46. Irrigation systems
47. Lighting systems (e.g., light sources and their design requirements, luminosity, energy efficiency, etc.)
48. Structural considerations (e.g., base, foundations, footing, loads, bearing, spacing)

Construction Documentation & Administration

49. Quality control procedures for construction, such as delivery, storage, testing, etc.
50. Sequencing of design, approval, permitting, and construction activities
51. The life-cycle cost-analysis process
52. Geographic coordinate systems and layout techniques and conventions
53. Specifications types and components for a project (e.g., materials, products and execution)
54. General and supplemental conditions, special provisions, and technical specifications and their organizations
55. Construction administration and details
56. Basic construction law
57. Construction contracts

Communication

58. Determination of user values such as focus groups and surveys
59. Consensus and team building
60. Techniques for conducting meetings
61. The roles of visual communication, including photographic and video documentation
62. Graphic presentation techniques, systems and symbols
63. Interpretive methods and techniques such as information displays and brochures
64. Public relations, outreach, and image development

Values & Ethics in Practice

65. Environmental ethics
66. Social responsibility in design
67. Organizational management principles such as leadership principles and landscape architect career cycle
68. Resolving moral and ethical dilemmas

Section 2: Competencies (Core competencies shared by the profession in general that define the profession)

Competencies Domains:

Landscape Architecture History & Criticism 6

69. Develop an understanding of design as exemplified by historically significant works of landscape architecture, urban planning, civic design and architecture
70. Examine economic, political, social, ecological, and esthetic relationships and their influence on the development of the profession of landscape architecture
71. Demonstrate an understanding of the evolution of landscape architecture as an art and a profession through knowledge of its terminology, literature, personalities and concepts
72. Demonstrate the ability to critique prior work and understand the relevance in addressing current issues and problems
73. Develop an ability to synthesize and make connections between aspects of landscape architecture and disciplines outside of landscape architecture

Natural & Cultural Systems

74. Conduct field investigations to identify significant natural and cultural features, characteristics and systems
75. Perform quantitative analyses to evaluate the interactions of natural and cultural features, characteristics and systems
76. Perform qualitative analyses to evaluate the interactions of natural and cultural features, characteristics and systems
77. Predict implications of design, planning, and management proposals on natural and cultural systems both within the site and in the larger context

Public Policy & Regulation

78. Identify and collect regulatory information, applicable data and required approvals governing a project (e.g., relevant laws, codes, and regulations)
79. Confirm code compliance (e.g. zoning, environment, and accessibility)
80. Assist in the preparation of ordinances, regulations, covenants, standards, and guidelines
81. Influence public policies on areas such as growth and land and water management by testifying, lobbying, or preparing written documents for public distribution

Design, Planning & Management at Various Scales & Applications 8

82. Develop a design program based on users' needs and clients' goals and resources
83. Analyze relationships among design elements by determining opportunities and constraints
84. Develop conceptual design, planning, and management solutions
85. Evaluate design alternatives to determine the appropriate solution

Site Design & Engineering: Materials, Methods, Technologies & Applications

86. Design for protection and management of land resources (e.g. land forms, vegetation, habitat, erosion and sedimentation control)
87. Design for protection and management of water resources (e.g. stormwater, water supply, ground water)
88. Design pedestrian, vehicular, and non-motorized circulation systems
89. Design elements for construction considering materials, structural issues, and construction technologies

Construction Documentation & Administration

90. Prepare construction documents including plans, working drawings, and technical specifications
91. Prepare contract documents including agreements, general conditions, and bid documents
92. Manage the bidding/tendering process
93. Provide construction administration and observation throughout the project
94. Conduct project closure including review and distribution of close-out documents
95. Perform post-construction evaluation
96. Perform construction services including design-build
97. Prepare management and maintenance manuals and documents

Communication

98. Maintain clear communication among collaborators through correspondence and project coordination
99. Develop written documentation, such as projects reports, grant proposals, and promotional materials

100. Create graphic materials in a variety of media
101. Prepare and deliver oral presentations such as meetings, demonstrations, and outreach
102. Conduct project and public meetings including preparing of meeting agendas and notes, and facilitation of the meeting
103. Review and critique peer work

Values & Ethics in Practice

104. Manage business practices and organizations
105. Manage risk and liability
106. Negotiate and prepare client and consultant agreements
107. Participate in life-long learning (e.g., a professional organization, continuing education activities
108. Participate in professional and public service activities
109. Train, educate and mentor other professionals
110. Maintain and promote professional and ethical standards

Appendix D

LAAB Accreditation
Minimum Requirements

1. The program title and degree description incorporate the term "Landscape Architecture".

2. An undergraduate first-professional program is a baccalaureate of at least four academic years' duration.

3. A graduate first-professional program is a master's equivalent to three academic years' duration.

4. Faculty instructional full-time equivalence (FTE) shall be as follows:
   An academic unit that offers a single first-professional program has at least three FTE instructional faculty who hold professional degrees in landscape architecture, at least one of whom is full-time.

5. The parent institution is accredited by a recognized institutional accrediting agency.

6. There is a designated program administrator responsible for the leadership and management functions for the program under review.

7. A program accredited by LAAB shall:
   A. Continuously comply with accreditation standards;
   B. Pay the annual sustaining and other fees as required; and
   C. Regularly file complete annual and other requested reports.

Candidacy Requirements

To assist non-accredited programs the LAAB has developed a Candidacy Status to help programs prepare for the accreditation process. Candidacy is an accreditation classification granted to any program which is in the planning or early stages of development or an intermediate stage of program implementation. This accreditation classification provides evidence to the educational institution, licensing bodies, and the public that at the time of evaluation, the developing education program appears to have the potential for meeting the standards set forth in the requirements for an accredited educational program in landscape architecture.

The purpose of candidacy is to establish stable, constructive, ongoing, and helpful partnerships between LAAB and institutions working toward becoming accredited by LAAB. Programs designated as "candidates" have voluntarily committed to work toward LAAB accreditation. Candidacy status signifies that the program is demonstrating reasonable progress toward the attainment of accreditation. However, candidacy status does not indicate accredited status nor does it guarantee eventual accreditation. To achieve candidacy status a program must meet the minimum requirements for achieving and maintaining accredited status except for:

> *An academic unit that offers a single first-professional program has at least three FTE instructional faculty who hold professional degrees in landscape architecture, at least one of who is full-time. An academic unit that offers first-professional programs at both bachelor's and master's levels, has at least six instructional FTE, at least four of who hold professional degrees in landscape architecture, and at least two of who are full-time.*
>
> *However, in order to apply for initial accreditation, the minimum faculty requirements listed above must be met.*

After achieving candidacy status, a program must apply for initial accreditation within one year of its first graduating class. If initial accreditation is not granted, the program can retain its candidacy status for one additional year.

To achieve candidacy status, a program must submit a self-evaluation report (SER) and undergo a program review. A program review is a mini-accreditation visit where one member of LAAB or the Roster of Visiting Evaluators will review the program's self-evaluation report and conduct a one to two day visit to the program. LAAB will review the report and determine whether the program should be granted candidacy status or not. In addition LAAB will make recommendations and suggestions on how the program can continue to advance towards meeting the accreditation standards. Programs are responsible for the expenses of the program review visitor.

LAAB will vote on whether to grant a program candidacy status at its next regularly scheduled meeting by reviewing the program's self-evaluation report and the program review report. If LAAB decides not to grant candidacy status this decision is not subject to appeal. The program will be informed in writing of the LAAB's decision.

After achieving candidacy status, programs are required to submit progress reports to LAAB annually. Programs that have achieved candidacy status must pay an annual sustaining fee (a fee schedule can be obtained from the LAAB office).

Accreditation Standards

1. Program Mission and Objectives

The program shall have a clearly defined mission supported by goals and objectives appropriate to the profession of landscape architecture and shall demonstrate progress towards their attainment.

> Intent: Using a clear concise mission statement, each landscape architecture program should define its core values and fundamental purpose for faculty, students, prospective students, and the institution. The mission statement summarizes why the program exists and the needs that it seeks to fulfill. It also provides a benchmark for assessing how well the program is meeting the stated objectives.

2. Program Autonomy, Governance, and Administration

The program shall have the authority and resources to achieve its mission, goals and objectives.

> Intent: Landscape architecture should be recognized as a discrete professional program with sufficient financial and institutional support and authority to enable achievement of the stated program mission, goals and objectives.

3. Professional Curriculum

The first professional-degree curriculum shall include the core knowledge skills and applications of landscape architecture.

> Intent: The purpose of the curriculum is to achieve the learning goals stated in the mission and objectives. Curriculum objectives should relate to the program's mission and specific learning objectives. The program's curriculum should encompass coursework and other opportunities intended to develop students' knowledge, skills, and abilities in landscape architecture.

4. Student and Program Outcomes

The program shall prepare students to pursue careers in landscape architecture.

> Intent: Students should be prepared – through educational programs, advising, and other academic and professional opportunities – to pursue a career in landscape architecture upon graduation. Students should have demonstrated knowledge and skills in creative problem solving, critical thinking, communications, design, and organization to allow them to enter the profession of landscape architecture.

5. Faculty

The qualifications, academic position, and professional activities of faculty and instructional personnel shall promote and enhance the academic mission and objectives of the program.

> INTENT: The program should have qualified experienced faculty and other instructional personnel to instill the knowledge, skills, and abilities that students will need to pursue a career in landscape architecture. Faculty workloads, compensation, and overall support received for career development contribute to the success of the program.

6. Outreach to the Institution, Communities, Alumni, and Practitioners

The program shall have a record or plan of achievement for interacting with the professional community, its alumni, the institution, community, and the public at large.

Intent: The program should establish an effective relationship with the institution, communities, alumni, practitioners and the public at large in order to provide a source of service learning opportunities for students, scholarly development for faculty, and professional guidance and financial support. Documentation and dissemination of successful outreach efforts should enhance the image of the program and educate its constituencies regarding the program and the profession of landscape architecture.

7. Facilities, Equipment, and Technology
Faculty, students and staff shall have access to facilities, equipment, library and other technologies necessary for achieving the program's mission and objectives.

Intent: The program should occupy space in designated, code-compliant facilities that support the achievement of program mission and objectives. Students, faculty, and staff should have the required tools and facilities to enable achievement of the program mission and objectives.

Appendix E: Fiscal Impact Statement

Landscape Architecture - M.L.A.I and M.L.A. II

College College of Architecture and Environmental Design

Resources

Program Requirements

Academic Policies

Department College of Architecture and Environmental Design
304 Taylor Hall
Tel: 330-672-2789 | Fax: 330-672-3809
Web: http://www.kent.edu/caed

Description

The focus for this program is sustainable landscapes with attention on urban areas and regional ecologic, economic and social issues.

Career Opportunities

Employment of landscape architects is projected to grow 16 percent from 2010 to 2020, about as fast as the average for all occupations. Planning and development of new construction and redevelopment of existing buildings will drive employment growth. Many employers prefer to hire entry-level landscape architects who have internship experience, which significantly reduces the amount of on-the-job training required.

(Source: U.S. Department of Labor Statistics)

Admission Requirements

In addition to the University general requirements, the applicants to the Master of Landscape Architecture I (first professional degree) are expected to have completed a bachelor degree or equivalent from a college or university with a minimum of 2.75 GPA. Applicants must submit a statement of purpose, curriculum vitae, original transcripts from college(s) previously attended, Graduate Records Examination (GRE) scores, 3 letters of reference and portfolio of design work. International applicants must have a minimum TOEFL score of 80.

Admittance to the Master of Landscape Architecture II degree program requires, in addition to the above, that the applicant holds a Bachelor of Landscape Architecture from an LAAB accredited program.

Graduation Requirements

Minimum 72 credit hours for the Master of Landscape Architecture I degree program and 60 credit hours for the Master of Landscape Architecture II degree program.

Study Abroad/Away Opportunities

Students have the option to study at the KSU Florence facility for a full semester in the fall of their second year.

Culminating Requirements

Capstone project

Landscape Architecture - Master of Landscape Architecture Program Requirements

Master of Landscape Architecture I (first professional degree)

MAJOR REQUIREMENTS (72 credits) *Courses count in major GPA*			
Course		**Title**	**Credits**
LARC	50100	Design Visualization	3
	50101	Landscape Architecture Studio I	6
	50102	Landscape Architecture Studio II	6
	60103	Landscape Architecture Studio III	6
	60104	Landscape Architecture Studio IV	6
	60105	Landscape Architecture Studio V	6
	60106	Landscape Architecture Studio VI	6
	60111	Landscape History and Theory	3
	60301	Site Engineering	3
	60401	Landscape Architecture Construction Methods	3
	65003	Leadership Ethics and Office Management	3
	60601	Plants and Planted Form	3
	60602	Urban Ecological Systems	3
	60922	Methods of Inquiry in Architectural Studies	2
	60923	Empirical Research in Environmental Design	1
Cognate courses			12
		MINIMUM TOTAL	**72**

Master of Landscape Architecture II (for students holding a Bachelor of Landscape Architecture from an LAAB accredited program)

MAJOR REQUIREMENTS (60 credits) *Courses count in major GPA*			
Course		**Title**	**Credits**
LARC	60103	Landscape Architecture Studio III	6
	60104	Landscape Architecture Studio IV	6
	60105	Landscape Architecture Studio V	6
	60106	Landscape Architecture Studio VI	6
	60922	Methods of Inquiry in Architectural Studies	2
	60923	Empirical Research in Environmental Design	1
Cognate courses			33
		MINIMUM TOTAL	**60**

Potential Cognates:

ARCHITECTURE
ARCH 55291 – World's Fair and Architecture
ARCH 63002 – Health Care Facilities I
ARCH 63003 – Health Care Facilities II

BIOLOGY
BSCI 50162 – Soil Biology
BSCI 50170 – Stream Biology
BSCI 50364 – Limnology
BSCI 50367 – Limnological Techniques
BSCI 50368 – Wetland Ecology & Management
BSCI 50369 – Lake Management
BSCI 50372 – Populations, Communities, and Ecosystems

BSCI 50372 – Populations, Communities, and Ecosystems
BSCI 50374 – Conservation Biology
BSCI 50375 – Environmental Biology & Management
BSCI 50525 – Wildlife Resources
BSCI 60080 – Experimental Methods in Biology
BSCI 60103 – Biological Statistics
BSCI 60391 – Seminar in Ecology

ENVIRONMENTAL HEALTH SCIENCES
EHS 52018 – Environmental Health Concepts in Public Health
EHS 53009 – Emerging Environmental Health Issues and Response

GEOGRAPHY
GEOG 51062 – Advanced Physical Geography
GEOG 51066 – Climate Change and its Impacts
GEOG 51073 – Conservation of our Natural Resources
GEOG 51074 – Resource Geography
GEOG 51082 – Geography of Soils
GEOG 52052 – Medical Geography
GEOG 54010 – Geography of the Global Economy
GEOG 54070 – Spatial Analysis and Location Theory
GEOG 55085 – Urban Transportation
GEOG 56065 – Advanced Urban Geography
GEOG 56070 – Urban and Regional Planning
GEOG 59210 – Earth Imagery
GEOG 59211 – Earth Imagery Lab
GEOG 59070 – Geographic Information Science
GEOG 59076 – Spatial Programming
GEOG 59080 – Advanced Geographic Information Science
GEOG 59162 – Advanced Cartography
GEOG 59163 – Advanced Cartography Laboratory
GEOG 59165 – Geomapping
GEOG 59230 – Remote Sensing
GEOG 59890 – Applied Geography
GEOG 60191 – Seminar in Topical Geography
GEOG 60800 – Seminar in the Development of Geographic Thought
GEOG 60881 – Contemporary Issues in Geography
GEOG 62062 – Behavioral Geography
GEOG 64040 – Seminar in Economic Geography
GEOG 69004 – Analysis of Spatial Data
GEOG 69010 – Urban Information and Systems Methodology
GEOG 69701 – Research and Presentation of Geographic Data

GEOLOGY
GEOL 51073 – Geology of Ohio
GEOL 51077 – Geology of the National Parks
GEOL 52067 – Introductory Hydrogeology
GEOL 62011 – Hydrology
GEOL 62066 – Quantitative Geomorphology
GEOL 62068 – Advanced Hydrogeology
GEOL 62082 – Introduction to Soil Mechanics

SPORT AND RECREATION MANAGEMENT
SRM 56070 – Park Planning

URBAN DESIGN
UD 55705 – Forces that Shape Cities
UD 65101 – Community Development Process
UD 65102 – Urban Systems
UD 65632 – Urban Ecology
UD 66995 – Current Events in Urban Design

facutly	degree	University	registration	course topic area		
Charles Frederick	BS in Architecture	Kent State University	Registered Landscape Architect	LARC Studio II: neighborhoods	LARC Studio III: systems and infrastructure	Landscape Construction
	Bachelor of Architecture	Kent State University				
	Master of Landscape Architecture	University of Virginia				
	Ph.D. student in geography	Kent State University				
Ellen Sullivan	BA in Education	Virginia Commonwealth University		LARC Studio I: garden typologies	Landscape History and Theory	Landscape Construction
	Master of Landscape Architecture	Virginia Tech				
	Ph.D. Architecture and Design Research	Virginia Tech				
Reid Coffman	BS Human Health and Physical Education	University of Missouri		Ecological Systems	Plants and Planted Form	
	Master of Landscape Architecture	University of Colorado				
	Ph.D. Urban Ecology and Environmental Horticulture	The Ohio State University				
Adil Sharag-Eldin	Bachelor of Architecture	University of Khartoum	Architect foreign registration	Research Methods		
	S.M. Arch. S.	MIT				
	Ph.D. Building Science	University of California, Berkeley				
Eric Pempus	BA in Psychology and Environmental Design/Architecture	Miami of Ohio	Registered Architect, AIA	Professionnal Practice		
	M.S. Architecture	University of Cincinatti				
	Juris Doctorate	Southwestern University School of Law				
Rui Liu	B.S. Civil Engineering	Northeast Forestry University, China	Registered Professional Engineer	Site Engineering		
	M.S. Civil Engineering	Northeast Forestry University, China				
	Ph.D. Civil Engineering	University of Colorado Denver				

Appendix G: Letters of Advocacy

Ohio Chapter of the American Society of Landscape Architects

P.O. Box 776
Worthington, OH 43085-0776

email: info@ocasla.com
website: www.ocasla.com

February 27, 2013

Jonathan P. Fleming, RA, LEED AP
Architecture Program Director I Graduate Programs Coordinator I Interim Associate Dean
College of Architecture and Environmental Design
Kent State University

RE: Masters of Landscape Architecture Program at Kent State University

Dear Mr. Fleming,

On behalf of the Executive Committee of the Ohio Chapter of the American Society of Landscape Architects, please accept this letter of support for the proposed Master of Landscape Architecture program at Kent State University. The mission of the American Society of Landscape Architects is to lead, to educate, and to participate in the careful stewardship, wise planning, and artful design of our cultural and natural environments. The inclusion of an accredited Master of Landscape Architecture program at Kent State University helps to foster this mission by providing an opportunity for students in northeast Ohio to study landscape architecture as well as help raise awareness to students who may not otherwise be exposed to the profession.

The Executive Committee believes an accredited Master of Landscape Architecture program at Kent State University will complement the accredited programs at The Ohio State University. The proximity of Kent State University to the various cities and park systems in the region provides the unique opportunity to teach the fundamentals of landscape architecture as well as the ability to learn urban and ecological systems at multiple scales and diverse conditions. This proposed program furthers the mission of the College of Architecture & Environmental Design as well as supports the Society's mission by teaching stewardship and wise planning of the built and natural environment.

We appreciate the opportunity to support the addition of an accredited Master of Landscape Architecture program at Kent State University and look forward to working with the faculty, staff and students as this program moves forward. Please let us know if there is anything further assistance we can provide.

Sincerely,

Eugenia M. Martin

Eugenia M. Martin, ASLA
Ohio Chapter ASLA I Vice President of Legislative Affairs

DAVEY RESOURCE GROUP
A Division of The Davey Tree Expert Company

Corporate Headquarters
1500 North Mantua Street
P.O. Box 5193
Kent, Ohio 44240-5193
330.673.5685
Toll Free 1.800.828.8312
Fax 330.673.0860

January 28, 2013

Douglas L. Steidl, FAIA, Dean
College of Architecture and Environmental Design
Kent State University
P.O. Box #5190
Kent, Ohio 44242

Dear Mr. Steidl:

Upon review of the *Program Intent* document for the proposed Master of Landscape Architecture degree at Kent State University, I am enthusiastically writing this letter of support. For the past 18 years—as a biologist, consultant, and business leader in Northeast Ohio—I have worked side by side with design professionals on a variety of projects ranging from park master plans to transportation studies to trails and greenways initiatives to ecosystem restoration projects. Of the design professions—architecture, landscape architecture, and engineering—it is the field of landscape architecture that reaches the nexus of man, nature, and the built environment. I strongly support Kent State University taking the initiative to offer advanced training and education in such an important field of study; one that is so critical to our future wellness.

A program/degree such as what is being proposed will offer so much to the landscape—business and environmental—of Northeast Ohio, as it will produce thoughtful practitioners who will in turn have the opportunity to use their knowledge to improve ecosystem health and economic balance. It is also very attractive to a business like The Davey Tree Expert Company, who has an internal research and development institute and an operational division dedicated to the study of natural systems; the restoration of broken systems; and the quantification of the numerous environmental, social, and economic benefits that ecosystems can provide. To that end, we look forward to being a part of this program in appropriate ways and anticipate its benefit to the Northeast Ohio region by bringing more qualified, enlightened, and informed partners to the design table.

Please feel free to contact me as needed to solicit input or support as this very worthwhile program continues to move through the necessary channels. I wish you continued success and a speedy approval.

Sincerely,

Karen Wise

Karen Wise
Natural Resource Consulting
Davey Resource Group

B E H N K E

January 4, 2013

Jonathan P. Fleming, RA, LEED AP
Architecture Program Director / Graduate Programs Coordinator / Interim Associate Dean
College of Architecture and Environmental Design
Kent State University

Re: Statement of Support for Masters of Landscape Architecture Degree Program

Mr. Fleming:

Behnke Associates is excited to support Kent State University's College of Architecture & Environmental Design's initiative to develop a Master's of Landscape Architecture degree program in Cleveland, Ohio. We believe that this development will better focus attention on the profession of landscape architecture in the region and elevate participation by local professionals in Northeast Ohio projects. The most exciting aspect of this initiative is the possibility of collaboration between students, professionals, faculty, and Cleveland Urban Design Collaborative to create innovative solutions to regional issues and make this program a model of national excellence.

Sincerely,

BEHNKE ASSOCIATES, INC.

P. Jeff Knopp

P. Jeff Knopp, ASLA
Chairman

LANDSCAPE
ARCHITECTURE

McKnight Associates LTD.

812 Huron Road
Suite 421
Cleveland, Ohio 44115-1126

216 771-1800
216 771-1801 FAX
www.mcknightla.com

January 1, 2013

To whom it may concern:

As a Landscape Architect working in northeast Ohio I fully support the proposed MLA program at Kent State University. The projected course of study seems to be a good balance between rigorous depth and chance for specialized study while providing the breadth of knowledge essential to a working landscape architect. By housing the program at Kent State and the Cleveland Urban Design Collaborative, they are able to take advantage of the vast array of opportunities in the surrounding area, and allow students and even recently graduated young designers to have a real impact on the nature of landscape design in the region. I believe that an MLA program at Kent State University will be an asset to the school, the students, and the region.

Sincerely,

Jayme Schwartzberg, RLA

David Toguchi Landscape Architects
23951 Lakeshore Blvd., 710-B, Euclid, OH 44123 Phone 216-731-7226 Fax 216-731-7257 toguchi@att.net
www.LandscapeArchitect.biz

Ohio, the 7th most populous state in the country supports only (1) bachelors and masters LA program in the entire state, 150 miles away in Columbus, OH. The proposed Urban focused MLA program in Downtown Cleveland provides a balance to The Ohio State University programs as well as other Midwest LA programs. With the ongoing transformation of the nation's urban centers, the Urban MLA program and students would infuse a different and relevant type of thinking, including urban focused research into the Midwest region. The City of Cleveland while facing all the challenges typical of rust belt cities on the comeback, provides an ideal setting, as well as a rich institutional and cultural support mechanism for the KSU-MLA program.

David Toguchi, Principal, ASLA
David Toguchi Landscape Architects

Tragus, Environmental Consulting, Inc.
37 North Highland Avenue
Akron, Ohio44303
330-472-7013
www.tragusinc.com

TRAGUS
ENDANGERED SPECIES CONSULTANTS

January 6, 2013

Doug Stedl, Dean FAIA
College of Architecture & Environmental Design
Kent State University
200 Taylor Hall, Kent, Ohio 44240

Mr. Stedl

It is with great enthusiasm that I write this letter in support of Kent State University's College of Architecture and Design in regards to efforts to develop a Master's of Landscape Architecture degree program.

Landscape architecture has always been an important profession but the value of this field has only been fully realized in the recent past as people have worked to integrate the human landscape with the natural world; a strategy that will only grow in importance in the future.

The staff at Tragus looks forward to working with Kent State University as this program develops.

Sincerely,

Michael D. Johnson

Michael Johnson
President

Environmental Design Group

450 Grant Street
Akron, Ohio 44311

www.envdesigngroup.com

330.375.1390
800.835.1390
Fax 330.375.1590

Civil Engineering
Landscape Architecture
Planning
Surveying
Environmental Services

January 4, 2013

Mr. Charles Frederick
Kent State University
College of Architecture & Environmental Design
201 Taylor Hall
Kent, OH 44242

RE: MLA Program at Kent State University.

Dear Mr. Frederick,

Please accept this letter as support for the Master of Landscape Architecture Program at Kent State University. After practicing for over twenty years in Northeast Ohio, the opportunities for the landscape architecture profession have never been higher. With recent trends towards shrinking cities, ecological restoration, green infrastructure, and natural stormwater management, the demand for landscape architects is on a rise. Adding a MLA program will provide added visibility, knowledge base, and opportunities to continue to support clients and projects that address some of today's important development and planning trends. I am excited as a practicing professional about the opportunities this will provide our firm, our region, and the profession.

Sincerely,

Jeffrey R. Kerr, AICP, ASLA
Principal

KENT STATE
UNIVERSITY

College of the Arts

*Imagine * Create * Transform*

January 23, 2013

Dean Doug Steidl
College of Architecture and Environmental Design
Kent State University

Dear Dean Steidl,

The College of the Arts supports the establishment of the Master of Landscape Architecture degree program (MLA). The addition of Landscape Architecture to the College's existing design programs encompassing Interior Design, Architecture and Urban Design is an exciting and timely prospect. We look forward to seeing the establishment of the MLA degree program.

Best regards,

Dr. John R. Crawford
Dean, College of the Arts

KENT STATE.
UNIVERSITY
College of Nursing

January 19, 2013

Dean Douglas Steidl
College of Architecture
Kent State University
CAMPUS

Dear Doug:

I am pleased to write in support of the Master of Landscape Architecture (MLA). The MLA will enhance the continuum of design stepts between interior spaces and broader cityscapes. I enthusiastically support establishment of this program.

Please do not hesitate to contact me if I can answer questions or provide further information.

Sincerely,

Laura Cox Dzurec, PhD, PMHCNS-BC
Dean and Professor

c: T. Motter, Undergraduate Program Director
G. Bromley, Associate Dean, Academics
M. Anthony, Associate Dean, Research

January 16, 2013

Doug Steidl,

The College of Public Health is in full support of the Master of Science in Architecture and Environmental Design and the Master of Landscape Architecture.

Sonia Alemagno

KENT STATE
UNIVERSITY

January 16, 2013

Douglas Steidl
Dean, College of Architecture and Environmental Design
200 Taylor Hall
Kent State University

Dear Dean Steidl:

The College of Education, Health, and Human Services is very supportive of the proposed Master of Landscape Architecture (MLA). We believe that it will be a good addition to the program offerings at Kent State University and we see no conflict with any of our program offerings.

Sincerely,

Daniel F. Mahony, Ph.D.
Dean

College of Education, Health and Human Services
Office of the Dean
408 White Hall • P.O. Box 5190 • Kent, Ohio 44242-0001
330-672-2202 • Fax: 330-672-3407 • http://www.kent.edu/ehhs

KENT STATE
UNIVERSITY

January 23, 2013

Douglas L. Steidl, Dean
College of Architecture and Environmental Design
Kent State University

Dear Dean Steidl:

This letter is to document our full support for The College of Architecture and Environmental Design's proposal for a Master of Landscape Architecure.

The proposed program does not create any conflict with programs or courses offered by the College of Applied Engineering, Sustainability and Technology.

Sincerely,

Shin-Min Song, Ph.D.
Dean

College of Applied Engineering, Sustainability and Technology
Office of the Dean
123 Van Deusen Hall • P.O. Box 5190 • Kent, Ohio 44242-0001
330-672-9780 • Fax: 330-672-4818 • http://www.kent.edu/caest

KENT STATE UNIVERSITY

TO: Educational Policies Council

FROM: Senior Vice President and Provost Todd A. Diacon

SUBJECT: Agenda for Monday, 20 May 2013
3:20 p.m., Kent Student Center, room 204

DATE: 13 May 2013 UPDATED 17 May 2013

In the event that any of the action item proposals require corrections or create consequences not addressed in the response memos, please bring these matters to the attention of the Office of the Curriculum Services before the meeting. If you wish to elevate an information item or lesser action item on the agenda to an action or discussion item, please notify Therese Tillett, director of curriculum services, by Friday, 17 May 2013, to ensure that the materials are available at the meeting for review.

ACTION ITEMS

1. Approval of minutes of 18 February 2013 (Undergraduate EPC).
   Attachment 1

2. Approval of minutes of 18 March 2013 (Graduate EPC).
   Attachment 2

Division of Graduate Studies *(presented by Dean Mary Ann P. Stephens)*

3. Establishment of policy on academic standing for graduate students to replace current policies on dismissal and dismissal appeals.
   Effective Fall 2013 | Attachment 3

College of Arts and Sciences *(presented by Dean James L. Blank)*

4. Inactivation of American Studies [AMST] major within the Bachelor of Arts [BA] degree. There have been only two graduates in past 10 years; admission to the program was suspended in fall 2010. Proposal includes inactivation of all AMST courses: AMST 10001, 40095, 40096, 40197.
   Effective Fall 2013| Attachment 4 *Had been withdrawn from January agenda.*

College of Nursing *(presented by Dean Laura Cox Dzurec)*

5. Establishment of an Interprofessional Institute for Self-Care.
   Effective Summer 2013| Attachment 5

WITHDRAWN

College of Public Health *(presented by Dean Sonia A. Alemagno)*

6. Merger of two academic departments—Environmental Health Sciences [EHS] and Epidemiology and Biostatistics [EPBS]—to form the Department of Biostatistics, Environmental Health Sciences and Epidemiology [BEHE].
   Effective Fall 2013| Attachment 6

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

7. Establishment of an Agribusiness [AGRI] major within the Bachelor of Science [BS] degree, to be offered on the Tuscarawas Campus. Included in the proposal are establishment of 14 AGRI courses. Minimum total credit hours to program completion are 121.
   Effective Fall 2014| Attachment 7: Proposal | Catalog Copy | Letters of Support

DISCUSSION ITEM

EPC Ad Hoc Committee for Academic Policies *(presented by Interim Associate Provost Denise A. Seachrist)*

1. Committee progress update.
   Attachment 8

INFORMATION ITEMS

Office of the Provost

1. Establishment of dual admission agreement between Kent State University and Cuyahoga Community College (Tri-C). Tri-C students who enter into the agreement will have catalog rights beginning with the first term of enrollment as a dual-admission student and have access to such Kent State services as advising before matriculating to a Kent State degree program.
   Effective Spring 2013 | Attachment 9
2. Establishment of an institutional articulation agreement between Kent State University and Columbus State Community College.
   Effective Spring 2013 | Attachment 10

Office of Curriculum Services

3. Schedule and deadlines for academic year 2013-2014 of the Educational Policies Council.
   Effective Fall 2013 | Attachment 11

Division of Graduate Studies

4. Amendment to revision of the graduate admissions policy (approved at 18 March 2013 EPC meeting) to clarify "undergraduate grade point average" as "total undergraduate grade point average" in point 2 of the minimum qualifications section.
   Effective Fall 2013 | Attachment 12

College of the Arts

School of Theatre and Dance

5. Temporary suspension of admissions to the Dance Education [DEDU] concentration in the Dance [DANC] major within the Bachelor of Fine Arts [BFA] degree until fall 2016, at which time the program will be revised or inactivated.
   Effective Spring 2014 | Attachment 13

College of Communication and Information

School of Journalism and Mass Communication

6. Temporary suspension of admissions to the Information Design [INFD] concentration in the Visual Journalism [VJNL] major within the Bachelor of Science [BS] degree until fall 2014, at which time the program will be revised or inactivated.
   Effective Fall 2013 | Attachment 14

College of Nursing

7. Extension of the BSN for Registered Nurses [RN] concentration in the Nursing [NURS] major within the Bachelor of Science in Nursing [BSN] degree to the East Liverpool Campus.
   Effective Fall 2013 | Attachment 15
8. Revision of name of new major within the Doctor of Nursing Practice [DNP] degree. Name changes from Nursing Practice (approved by EPC on 18-Mar-13) to Advanced Nursing Practice [ANP]
   Effective Fall 2013 | Attachment 16

INFORMATION ITEMS *continued*

College of Public Health

9. Extension of the Environmental and Occupational Health and Safety [EOHS] concentration within the Bachelor of Science in Public Health [BPH] degree to the Trumbull Campus.
   Effective Fall 2013 | Attachment 17

LESSER ACTION ITEMS

College of Applied Engineering, Sustainability and Technology

1. Establishment of tech prep articulation agreements with Firestone High School (Akron) and Trumbull Career and Technical Center (Warren), whereby eligible graduates of their Project Lead the Way: Aerospace program will, after admittance, earn credit for two to four courses (AERN 15000, AERN 25250, AERN 35341, AERN 35150 or AERN 45130) applicable toward the Aeronautics [AERN] major within the Bachelor of Science [BS] degree.
   Effective Fall 2013

2. Establishment of tech prep articulation agreements with the following schools and centers, whereby eligible graduates of the specified program will, after admittance, earn credit for two courses (CMGT 11044, CMGT 31015) applicable toward the Construction Management [COMA] major within the Bachelor of Science [BS] degree.
   a Alliance High School – Construction Trades
   b John R. Buchtel High School (Akron) – Masonry
   c Buckeye Career Center (New Philadelphia) – Building and Property Maintenance; Carpentry, Custodial Services; HVAC; Industrial Electricity; Masonry
   d Columbiana County Career and Technical Center (Lisbon) – Construction Technology
   e East Liverpool High School – Building Construction
   f Ellet High School (Akron) – Building Trades
   g GlenOak High School (Canton) – Construction Trades
   h Hoover High School (North Canton) – Construction Trades
   i Jackson High School (Massillon) – Construction Technologies
   j Kenmore High School (Akron) – Building Technology
   k Lorain County Joint Vocational School (Oberlin) – Carpentry-Building Trades Academy, HVAC; Masonry; Maintenance Services; Plumbing
   l Mahoning County Career Center (Canfield) – Building Construction and Remodeling, Electricity
   m Maplewood Career Center (Ravenna) – Carpentry; Electricity; Masonry
   n Massillon-Washington High School – Construction
   o North High School (Akron) – HVAC
   p Norton High School – Masonry/Building Trades
   q Perry High School (Massillon) – Building Trades
   r Portage Lakes Career Center (Uniontown) – Building Trades; Electrical Technology; HVAC
   s Stark County Area Joint Vocational Services (Massillon) – Building Construction Technology; HVAC
   t Theodore Roosevelt High School (Kent) – Construction Technologies; Wood Product Technologies and Cabinetry
   u Timken High School (Canton) – Building Technologies
   v Trumbull Career and Technical Center (Warren) – Architectural Drafting; Building Trades; Carpentry; Electrical Technology; Interior Design
   w Wadsworth High School – Carpentry
   x Wayne County Schools Career Center (Smithville) – Building and Grounds; Carpentry; Construction Technologies
   Effective Fall 2013

LESSER ACTION ITEMS *continued*

College of the Arts

School of Art

3. Revision of policy for students seeking educator licensure in the Art Education [ARTE] major within the Bachelor of Arts [BA] degree. As of September 2013, the Ohio Assessments for Educators replaces the Praxis II series as the required Ohio educator licensure assessments. This policy is not a graduation requirement.
   Effective Fall 2013

School of Music

4. Revision of policy for students seeking educator licensure in the Music Education [MUED] major within the Bachelor of Music [BM] degree. As of September 2013, the Ohio Assessments for Educators replaces the Praxis II series as the required Ohio educator licensure assessments. This policy is not a graduation requirement.
   Effective Fall 2013

School of Theatre and Dance

5. Revision of policy for students seeking educator licensure in the Dance Education [DEDU] concentration in the Dance [DANC] major within the Bachelor of Fine Arts [BFA] degree. As of September 2013, the Ohio Assessments for Educators replaces the Praxis II series as the required Ohio educator licensure assessments. This policy is not a graduation requirement.
   Effective Fall 2013

6. Revision of course requirements for the Theatre Studies [THEA] major within the Bachelor of Arts [BA] degree. Revisions include adding THEA 41130 to the theatre electives in the major and adding THEA 40091 to Theatre and Society [THSO] concentration electives. Minimum total credit hours to program completion are unchanged at 121.
   Effective Fall 2013

7. Establishment of tech prep articulation agreement with Tallmadge High School, whereby eligible graduates of its Theatre Arts Career Academy will, after admittance, earn credit for 10 courses (THEA 11100, 11303, 11722, 11723, 11724, 11732, 11733, 11734, 21700, 22192) applicable toward the Theatre Studies [THEA] major within the Bachelor of Arts [BA] degree.
   Effective Fall 2011

8. Establishment of tech prep articulation agreement with Tallmadge High School, whereby eligible graduates of its Theatre Arts Career Academy will, after admittance, earn credit for nine courses (THEA 11100, 11303, 11722, 11723, 11724, 11732, 11733, 11734, 21700 or 22192) applicable toward the Theatre Studies [THEA] major within the Bachelor of Fine Arts [BFA] degree.
   Effective Fall 2011

College of Arts and Sciences

9. Inactivation of American Studies [AMST] minor. There has been no student enrollment since spring 2001. Admission to the program was suspended in fall 2010.
   Effective Fall 2013 *Had been withdrawn from January agenda.*

LESSER ACTION ITEMS *continued*

College of Arts and Sciences *continued*

Department of Political Science

10. Inactivation of the concentrations Public Management [PMNG] and Public Policy [PPOL] in the Public Administration [PADM] major within the Master of Public Administration [MPA] degree. Program requirements merge major core with courses from now-inactivated Public Management concentration. In addition, the program, offered online and on-ground, will be online only. Minimum total credit hours to program completion are unchanged, at 36-39.
    Effective Fall 2014

Department of Psychology

11. Establishment of 2+2 articulation agreement with Stark State College (Canton), whereby eligible graduates of its Associate of Arts degree with a focus in psychology will, after admittance, matriculate into their junior year of the Psychology [PSYC] major within the Bachelor of Arts [BA] degree.
    Effective Fall 2013

College of Business Administration

Department of Accounting

12. Establishment of 2+2 articulation agreement with Belmont College (St. Clairsville), whereby eligible graduates of its Associate of Arts degree will, after admittance, matriculate into their junior year of the Accounting [ACCT] major within the Bachelor of Business Administration [BBA] degree.
    Effective Spring 2013

Department of Management and Information Systems

13. Establishment of 2+2 articulation agreement with Belmont College (St. Clairsville), whereby eligible graduates of its Associate of Arts degree will, after admittance, matriculate into their junior year of the Business Management [BMGT] major within the Bachelor of Business Administration [BBA] degree.
    Effective Spring 2013

School of Communication and Information

School of Visual Communication Design

14. Revision of admission requirements for the Visual Communication Design [VCD] major within the Bachelor of Arts [BA] and Bachelor of Fine Arts [BFA] degree. An entrance portfolio is now required, consisting of exercises, optional portfolio, writing samples and letter of recommendation.
    Effective Fall 2013

School of Digital Sciences

15. Revision of course requirements for the Digital Sciences [DS] minor. Revisions include replacing DSCI 10010 and DSCI 10410 with DSCI 10310 and DSCI 33310, adding three electives and reducing elective courses from 6 to 3 credit hours. Minimum total credit hours to program completion are unchanged at 18.
    Effective Fall 2013

LESSER ACTION ITEMS *continued*

College of Education, Health and Human Services

School of Health Sciences

16. Revision of policy for students seeking educator licensure in the majors listed below within the Bachelor of Science in Education [BSE], Master of Arts [MA], Master of Education [MED] and Doctor of Audiology [AUD] degrees. As of September 2013, the Ohio Assessments for Educators replaces the Praxis II series as the required Ohio educator licensure assessments. This policy is not a graduation requirement.
    a Audiology [AUD] major [AuD degree]
    b Health Education and Promotion [HEDP] major – School Health Licensure [SHLI] concentration [MEd degree]
    c School Health Education [SHED] major [BSE degree]
    d Speech Language Pathology [SLP] major [MA degree]
    Effective Fall 2013

17. Establishment of tech prep articulation agreements with the following centers and schools, whereby eligible graduates of their specified program(s) will, after admittance, earn credit for one course (ATTR 25036) applicable toward the Athletic Training [ATTR] major within the Bachelor of Science [BS] degree.
    a Alliance High School – Health Services/Athletic Training
    b Buckeye Career Center (New Philadelphia) – Exercise Science and Sports Health Care
    c Canton South High School – Sports Medicine
    d Mahoning County Career Center (Canfield) – Exercise Science/Athletic Training
    e Massillon Washington High School – Exercise Science
    f Norton High School – Athletic Health Care
    g Portage Lakes Career Center (Uniontown) – Athletic Health Care and Sports Science
    h Stark County Area Joint Vocational Services (Massillon) – Sports Medicine and Rehabilitation
    i Theodore Roosevelt High School (Kent) – Athletic Health Care and Fitness
    j Wayne County Schools Career Center (Smithville) – Exercise Science and Sports Medicine
    Effective Fall 2013

School of Lifespan Development and Educational Sciences

18. Revision of policy for students seeking educator licensure in the majors listed below within the Bachelor of Science in Education [BSE], Master of Education [MED], Educational Specialist [EDS] and Doctor of Philosophy [PHD] degrees. As of September 2013, the Ohio Assessments for Educators replaces the Praxis II series as the required Ohio educator licensure assessments. This policy is not a graduation requirement.
    a Instructional Technology [ITEC] major – Computer/Technology [CMTC] and Dual Degree K-12 School Library Media Licensure [DDSL] concentrations [MEd degree]
    b School Counseling [SCON] major [MEd degree]
    c School Psychology [SPSY] major [EdS, PhD degrees] (in addition to new state assessments, major will continue to require Praxis II as part of its national accreditation standards)
    d Special Education [SPED] major [BSE, MEd degrees]
    Effective Fall 2013

LESSER ACTION ITEMS *continued*

College of Education, Health and Human Services *continued*

School of Lifespan Development and Educational Sciences continued

19. Revision of admission requirements for the Instructional Technology [ITEC] major within the Master of Education [MED] degree. The admission criteria for the Dual Degree MEd/MLIS School Library [DDSL] concentration will mirror those in the Library and Information Science [LIS] major. Minimum total hours to program completion are unchanged at 34.
    Effective Fall 2013

20. Revision of admission requirements for the Special Education [SPED] major within the Master of Education [MED] degree. The revision adds Praxis I exam as admission criteria.
    Effective Fall 2013

School of Teaching, Learning and Curriculum Services

21. Revision of policy for students seeking educator licensure in the majors and minor listed below within the Bachelor of Science in Education [BSE], Master of Arts [MA], Master of Education [MED] and Master of Arts in Teaching [MAT] degrees. As of September 2013, the Ohio Assessments for Educators replaces the Praxis II series as the required Ohio educator licensure assessments. This policy is not a graduation requirement.
    a Career and Technical Teaching Education [CTTE] major [MEd degree]
    b Curriculum and Instruction [CI] major – Physical Education Teacher Education [PETE] concentration [MEd degree]
    c Curriculum and Instruction–Junior High/Middle School [CIMS] major [MA, MEd degrees]
    d Early Childhood Education [ECDE] major [BSE, MA, MEd, MAT degrees]
    e Earth Science [ESCI] major [BSE degree]
    f Education [EDUC] minor
    g Integrated Language Arts [INLA] major [BSE degree]
    h Integrated Mathematics [IMTH] major [BSE degree]
    i Integrated Science [INSI] major [BSE degree]
    j Integrated Social Sciences [INSS] major [BSE degree]
    k Life Science [LFSC] major [BSE degree]
    l Life Science/Chemistry [LFSC] major [BSE degree]
    m Middle Childhood Education [MCDE] major [BSE degree]
    n Physical Science [PHSC] major [BSE degree]
    o Reading Specialization [READ] major [MA, MEd degrees]
    p Secondary Education [SEED] major [MAT degree]
    q Trade and Industrial Education [TIED] major [BSE degree]
    Effective Fall 2013

College of Nursing

22. Revision of admission requirement to the Nursing [NURS] major within the Master of Science in Nursing [MSN] degree.
    Effective Fall 2013

College of Public Health

23. Establishment of policy notifying students of accreditation requirement for students to provide feedback on courses and programs.
    Effective Fall 2013

LESSER ACTION ITEMS *continued*

Regional College

24. Inactivation of Advanced Internet [C101] post-secondary certificate, offered on Ashtabula and Trumbull campuses. No students are enrolled; three students graduated in past 12 years.
    Effective Fall 2014

25. Inactivation of the following non-degree pre-majors: Pre-Nursing (ADN) [PADN]; Pre-Veterinary Technology [PVTE]; Pre-Physical Therapy Assisting [PPTA]; Pre-Radiologic Imaging Sciences [PRIS]; Pre-Radiologic Technology (ATS) [PRDT]; Pre-Radiologic Technology (AAS) [PRAD]; Pre-Occupational Therapy Assisting [POTA]; and Pre-Respiratory Therapy Technology [PRTT].
    Effective Fall 2014

26. Establishment of tech prep articulation agreements with the following schools, whereby eligible graduates of their specified program will, after admittance, earn credit for one course (BMRT 11000) applicable toward the Accounting Technology [ACTT] major within the Associate of Applied Business [AAB] degree.
    a Firestone High School (Akron) – Business Finance
    b Orrville High School – Accounting
    c Timken Senior High School (Canton) – Financial Management and Operations
    Effective Fall 2013

27. Establishment of tech prep articulation agreements with the following school and centers, whereby eligible graduates of their specified program will, after admittance, earn 24 credit hours applicable toward the Allied Health Management Technology [AHMT] major within the Associate of Technical Study [ATS] degree.
    a Buckeye Career Center (New Philadelphia) – Pharmacy Technology
    b Massillon-Washington High School – Pharmacy Technology
    c Trumbull Career and Technical Center (Warren) – Health Science Academy Pharmacy Technology
    Effective Fall 2013

28. Establishment of tech prep articulation agreements with the following schools, whereby eligible graduates of their specified program will, after admittance, earn credit for two courses applicable toward the Business Management Technology [BMRT] major within the Associate of Applied Business [AAB] degree.
    a Cuyahoga Falls High School – Business Finance and Entrepreneurship Academy (BMRT 11000, BMRT 21011); Interactive Media/Digital Design (BMRT 11006, BMRT 21095)
    b Ellet High School (Akron) – Business Management Strategies (BMRT 11006, BMRT 21095)
    c Firestone High School (Akron) – Business Finance (BMRT 11000, BMRT 21011)
    d Garfield High School (Akron) – Business Finance (BMRT 11000, BMRT 21011)
    e Orrville High School – Accounting (BMRT 11000, BMRT 21011)
    f Timken Senior High School (Canton) – Finance Management and Operations (BMRT 11000, BMRT 21011)
    g Triway High School (Wooster) – Business Management (BMRT 11006, BMRT 21095)
    Effective Fall 2013

29. Establishment of tech prep articulation agreement with Trumbull Career and Technical Center (Warren), whereby eligible graduates of its Web Design and Application Development program will, 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 Fall 2012

LESSER ACTION ITEMS *continued*

Regional College *continued*

30. Establishment of tech prep articulation agreement with Trumbull Career and Technical Center (Warren), whereby eligible graduates of its Computer Networking and Security program will, 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.
    Effective Fall 2013

31. Establishment of tech prep articulation agreements with the following centers and schools, whereby eligible graduates of their Early Childhood Education program will, after admittance, earn credit for one course (ECET 21010) applicable toward the Early Childhood Education Technology [ECET] major within the Associate of Applied Science [AAS] degree.
    a Buckeye Career Center (New Philadelphia)
    b Ellet High School (Akron)
    c Mahoning County Career and Technical Center (Canfield)
    d Maplewood Career Center (Ravenna)
    e North High School (Akron)
    f Stark County Area Joint Vocational Services (Massillon)
    g Timken Senior High School (Canton)
    h Trumbull Career and Technical Center (Warren)
    i Wayne County Schools Career Center (Smithville)

32. Establishment of tech prep articulation agreements with the following centers and schools, whereby eligible graduates of their specified program(s) will, after admittance, earn credit for courses applicable toward the Electrical/Electronic Engineering Technology [EEET] major within the Associate of Applied Science [AAS] degree.
    a Canton South High School – Project Lead the Way: Computer Integrated Manufacturing (EERT 22004, IERT 22010, MERT 12000, MERT 22009)
    b Dover High School – Project Lead the Way: Computer Integrated Manufacturing (EERT 22004, IERT 22010, MERT 12000, MERT 22009)
    c East High School (Akron) – Electronic Engineering (MERT 12000)
    d Firestone High School (Akron) – Project Lead the Way: Computer Integrated Manufacturing (EERT 22004, IERT 22010, MERT 12000, MERT 22009)
    e Garfield High School (Akron) – Project Lead the Way: Computer Integrated Manufacturing (EERT 22004, IERT 22010, MERT 12000, MERT 22009)
    f Mahoning County Career and Technical Center (Canfield) – Engineering Technology (MERT 12000)
    g Maplewood Career Center (Ravenna) – Electronics (EERT 12000, EERT 12010)
    h McKinley High School (Canton) – Project Lead the Way: Computer Integrated Manufacturing (EERT 22004, IERT 22010, MERT 12000, MERT 22009)
    i New Philadelphia High School – Project Lead the Way: Computer Integrated Manufacturing (EERT 22004, IERT 22010, MERT 12000, MERT 22009)
    j Portage Lakes Career Center (Uniontown) – Engineering Technology (MERT 12000)
    k Theodore Roosevelt High School (Kent) – Computer-Aided Design (MERT 12000); Engineering Academy (MERT 12000)
    l Trumbull Career and Technical Center (Warren) – Electrical Technology (EERT 12000, EERT 12010); Project Lead the Way: Computer Integrated Manufacturing (EERT 22004, IERT 22010, MERT 12000, MERT 22009)
    m Wayne County Schools Career Center (Smithville) – Electronics and Computer Networking (EERT 12000, EERT 12010)
    Effective Fall 2013

LESSER ACTION ITEMS *continued*

Regional College *continued*

33. Establishment of 2+2 articulation agreements with Belmont College (St. Clairsville), whereby eligible graduates of its associate degrees in civil engineering and industrial electronics technology will, after admittance, matriculate into their junior year of the Engineering Technology [ENGT] major within the Bachelor of Science [BS] degree.
    Effective Spring 2013

34. Establishment of 2+2 articulation agreements with Zane State College (Zanesville), whereby eligible graduates of its associate degrees in alternative engineering technology and natural gas engineering technology will, after admittance, matriculate into their junior year of the Engineering Technology [ENGT] major within the Bachelor of Science [BS] degree.
    Effective Fall 2012

35. Establishment of tech prep articulation agreement with the following school and centers, whereby eligible graduates of their specified program will, after admittance, earn credit for two courses (EVHS 20006, EVHS 20092) applicable toward the Environmental Health and Safety [EVHS] major within the Associate of Applied Science [AAS] degree.
    a Columbiana County Career and Technical Center (Lisbon) – Public Safety Services
    b GlenOak High School (Canton) – Fire Science
    c Trumbull Career and Technical Center (Warren) – Public Safety
    Effective Fall 2013

36. Establishment of a tech prep articulation agreement with Orrville High School, whereby eligible graduates of its Administrative and Professional Support program will, after admittance, earn credit for four courses (ITAP 16620, ITAP 16621, ITAP 16625, ITAP 16680) applicable toward the Information Technology for Administrative Professionals [ITAP] major within the Associate of Applied Business [AAB] degree.
    Effective Fall 2013

37. Establishment of tech prep agreements with Lawrence County Joint Vocational School (Chesapeake) and Southern Hills Career and Technical Center (Georgetown), whereby eligible graduates of their Cosmetology program will 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.
    Effective Fall 2013

LESSER ACTION ITEMS *continued*

Regional College *continued*

38. Establishment of tech prep articulation agreements with the following centers and schools, whereby eligible graduates of their specified program(s) will, after admittance, earn credit for specified courses applicable toward the Mechanical Engineering Technology [MERT] major within the Associate of Applied Science [AAS] degree.
    a Alliance High School – Welding (MERT 12000)
    b Buckeye Career Center (New Philadelphia) – Computer-Assisted Drafting (CADT 22003); Welding (MERT 12000)
    c Canton South High School – Project Lead the Way: Computer Integrated Manufacturing (CADT 22003, IERT 22010, MERT 12000, MERT 12001) Metal Fabrication/Welding (MERT 12000)
    d Dover High School – Project Lead the Way: Computer Integrated Manufacturing (CADT 22003, IERT 22010, MERT 12000, MERT 12001)
    e East High School (Akron) – Electronic Engineering (MERT 12000); Welding (MERT 12000)
    f Firestone High School (Akron) – Project Lead the Way: Computer Integrated Manufacturing (CADT 22003, IERT 22010, MERT 12000, MERT 12001)
    g Garfield High School (Akron) – Computer-Assisted Drafting (CADT 22003); Project Lead the Way: Civil/Architecture (MERT 12000, MERT 12001); Project Lead the Way: Computer Integrated Manufacturing (CADT 22003, IERT 22010, MERT 12000, MERT 12001)
    h Indian Valley High School (Gnadenhutten) – Project Lead the Way: Civil/Architecture (MERT 12000, MERT 12001)
    i Jackson High School (Massillon) – Project Lead the Way: Civil/Architecture (MERT 12000, MERT 12001)
    j Mahoning County Career and Technical Center (Canfield) – Engineering Technology (MERT 12000); Welding (MERT 12000)
    k Maplewood Career Center (Ravenna) – Welding(MERT 12000)
    l Massillon-Washington High School – Manufacturing Engineering (MERT 12000)
    m McKinley High School (Canton) – Project Lead the Way: Civil/Architecture (MERT 12000, MERT 12001); Project Lead the Way: Computer Integrated Manufacturing (CADT 22003, IERT 22010, MERT 12000, MERT 12001)
    n New Philadelphia High School – Project Lead the Way: Computer Integrated Manufacturing (CADT 22003, IERT 22010, MERT 12000, MERT 12001)
    o Portage Lakes Career Center (Uniontown) – Engineering Technology (MERT 12000); Welding (MERT 12000)
    p Stark County Area Joint Vocational Services (Massillon) – Metal Fabrication (MERT 12000)
    q Theodore Roosevelt High School (Kent) – Engineering Academy and Computer-Aided Design (MERT 12000)
    r Timken Senior High School (Canton) – Welding Technologies(MERT 12000)
    s Trumbull Career and Technical Center (Warren) – Computer-Aided Design (MERT 12000, MERT 12001); Project Lead the Way: Civil/Architecture (MERT 12000, MERT 12001); Project Lead the Way: Computer Integrated Manufacturing (CADT 22003, IERT 22010, MERT 12000, MERT 12001); Welding (MERT 12000)
    t Wadsworth High School – Engineering Design and Technology (MERT 12000)
    u Wayne County Schools Career Center (Smithville) – Welding (MERT 12000)

    Effective Fall 2013

LESSER ACTION ITEMS *continued*

Regional College *continued*

39. Establishment of 2+2 articulation agreement with Stark State College, whereby eligible graduates of the degree programs listed below will, after admittance, matriculate into their junior year of the Computer Technology General [CTAG] concentration in the Technical and Applied Studies [TAS] major within the Bachelor of Technical and Applied Studies [BTAS] degree:
    a AAS degree in Computer Network Administration and Security Technology
    b AAS degree in Computer Network Administration and Security Technology–Cisco Network Administration
    c AAB degree in Computer Programming and Database
    d AAS degree in Computer Science and Engineering Technology
    e AAS degree in Cyber Security and Computer Forensics
    f AAB degree in Web Design and Development
    g AAB degree in Web Design and Development–Web Design
    Effective Fall 2013

40. Establishment of tech prep articulation agreement with Ellet High School (Akron), whereby eligible graduates of its Animal Management program will, after admittance, earn credit for one course (VTEC 10001) applicable toward the Veterinary Technology [VTEC] major within the Associate of Applied Science [AAS] degree.
    Effective Fall 2012

Undergraduate Studies

41. Establishment of one concentration, inactivation of another and revision of names of seven concentrations in the non-degree Exploratory [EXPL] major. These changes are to being done to align with the revised special interest areas on the Explore Programs & Degrees website (www.kent.edu/gps). In addition, the proposal includes a revision of course requirements US 20008 and US 20009 to be replaced with US 20010. The concentration revisions are below:
    a Aeronautics, Applied Engineering and Technology [AAET] – established
    b Business [BUSN] – no change
    c Communication, Journalism and Media [CJRM] – no change
    d Computers, Mathematics and Technology [CMT] – revised to Computer, Mathematics and Information Sciences [CMIS]
    e Design and Visual Arts [DVA] – revised to Design [DES]
    f Education and Teaching [ET] – no change
    g Health Care [HC] – revised to Biological Sciences, Health and Wellness [BSHW]
    h Human Services and Social Sciences [HSSS] – no change
    i Hospitality and Tourism [HT] – inactivated
    j Languages, Literature and Culture [LLC] – no change
    k Law, Public Safety and Government [LPSG] – revised to Government, Public Policy and Justice [GPPJ]
    l Performing Arts [PA] – revised to Visual and Performing Arts [VPA]
    m Science and the Environment [SE] – revised to Physical Sciences and the Environment [PSE]
    n Sport and Recreation [SR] – revised to Sport, Recreation and Hospitality [SRH]
    Effective Fall 2014

UNIVERSITY REQUIREMENTS CURRICULUM COMMITTEE

Approved for the Global Diversity Effective Fall 2014

ENG 33013 Pan-African Women's Literature (3)

ENG 33015 African Literatures (3)

PAS 32050 African Literatures (3)

PAS 37100 Pan-African Women's Literature (3)

Approved for the Writing-Intensive Effective Fall 2014

BSCI 40159 Molecular Biology Laboratory (3)

BSCI 40520 Behavior Evolution (3)

COURSE CHANGES

Course Changes Effective Fall 2013

AMST 10001 Introduction to American Studies (3) ..... Inactive

AMST 40095 Special Topics (3) ..... Inactive

AMST 40096 Individual Investigation (1) ..... Inactive

AMST 40197 Senior Colloquium (3) ..... Inactive

BSCI 60145 Medical Genomics (3) ..... New

BSCI 80145 Medical Genomics (3) ..... New

ITAP 26637 Specialized Machine Transcription (3) ..... Inactive

MATH 11010 Algebra for Calculus (3) [Kent Core] ..... Revise

MATH 11022 Trigonometry (3) [Kent Core] ..... Revise

MATH 12002 Analytic Geometry and Calculus I (5) [Kent Core] ..... Revise

POL 10301 Diversity in American Public Policy (3) [Kent Core, domestic diversity] ..... Inactive

THEA 41130 Theatre and Drama in America (3) ..... New

THEA 51130 Theatre and Drama in America (3) ..... New

Course Changes Effective Spring 2014

ARTC 35601 Sculptural and Kiln-Formed Glass (3) ..... Revise

ARTC 45098 Senior Thesis Research and Proposal (1) ..... Revise

AS 30210 Social Structure and Processes in Europe (3) ..... Inactive

BMS 40196 Individual Investigation in Biomedical Sciences (1-3) ..... New

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

BSCI 30140 Cell Biology (4) ..... Revise

BSCI 40020 Biology of Aging (3) ..... Revise

BSCI 50020 Biology of Aging (3) ..... Revise

IAKM 60412 Clinical Decision Support (3) ..... New

Course Changes Effective Spring 2014 *continued*

IAKM	80412	Clinical Decision Support (3)	New
JUS	66761	Law, Justice and Society (3)	Hold
JUS	66762	Proseminar in issues in Contemporary Justice (3)	Hold
JUS	66763	Theories of Crime and Delinquency (3)	Hold
JUS	66764	Juvenile Justice (3)	Hold
JUS	66765	Criminal Violence (3)	Hold
JUS	66766	Institutional Corrections (3)	Hold
JUS	66767	Justice Administration (3)	Hold
JUS	66768	Research Methods in Justice Studies (3)	Hold
JUS	66770	Justice Institutions (3)	Hold
JUS	66772	Victimology (3)	Hold
JUS	66773	Contemporary Policing (3)	Hold
JUS	66775	Research Methods in Justice Studies II (3)	Hold
JUS	66792	Internship in Justice Studies (4)	Hold
JUS	66798	Research (1-6)	Hold
PSYC	41991	Seminar in Psychology (3)	Inactive
TRST	60095	Special Topics in Translation Studies (1-3)	New

Course Changes Effective Fall 2014

AGRI	20000	Economic Perspectives on Food and Agriculture (3)	New
AGRI	30000	Farm Business Management (3)	New
AGRI	31000	Agribusiness Management (3)	New
AGRI	32000	Farm Records Analysis and Income Tax Management (3)	New
AGRI	33000	Agricultural Commodity Marketing (3)	New
AGRI	34000	Livestock Production Management (3)	New
AGRI	35000	Crop and Forage Production Management (3)	New
AGRI	40000	Advanced Farm Business Management (3)	New
AGRI	40092	Agribusiness Internship (3) [experiential learning]	New
AGRI	41000	Agricultural Price Analysis (3)	New
AGRI	42000	Agricultural Finance (3)	New
AGRI	43000	Agricultural Environmental Law (3)	New
AGRI	44000	Agricultural and International Trade Policy (3)	New
AGRI	45000	Senior Seminar (3)	New
ARTH	22006	Art History I: Ancient and Medieval Art (3) to: Art History: Ancient and Medieval Art [Kent Core]	Revise

Course Changes Effective Fall 2014 *continued*

ARTH	22007	Art History II: Renaissance to Modern Art (3) to: Art History: Renaissance to Modern Art [Kent Core]	Revise
BSCI	40159	Molecular Biology Laboratory (2) to: (3) [writing intensive]	Revise
BSCI	40520	Behavior Evolution (3) [writing intensive]	Revise
BSCI	50159	Molecular Biology Laboratory (2) to: (3)	Revise
BSCI	70159	Molecular Biology Laboratory (2) to: (3)	Revise
ECED	80296	Individual Investigation in Early Childhood Education (1-5)	Inactive
CI	67010	Curriculum Evaluation (3)	Revise
CI	77010	Curriculum Evaluation (3)	Revise
CI	87791	Doctoral Seminar in Mathematics Education (3) to: (1-3)	Revise
CLS	49010	Clinical Microbiology: Theory (4)	Revise
CLS	49011	Clinical Microbiology: Applications (4)	Revise
CLS	49012	Clinical Immunology: Theory (1)	Revise
CLS	49013	Clinical Immunology: Applications (1)	Revise
CLS	49014	Clinical Mycology: Theory and Applications (1)	Revise
CLS	49015	Clinical Parasitology: Theory and Applications (1)	Revise
CLS	49020	Clinical Chemistry: Theory (4)	Revise
CLS	49021	Clinical Chemistry: Applications (4) to: (3)	Revise
CLS	49022	Urinalysis: Theory (1)	Revise
CLS	49023	Urinalysis: Applications (1)	Revise
CLS	49030	Immunohematology: Theory (2)	Revise
CLS	49031	Immunohematology: Applications (2)	Revise
CLS	49032	Coagulation: Theory and Applications (1)	Revise
CLS	49033	Clinical Hematology: Theory (2)	Revise
CLS	49034	Clinical hematology: Applications (2)	Revise
CLS	49040	Topics in Lab Management (1)	Revise
CLS	49095	Special Topics in Medical Technology (1-4)	Revise
ENG	33013	Pan-African Women's Literature (3) [global diversity]	Revise
ENG	33015	African Literatures (3) [global diversity]	Revise
GEOL	34061	Invertebrate Paleontology (4) [writing intensive]	Revise
GEOL	42067	Introductory Hydrogeology (3)	Revise
JMC	60000	Introduction to Graduate Studies in Journalism and Mass Communication (1) to: (3)	Revise
MCDE	42358	Student Teaching in Middle Childhood (9)	Revise
MCDE	52358	Student Teaching in Middle Childhood (9)	Revise

Course Changes Effective Fall 2014 *continued*

NRST 10006 LPN to Associate Degree in Nursing Transition (3) ..... Revise

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

NUTR 63523 Nutrition and Gerontology (3) ..... Inactive

PAS 32050 African Literatures (3) [global diversity] ..... Revise

PAS 37100 Pan-African Women's Literature (3) [global diversity] ..... Revise

PSYC 30445 Cognitive Psychology (3) to:
40445 ..... Revise

PSYC 30446 Cognitive Neuroscience (3) to:
40446 ..... Revise

PSYC 31043 Basic Learning Processes (3) to:
41043 ..... Revise

PSYC 40383 Psychological Interventions (3) to:
Introduction to Clinical Psychology ..... Revise

PSYC 41282 Personality (3) to:
31282 ..... Revise

PSYC 41532 Social Psychology (3) to:
31532 ..... Revise

Updates to 18 March 2013 Graduate EPC Agenda

Establishment of Architecture and Environmental Design [AED] major within the Master of Science [MS] degree.
When final approval of this new major is given, the existing Post-Professional Studies [PPRS] concentration within the Master of Architecture [MARC] degree will be inactivated.

LARC 65003 Leadership Ethics and Office Management (3)
Title was incomplete; full title is Professional Practice: Leadership, Ethics and Office Management

Update to the 18 February 2013 Graduate EPC Agenda

UD 65632 Urban Ecological Systems (1-3) to (3)
College changed credit hours to 3 to cross-list with LARC 60602.

Updates to 28 January 2013 Undergraduate EPC Agenda

Establishment of Sustainability [SUST] minor
Following questions at the 11-Feb-13 Faculty Senate meeting regarding the requirement of the ELR Plus-1 course in the Sustainable minor, the College of Applied Engineering, Sustainability and Technology replaced that requirement with TECH 33092 Cooperative Education–Professional Development, a course that is designated as both experiential learning and writing intensive.

Establishment of Help Desk Support [HDKS] minor.
EPC moved a friendly amendment at its 18-Feb-13 meeting to approve the Regional College's new Help Desk Support minor as also available fully online at all eight Kent State campuses.

SOC 42126 Sociological Theories (3)
Department requested a one-year delay in removal of writing-intensive course (WIC) status to allow the course to meet the needs of current students. WIC status removal is now effective fall 2014.

Agenda prepared by the Office of Curriculum Services

Educational Policies Council
Minutes of the Meeting
Monday, 18 February 2013

Ex-Officio Members present: Provost Todd Diacon; Faculty Senate Chair Paul A. Farrell; Deans James K. Bracken, Donald F. Palmer, Eboni J. Pringle, Shin-Min (Simon) Song, Wanda E. Thomas, Stanley T. Wearden; Associate Deans Joanne M. Arhar, Thomas W. Brewer, LuEtt J. Hanson, Ralph Lorenz (representing John Crawford), Frederick W. Schroath (representing Elizabeth Sinclair-Colando); Assistant Dean Mary Ann Haley (representing James L. Blank); Director Robert A. Walker

Ex-officio Members not present: Deans Laura Cox Dzurec, Douglas L. Steidl

Faculty Senate-Appointed Representatives present: William C. Ward III

Faculty Senate-Appointed Representatives not present: Vanessa J. Earp, Terrence L. Uber, Linda L. Williams, Donald L. White

Council Representatives present: Paul J. Albanese, Tina D. Bhargava, Gregory M. Blase, Jessie Carduner, William E. Hauk, John A. Marino, Roberto M. Uribe, Belinda S. Zimmerman

Council Representatives not present: Pamela K. Evans, Tracey A. Laux, Denice Sheehan

Observers present:

Observers not present: Breanne Yonkof

Consultants and Guests present Jon Steven Antalvari, Susan M. Augustine, Stephane E. Booth, Ellen P. Daniels, Lisa N.H. Delaney, Gregory Graham, Pamela E. Grimm, Tracy Lara, Jennifer Sandoval, Denise A. Seachrist, Melody J. Tankersley, Therese E. Tillett

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Provost Todd Diacon called the meeting to order at 3:20 p.m., Monday, 18 February 2013, in room 204 of the Kent Student Center.

Action Item 1: Approval of the minutes of 28 January 2013.

Provost Diacon called for approval of the minutes; with no corrections or changes the item passed unanimously.

Action Item 2: Establishment of university policy for undergraduate students who are not permitted to continue in their program (major, minor).

Associate Provost Denise A. Seachrist explained that this proposal comes from the 22-member EPC ad hoc committee nominated by Provost Diacon and Faculty Senate Chair Paul A. Farrell. The committee, which has been meeting since the beginning of the semester, examines policies, thinks about the creation of new policies and reviews old policies. This is the first one the committee has brought forth for approval. She said that the committee is recommending this policy to be in place for the 2013 University Catalog. She said that students must meet with advisors to find a better fit or not continue. Associate Professor John A. Marino moved for approval of the item, which was seconded by Dean Donald F. Palmer.

A member asked if the criteria for "not permitted to continue" is the student's grade point average (GPA). Associate Provost Seachrist replied in the affirmative, adding that it is primarily GPA. A consultant added that there are certain criteria in other colleges as well, such as background checks and eligibility for student teaching. The member then asked if Banner could track this eligibility. Interim Associate Provost Seachrist responded that eligibility is already being monitored by the individual colleges.

Another member expressed concern about an increase of clerical work for advisors. He asked if clerical staff could place the registration hold on students, and then the advisor could remove the hold. Interim Associate Provost Seachrist responded that some of the policies that will be brought forth are best practices, but there will need to be an implementation piece. Provost Diacon said that he assumed that advisors know who is eligible and who is not, so the concern then is who does it.

A consultant asked about the point when students are not eligible to continue. If colleges do it in the students' junior year, does it make it more difficult for them to graduate? A member responded that a probation check is something that is done every semester in her college, so it is possible that a student is not permitted to continue in his/her first year. The member then asked if a student under this policy would be put into the non-degree general/pre-major. Associate Provost Seachrist responded that the committee felt it would be up to the unit to find the best fit for the student. The member then said that students can go until their 45th hour. Provost Diacon asked what happened after the 45th hour; do they go to Undergraduate Studies. A member responded in the affirmative, and said they could also go to the College of Arts and Sciences. Another member said that it would be nice to have a sliding scale that would allow them to see these students earlier. She said that sometimes the College of Arts and Sciences receives them with 90 hours and a 2.100 GPA, and the students get angry because they want to "hang out" until they get a 2.750 GPA to move back to their desired degree program. She added that the likelihood for completion increases when the redirection happens earlier. Provost Diacon said that he hopes this policy proposal gets the university a step closer to the member's suggestion. He added that students just churn and spend down their financial aid; at least with this policy they will have to go for advising.

Another member wondered if it was possible for the Office of Research, Planning and Institutional Effectiveness (RPIE) or use Cognos [a Banner reporting software] to generate a report to identify these students every semester. He added that this would be useful for some colleges to recruit these students and for the advisors to know as well. Provost Diacon asked if students are notified that they are not permitted to continue in their current major. A member responded that students receive a letter from their college. Another member suggested that if the programs indicate their eligibility criteria, it would be known earlier. A consultant said that it was envisioned with the advent of program roadmaps that progression requirements would be listed every year if not every semester. She added that this can be tracked through critical tracking in the Graduation Planning System (GPS) degree audit.

Another member said that she still wasn't clear as to whether or not students may be placed into the non-degree general/pre-major, or is the university requiring it has to be another degree program. A consultant said that does have to be defined.

Another member asked if a student who failed a course with a required grade would not be permitted to continue. A consultant said that is true for certain grades for certain courses and GPA. Another member said in his college it is a combination of GPA and grades in specific courses. The member said that he is concerned that a policy that is intended primarily for GPA could be incorrectly applied with courses. Another member said that in her college she didn't believe that specific courses are looked at; mainly it is GPA and passage of the PRAXIS examination. The member then asked if it was an absolute stop or is "not able to continue" revocable. Another member answered the decision can be revocable; a student could move back into the program if he/she meets the requirements. A consultant asked if the majority of students who are placed into the non-degree general/pre-major move back to their desired program, move to another degree program or drop out without a degree. It was determined that data has not been gathered.

A member said that the policy would be a great enhancement for some of the specialized programs on the regional campuses. She said that it gives leverage to talk to and intervene with students. She added that if a student wants to take a course outside the major to boost the GPA there shouldn't be a problem with that but they can't get back into the program until they meet the requirements. Provost Diacon said that mandatory advising will help, but because juniors and seniors only have to go once per year they could churn for a semester. A guest reported that in her college, during advisors' orientation and training, they are told to promote student success within the college; there has to be caution with retention and Responsibility Center Management (RCM). A member said that if there was a sliding scale or something concrete to offer students, they wouldn't stay spinning their wheels. She said it's unfortunate that they sometimes have to settle for something they don't necessarily want when if they would have been seen by an advisor earlier, they could have found something. She added that she knows how hard the conversation is to have with students.

Another member said that the university wants students to succeed in the field they want to be in, and that is the intention of the policy, however implementation must be done thoughtfully. Another guest said that the root cause is the lack of career development. She proposed that advisors be trained for career guidance. She also reminded the members that there is curriculum already in place in Undergraduate Studies for career exploration.

Provost Diacon asked what happens when students get the "not permitted to continue" letter. A member said that for the most part the letters are ignored up until about 60 hours in which students in her college have to be admitted to advanced study. Another member said that in his college there is an advisor who spends 25 percent of her time finding out where their students are and why they are not taking the appropriate courses, and then asks them to come in. Another member pointed out that parents also get frustrated. A consultant pointed out that students currently initiate major change requests, and this policy gives administrators the ability to do something with the student having to initiate it.

A member said that she didn't realize that there are programs that would not allow students to continue if they didn't meet the grade threshold. Another member said that there are programs in which you cannot graduate without meeting it. Provost Diacon said that a student could pass a course the next time he/she takes it, but it might take a long time to get a GPA up. Another member said this is where students need the intervention—students who are not going to get to that required GPA. A consultant pointed out that this is where the critical tracking element of the GPS degree audit will become helpful.

A member wanted to revisit the non-degree general/pre-major, and pointed out that if students are put in that category they may still be spinning their wheels. The member believed that students should be put into another degree program; the sooner students get into another area the better. Associate Provost Seachrist said that was the spirit of the proposal, the committee members wanted them to get advising because they want them to be successful. The member responded that she didn't believe keeping them in the non-degree general/pre-major helps much; instead, students should be put into a degree program where they will be successful. Provost Diacon said that if this policy is enacted intense conversations will need to be had with students where "we say 'no, you cannot continue.'" A member clarified that students could come back to that original major if they finally meet the requirements.

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

Action Item 3: Establishment of Professional Sales [C149] post-secondary certificate.

Associate Dean Frederick W. Schroath handed the discussion to Associate Professor Paul J. Albanese, who explained that this certificate will be administered by the Department of Marketing and Entrepreneurship. It is 15 credit hours with 3 hours in sales and 3 hours in a sales internship. He introduced lecturers Gregory Graham and Ellen P. Daniels as the faculty members who put the certificate together and also founded the student sales program Pi Sigma Epsilon; they will also be responsible for tracking the program. He said that students, alumni and employers were surveyed on the viability of the certificate with positive results. Associate Dean Schroath added that some of the technology for the certificate has received good press, namely the "sales environment" in which instructors can watch and record students giving a presentation and supply feedback.

Associate Dean Schroath moved for approval of the item, which was seconded by Dean Wanda E. Thomas.

A member said that he could see students in this program benefiting from courses outside of the college such as courses in persuasion and social influence. Another member said that this certificate would be a good fit for students in the student media programs.

A consultant asked why they were proposing a certificate and not a minor. Associate Professor Albanese replied that survey results show that the word "certificate" is preferred to a "minor." The consultant said that expectation for certificate programs at Kent State is to attract students not in a degree program, and asked if there were any admission restrictions. Director Pamela E. Grimm replied that there are no admission restrictions; the long-term goal for the certificate is to reach students outside, but in the beginning it is expected to be marketed first to students currently enrolled in the College of Business Administration, and then to students in other colleges. The consultant pointed out that 15 credit hours are not enough for a non-degree student to qualify for federal financial aid.

Another member said that this certificate would look great on a resume and will have practical skills with the internship. A member asked if the courses could count toward the major. Director Grimm replied that they can count toward the marketing major and minor. She added that having this collection of courses together pegs them as high interest in sales. Associate Professor Albanese pointed out that the sales internship course is new. A consultant asked if it could be used as an elective in a degree-granting program. Associate Dean Schroath answered in the affirmative.

With no further questions or discussion the item passed unanimously.

Action Item 4: Establishment of Computer Forensics and Security [CFSE] minor.

Dean Wanda E. Thomas explained this was part of a series of three minor establishments. She added that this and the next item were withdrawn from the January EPC agenda because they were still waiting on for letters of support. She added that these minors use existing courses and is broadening the opportunity for students across disciplines. She then moved the item for approval of the item, which was seconded by Associate Dean Schroath.

A member asked if the minor would be available on all campuses. Dean Thomas responded that it is available on all regional campuses. Provost Diacon asked if a student on the Kent Campus could enroll in the minor. A member said that many of these courses are available online so Kent Campus students could enroll. A member pointed out that the Bachelor of Technical and Applied Studies degree is fully online, approval for online will be soon sought from the Ohio Board of Regents. A consultant put forth a request to amend the proposal to note that the program will be online. Dean Palmer moved the friendly amendment, which was seconded by Assistant Professor William E. Hauck. Dean Thomas restated the amendment as the new Computer Forensics and Security minor will be offered on all eight campuses and fully online in addition to on-ground.

A consultant asked if students had to be enrolled in the Bachelor of Technical and Applied Studies degree to enroll in the minor. A member responded in the negative, adding that Computer Forensics and Security is an independent minor.

With no further questions or discussion the item passed unanimously.

Action Item 5: Establishment of Software Development [SWDV] minor.

Dean Thomas said this is the third of the three minors being established. Her motion for approval was seconded by Assistant Professor Hauck. Dean Thomas said that she would like to add the same amendment as done in the previous item. Dean Shin-Min (Simon) Song moved for approval of the amendment, which was seconded by Associate Professor William C. Ward III.

A member asked about tuition rate if a Kent Campus student enrolls in courses taught on a regional campus. Dean Thomas answered that it depends on how many credit hours the students are enrolled in. Full-time students pay for the first 11 hours, so anything over that is already after that is the same price. For example, a Kent Campus student enrolled for 15 hours, of which 3 hours are a regional campus course, pays a flat Kent Campus tuition. Part-time students pay for each course.

With no further questions or discussion the item passed unanimously.

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Director Robert A. Walker asked if the same amendment made to the last two items could also be done for the Helpdesk minor passed at EPC's January meeting. Associate Professor Ward III moved for approval of the amendment, which is seconded by Assistant Professor Hauck.

A member asked where do Kent Campus students in these Regional College minors go for advising. Dean Thomas responded that advisors from the regional campuses come to the Kent Campus, and there is also online advising.

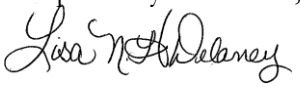
With no further questions or discussion the amendment passed unanimously for the Helpdesk minor to be noted that is offered online, in addition to on-ground, on all eight campuses.

* * *

A member asked about the process to get items to the EPC Ad Hoc Committee for Academic Policies. Provost Diacon responded that they should be submitted to Dean Eboni J. Pringle, Dean Wanda E. Thomas or Associate Provost Denise A. Seachrist.

With nothing further Associate Professor Marino moved for adjournment at 4:16 p.m., which was seconded by Assistant Professor Tina D. Bhargava.

Respectfully submitted,



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

Educational Policies Council
Minutes of the Meeting
Monday, 18 March 2013

Ex-Officio Members present: Associate Provost (Interim) Denise A. Seachrist representing Provost Todd A. Diacon; Faculty Senate Chair Paul A. Farrell; Deans Laura Cox Dzurec, Shin-Min (Simon) Song, Deborah F. Spake, Douglas Steidl, Mary Ann Stephens, Stanley T. Wearden representing Associate Dean LuEtt Hanson; Associate Deans Gail E. Bromley, Jonathan P. Fleming, Catherine E. Hackney, Thomas E. Klingler, Ralph Lorenz, Isaac Richmond Nettey, Frederick W. Schroath; Assistant Dean Mary Ann Haley representing Raymond A. Craig; Director Robert A. Walker.

Ex-officio Members not present: Deans Sonia A. Alemagno, Vincent J. Hetherington

Faculty Senate-Appointed Representatives present: Richard Feinberg, Thomas Janson, Michael Mikusa

Faculty Senate-Appointed Representatives not present: Donald (Mack) Hassler, Jonathan V. Selinger, James A. Tyner

Council Representatives present: Michael W. Chunn, Scott F. Grey, Marilyn Norconk, David B. Robins

Council Representatives not present: John C. Duncan, Adil M. Sharag-Eldin, Joffrey P. Jones, Cynthia G. Roller, John H. Thornton

Observers present: Mary A. Mooney, Lindsay L. Westermann Ayers

Observers not present:

Consultants and Guests present: Lisa N.H. Delaney, Julie A. Gabella, Charles M. Frederick, Jennifer Sandoval, Therese E. Tillett

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Interim Associate Provost Denise A. Seachrist called the meeting of the Graduate Educational Policies Council to order at 3:20 p.m., Monday, 18 March 2013, in room 310C of the Kent Student Center. There was no meeting of the Undergraduate Educational Policies Council this month. Associate Provost Seachrist announced that Action Items 3 and 4 had been withdrawn and that the addendum item would be discussed after Action Item 6.

Associate Dean Frederick W. Schroath moved the changes to the agenda be approved, which was seconded by Interim Associate Dean Catherine E. Hackney. The motion carried.

Action Item 1: Approval of the minutes of 18 February 2013.

A correction was made that the members would be approving, instead, the minutes of the meeting held 28 January 2013, as the Graduate EPC did not meet in February. Senator Thomas Janson called for approval of the minutes, which was seconded by Associate Dean Schroath. With no corrections or comments the item passed unanimously.

Action Item 2: Revision of the graduate admissions policy to codify existing practices, ensure applicants are fully informed about the university's admission policies and practices, and raise minimum admission standards to be consistent with peer institutions in Ohio.

Dean Mary Ann Stephens explained that the Graduate Studies Administrative Advisory Committee (GSAAC) has been reviewing the University Catalog as it pertains to graduate programs and deciding where changes are useful.

In addition to reviewing Kent State's catalog as it currently reads, GSAAC has sought best practices by reviewing similar policies from other institutions. Some of the institutions reviewed were the Ohio State University, University of Cincinnati, Arizona State University, University of Seattle and the University of Wisconsin at Madison. Dean Stephens added that there are a lot of practices at Kent State that are not written down, agreed upon or published. She said that GSAAC has discussed their findings and recommended changes after each associate dean had time to meet and discuss the issues with their faculty. Regarding the proposed admission policy, there is now a distinction between domestic and international applications since the process is slightly different. The international student changes in the policy have been approved by the Office of Global Education.

Dean Stephens moved for approval of the item, which was seconded by Associate Dean Schroath. A member asked if application material can be forwarded to the department for review before all the material is received, or is it only forwarded once the full submission is complete. Dean Stephens said departments are able to view applications before the submission is complete. Another member asked if existing programs had been surveyed and how this policy would affect them. Deans Stephens said associate deans had discussed it with their respective departments.

A third member, noticing that the deadline for application materials is one month before the start of the semester in which the student anticipates enrolling, asked how many departments accept students one month before the semester starts. Dean Stephens replied that there are some that do, even up until the last day. She said that people sometimes decide at the last minute to come back for additional credentialing. She added that the idea of a university deadline was entertained, but did not get far; therefore, it is recommended that prospective students submit a month before enrollment for timely review. Several members agreed that there are programs that admit students one month or later before the start of the semester. Another member reminded the council that sometimes materials are submitted prior to that, but they are missing one thing which may push them to the one month before the semester starts deadline.

A member asked if it is known how many students are admitted that have a GPA between 2.750 and 3.000. Dean Stephens said that she did not have that information; however, most programs are moving toward the 3.000 GPA, and those departments felt this would not do any harm to their current practice. She added that language has been inserted to show a more holistic admission. Someone isn't necessarily precluded if they do not meet the 3.000 GPA. She added that it is hoped that the revised GPA will say something about Kent State's standards; that the university is looking for a high-caliber student. She added that the review of Kent State's peer institution demonstrated that this required GPA is more aligned to that class of universities.

Another member asked about the practical difference between regular admission and conditional admission (for those students who are admitted with a GPA of less than 3.000). Dean Stephens replied that the program informs the student of the criterion for moving conditions. It usually has to do with the student's performance in the first semester, with the most common criterion being a minimum 3.000 GPA in the first semester. Several members agreed that their academic units provide some benchmark that must be met to move to an unconditional admission status.

Another member asked when the policy would take effect. Dean Stephens said that this is for applications received after 1 July 2013, for the fall 2013 semester.

Director Therese E. Tillett stated that some programs have admission standards that do not reflect these minimum standards. She asked if the Office of Curriculum Services has the authority to change any programs admission standard to the 3.000 GPA if it is below that currently. Dean Stephens replied in the affirmative and added that programs can set standards higher than this, this policy sets a minimum.

With no further questions or comments, the item passed unanimously.

Action Item 3: Establishment of bioFLEX Center.

The item was withdrawn.

Action Item 4: Establishment of flexPV Center.

The item was withdrawn.

Action Item 5: Establishment of Architecture and Environmental Design [AED] major within the Master of Science [MS] degree.

Action Item 6: Establishment of Health Care Design [HCDE] major within the Master of Health Care Design [MHCD] degree.

Addendum Action Item: Establishment of Landscape Architecture [LARC] major within the Master of Landscape Architecture I [MLA1] and Master of Landscape Architecture II [MLA2] degrees. The MLA I degree will be a first-professional degree for students with no prior training in landscape architecture, and will be submitted to the Landscape Architectural Accreditation Board for future accreditation. The MLA II degree will be a non-accredited post-professional degree for student holding an accredited undergraduate degree in landscape architecture.

Dean Douglas Steidl said that he wished to address all three proposals together so that the council could see the bigger picture. He said that the College of Architecture and Environmental Design has been talking for three years about a strategic plan, and that plan looked at programs that depth, breadth and specialties.

He said that currently the college currently offers master's degrees in interior design, architecture and urban design, with hole between the building and the city. The proposed Master of Landscape Architecture (MLA) degree fills that hole. He said that the faculty decided a year and a half ago to go in this direction and has made hires with now three instructors for landscape architecture: one with a PhD, one all but dissertation, and a third seeking a PhD in Geography.

Dean Steidl said that the depth piece of the plan is the existing Master of Architecture (MArch) degree, which comprises two curricula—one accredited and one post professional. Associate Dean Jonathan P. Fleming added that the accreditor for the MArch degree wants a more defined separation between the two curricular, hence the establishment of the Master of Science (MS) degree in Architecture and Environmental Design for the post-professional curricular. The college believes that the MS degree will raise the bar in four ways: (1) by making a thesis mandatory, it will lead toward a PhD, which the college plans to offer at some point; (2) it opens up admissions to anyone with a professional accredited degree; and (3) it adds breadth to the college's offerings.

Dean Steidl said that the proposed Master of Health Care Design (MHCD) degree would be the first of its kind in Ohio; it is a specialty degree that came out of the profession. He explained that when the college surveyed 15 firms, 10 of those 15 asked about a program in health care design. He said that those 10 firms indicated that 50 percent of their gross revenue comes from health care design. A graduate certificate in health care design was approved earlier this year. The MHCD degree will be considered post professional and will not be accredited. Dean Steidl said that the college collaborated with the colleges of Nursing, Public Health, Business Administration and Communication and Information.

Dean Steidl wanted all three programs on the agenda at the same time so that members could see the direction the college was moving.

In response to a question about industry support, Associate Dean Fleming said the MLA degree has a great deal of support from the landscape community, including Davey Tree Expert Company and the state chapter of the American Society of Landscape Architects. He added that the MHCD degree has support from both architecture firms and hospital systems.

Another member asked if the proposals had been take to the Ohio Board of Regents. Dean Steidl replied that a program development plan was submitted for each. He said that the MS degree received few comments, but the ones received were positive. The MHCD degree had all positive comments with a few suggestions that are addressed in the full proposal. The MLA degree received positive comments from all except Ohio State University, mainly due to that university offering a landscape architecture program, at both the undergraduate and graduate levels.

Dean Steidl explained that Kent State's MLA degree will focus on urban and suburban landscape, which Ohio State does not offer, and will provide a change in what Northeast Ohio will look like in the future. Ohio State's comments inferred that there will not enough students to support the program at Kent State, but Dean Steidl believed that since there is no program in Ohio that emphases urban landscape architecture, that comment has no basis.

Another member commented on the number of courses being established for the three degrees (approximately 25) and wondered about staffing. Associate Dean Fleming said that the MLA degree will be phased in; two instructors have been hired already, with one on the tenure track and the other on the non-tenure track. He added that there are also interdisciplinary opportunities that could be taught by current faculty as well. Dean Steidl added that the Landscape Architectural Accreditation Board requires three full-time faculty members for one program.

A member inquired about the high credit hours for the MLA degree. Associate Dean Fleming replied that the criteria as set by the Landscape Architectural Accreditation Board is substantial with a long list of things to be achieved for accreditation. The to-be-accredited MLA I degree is a three-year program; the post-professional MLA II is a two year degree. A consultant had a following-up questing, asking if MLA students will take more than 16 credit hours a semester, which is the maximum number a graduate student can take at Kent State Associate Dean Fleming replied in the negative, saying the most they will take is 15 credits a semester.

Associate Dean Jonathan Fleming made a motion for approval of each of the three degrees; all seconded by Associate Dean I. Richmond Nettey. All items passed unanimously.

Action Item 7: Revision of name of Education Interpreting K-12 [EI12] concentration—to ASL/English Interpreting [ASEI]—in the Special Education [SPED] major within the Master of Education [MED] degree. Minimum total credit hours to program completion are unchanged at 33.

Associate Dean Catherine E. Hackney stated that this proposal is a post-script because the concentration name change was brought to EPC a couple of months ago for the bachelor's degree, and the faculty neglected to request the same change for the master's degree. The name change reflects a more current scope and sequencing. Her motion for approval was seconded by Associate Professor Michael Mikusa. With no discussion, the item passed unanimously.

Action Item 8: Revision of name, admissions and course requirement of Nursing [NURS] major—to Advanced Practice Nursing [APN]—within the Doctor of Nursing Practice [DNP] degree. Students admitted to the program hold the Master of Science in Nursing degree.

Associate Dean Gail E. Bromley said that the Doctor of Nursing Practice (DNP) degree demonstrates a higher level of knowledge and advances what nurses can influence in a health care setting. The DNP degree is consistent with national benchmark programs and is approved by OBR. She added that DNP students are taking courses in other colleges, such as information architecture and biology courses. The College of Nursing has been working collaboratively with the University of Akron to offer courses the college has not been able to offer.

The program is 71 credit hours, with 37 of those hours consisting of core courses and clinical practice hours. All students must complete a scholarly project in their specialty area.

A member asked if the DNP degree produces nurse practitioners. Associate Dean Bromley explained that a nurse practitioner would have specialty course work and then could pursue a DNP degree; it is analogous to the Doctor of Audiology degree. Dean Laura Cox Dzurec added that the DNP degree adds familiarity with research and literature as a post-master's program.

Another member asked if the 71 credit hours include the master's degree 34 credit hours. Associate Dean Bromley replied in the affirmative, saying the DNP degree is an add-on to the masters.

Associate Dean Bromley moved for approval of the item, which was seconded by Associate Dean Hackney. The item passed unanimously.

Action Item 9: Establishment of Nursing Practice [NUP] major within the Doctoral of Nursing Practice [DNP] degree. Students admitted to the degree will be post-baccalaureate. The major will comprise eight concentrations: Pediatric Nurse Practitioner; Pediatric Clinical Nurse Specialist; Women's Health Nurse Practitioner; Adult Gerontology Clinical Nurse Specialist; Adult Gerontology Acute Care Nurse Practitioner; Psychiatric Mental Health Family Nurse Practitioner; Advanced Practice Registered Nurse: Nurse Practitioner Family; and Advanced Practice Registered Nurse: Nurse Practitioner Adult Gerontology Primary Care.

Associate Dean Bromley said this major within the DNP is for students without the master's degree; therefore, they will a select a specific area of concentration. The range of 71-86 credit hours is due to certain accrediting bodies requiring different criteria. She moved for approval of the item, which was seconded by Associate Dean Nettey.

A member inquired if the program was a joint effort with the University of Akron, to which Associate Dean Bromley replied the program is stand-alone. Another member questioned the extensive list of concentrations. Associate Dean Bromley explained that in health care, patient populations are the focus as to how health care is delivered. Nurses must have specialty knowledge. Dean Dzurec likened it to why a pilot doesn't fix a plane.

In answer to a question about approval from the Ohio Board of Regents, Associate Dean Bromley said that it was already approved. [Note: That the Educational Policies Council, Faculty Senate, Board of Trustees and Ohio Board of Regents approved the curriculum for the DNP degree (on 19-Apr-10, 10-May-10, 26-May-10 and 3-Dec-10, respectively). When approved, the DNP degree comprised one major, but two curricula—one for post-baccalaureate and one for post-master's students. Therefore, for better distinction between the two, a separate major is being created within the DNP degree for the post-baccalaureate to coexist alongside the post-master's major.]

Another member asked how the names for each major were determined. Associate Dean Bromley said they came about to differentiate the post-masters students from the post-baccalaureate students.

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

Action Item 10: Establishment of Psychiatric Mental Health Family Nurse Practitioner for Adult Psychiatric Mental Health Nurse Practitioner or Adult Psychiatric Mental Health Clinical Nurse Specialist [C838] post-master's certificate.

Associate Dean Bromley said that the certificate is intended for a nurse who will work with families. She added this certificate is in line with accreditation and will differentiate nurse practitioner and clinical nurse specialist coursework, and the clinical hours they require. Dean Dzurec added that psychiatric problems often include the whole family, and that is the reason for the family approach.

Associate Dean Bromley moved for approval of the item, which was seconded by Associate Dean Schroath. With no questions or discussion, the item passed unanimously.

Action Item 11: Establishment of Psychiatric Mental Health Family Nurse Practitioner for Non-Psychiatric Mental Health Advance Practice Nurse [C839] post-master's certificate.

Associate Dean Bromley said that there are nurse practitioners and clinical nurse specialists who will see patients from a psychiatric standpoint, but there are those that they will need to refer to other. This certificate will accommodate everyone who may have psychiatric and medical referral needs.

A member asked if the university has a post-undergraduate certificate program category and a post-graduate certificate program category. Director Tillett said there are three categories for certificates: post-secondary, post-baccalaureate and post-master's.

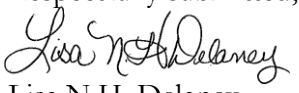
Another member asked for the difference between psychiatric and non-psychiatric. Associate Dean Bromley replied that there are advanced nurse practitioners who do not have a psychiatric background and may want one because nurse practitioners are able to prescribe medication. A member speaking in support of the certificate said this ability is needed in health care, especially for children with attention deficit-hyperactivity disorder, when is sometimes hard to get an appointment with psychiatrist. Therefore, the nurse practitioners can fill this role.

Another member asked if this certificate is for nurses without a background in psychiatry. Associate Dean Bromley answered in the affirmative, adding that nurses may need it based on their patient population.

She then made a motion for approval of the item, seconded by Associate Dean Schroath and passed unanimously.

With nothing further to be discussed, Associate Professor Mikusa moved for adjournment of the meeting at 4:21 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 **4/29/13** Curriculum Bulletin _____

Effective Date **Fall 2013** Approved by EPC _____

Department

College **select one**

Proposal **Establish Policy**

Proposal Name **Academic Standing—Graduate**

Description of proposal:

Currently, there is a policy on academic standing in the catalog, but it pertains to undergraduate students only. For graduate students, pertinent information is scattered throughout the catalog, or is missing from the catalog altogether. The proposed policy attempts to address these limitations by including relevant information in one location to ensure students are fully informed about university and program requirements and expectations. Further, the proposed policy will align our existing policy with best practices in graduate education.

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

Much of the proposed policy reflects exisitng practices, so there will be minimal impact. Programs may need to update materials, both printed and electronic, to reflect the new poicy.

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

The proposed policy was developed by the Graduate Studies Administrative Advisory Committee (GSAAC), with consultation from graduate coordinators within their respective colleges.

REQUIRED ENDORSEMENTS

_____ ___/___/___
Department Chair / School Director

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

_____ ___/___/___
College Dean (or designee)

Mary Ann Hanka 4/29/13
Dean of Graduate Studies (for graduate proposals)

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

KENT STATE
UNIVERSITY

DIVISION OF GRADUATE STUDIES

TO: Therese Tillett, Director, Curriculum Services

FROM: Mary Ann Stephens, Dean, Graduate Studies MAS

DATE: April 29, 2013

SUBJECT: Policy on Academic Standing—Graduate

Following a comprehensive review of the policies at several other universities, the Graduate Studies Administrative Advisory Committee developed the proposed policy. The proposed policy is intended to replace the current policies on dismissal and dismissal appeals.

Please let me know if you have any questions.

Proposal Summary for a Policy
Academic Standing—Graduate

Subject Specification:

Develop policy on academic standing for graduate students.

Background Information:

The proposed policy was drafted following a review of the policies at five other universities: Ohio State University; University of Cincinnati; Arizona State University; University of Washington-Seattle; and University of Wisconsin-Madison. Two graduate students assisted with data collection and the initial draft of the policy. The Graduate Studies Administrative Advisory Committee (GSAAC), with consultation from graduate coordinators within their respective colleges, developed the final proposal.

Currently, there is a policy on academic standing in the catalog, but it pertains to undergraduate students only. For graduate students, pertinent information is scattered throughout the catalog, or is missing from the catalog altogether. The review of policies from other universities revealed:

1) All five universities (OSU, UC, ASU, UWash, and UWisc) have a policy on academic standing for graduate students. To be in good standing, all five universities require that students maintain a 3.0 GPA or better and make reasonable progress toward their degree (as determined by the graduate program). ***At KSU, there is no policy on academic standing for graduate students. The policy on academic dismissals mentions "good academic standing," but only as it pertains to grades. To ensure that students are aware of expectations, a policy on academic standing that is separate from the dismissal policy is needed. Moreover, the stated policy should include criteria in addition to the GPA (e.g., progress toward degree and other program requirements).***

2) Four of the five universities (UC, ASU, UWash and UWisc) include specific information on grading, such as stating that "incomplete" grades may reflect lack of academic progress. ***KSU's policy on academic dismissals discusses grades, but it only superficially addresses the issue of grading.***

3) Four of the five universities (OSU, ASU, UWash and UWisc) have policies on academic probation, which require that students be placed on probation before they are dismissed. At OSU, ASU and UWisc, the graduate school monitor's students' grades and places students on probation (progress toward degree is monitored by the program). At UWash, both the GPA and progress toward degree are monitored by the program. At all four universities, the final decision is made by the graduate dean (upon recommendation by the program). ***KSU does not have a policy on probation.***

4) All five universities require that students follow normal university academic grievance procedures to appeal dismissals. ***KSU currently has a separate appeal process intended for academic dismissals only. The proposed policy will direct students to appeal any academic grievance (including an academic dismissal) through a general academic appeal process.***

The proposed policy attempts to address these limitations by 1) providing a definition of good academic standing that takes into account GPA, progress toward degree and other program requirements; 2) including information on grades and grading; 3) outlining a process for probation, academic dismissals and non-academic dismissals; and 4) explaining which responsibilities belong to the student, the program, the college and the graduate school.

Alternatives and Consequences:

The alternative is for KSU to leave the current policy language in place. As a consequence, expectations will remain ambiguous to students and programs/colleges.

Specific Recommendation and Justification*:*

The specific recommendation is to develop policy on good academic standing, outline a process for probation and revise the current catalog language on academic dismissals for publication in the 2013-14 university catalog.

The rationale for developing/revising the policy is to:

1) Codify existing practices;
2) Ensure that students are fully informed about university and program requirements and expectations; and
3) Be more consistent with best practices in graduate education.

Timetable and Actions Required:

EPC Approval, May 2013
Effective, Fall 2013

Academic standing - Graduate
~~**Dismissal**~~
Kent State University 2012 Catalog > Academic Policies > **Academic standing - Graduate**
~~**Dismissal**~~

~~**Graduate:**~~ Good academic standing indicates that the student is meeting university and program requirements and is making satisfactory progress towards his or her degree. The definition of satisfactory performance and progress toward completion of the degree may differ among degree programs; therefore, it is imperative that each graduate program have these requirements in writing and distribute them to graduate students. The academic performance and progress of each student should be reviewed at least annually. Students who fail to meet requirements should be provided with a written explanation of performance expectations and a timetable for correction of deficiencies.

Grading. ~~Only work of high quality is approved for graduate credit.~~ Graduate students are expected to maintain a minimum 3.000 ~~average GPA in all work attempted at Kent State~~grade point average. * A graduate student who receives ~~a combination of~~ more than ~~8~~ eight credit hours of grades lower than B- (~~2~~3.~~70~~00) is subject to dismissal. A graduate student who receives ~~or lower grades, or~~ more than ~~4~~ four credit hours of grades lower than C (2.000) is also subject to dismissal. Some programs impose higher standards.

~~A student who fails to maintain a 3.000 average is subject to dismissal.~~ Courses taken for satisfactory/unsatisfactory (S/U) grades are counted toward completion of degree requirements. Grades of Satisfactory (S) are awarded credit hours, but do not affect the grade point average. Grades of Unsatisfactory (U) are recorded as attempted hours, and are counted as an F in computing grade point averages. Grades below C (2.000) are not counted toward completion of requirements for any advanced degree, but are counted in ~~evaluating a student's~~computing grade point averages. ~~In addition, in order to qualify for graduation, a 3.000 average must be maintained for all graduate coursework.~~ Courses taken for audit (AU) are not counted toward fulfilling minimum degree requirements, and do not affect grade point average. Grades of Incomplete (IN), In Progress (IP) and Withdrawal (W) are not used in computing grade point averages. ~~Only graduate course credits count toward a graduate degree.~~Undergraduate course credits are not counted toward completion of any advanced degree.
~~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 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 from ~~, 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.~~

* Students seeking the Doctor of Podiatric Medicine degree are expected to maintain a minimum 2.000 grade point average.

Progress Toward Degree Completion. All graduate students are expected to meet university and program requirements, and to make systematic progress toward completion of their degree. This

progress includes satisfying the conditions listed below, and achieving the requirements set by the individual degree program. If a student fails to satisfy the requirements of his or her degree program and/or the conditions outlined below, the student may be dismissed from the program.

1. Maintain status as a degree-seeking student by registering for at least one graduate credit that contributes to degree requirements (as determined by the graduate program) each calendar year or by taking an approved leave of absence. Courses taken for audit and course withdrawals will not be counted as fulfilling the minimum enrollment requirements. Meeting this minimum enrollment requirement does not guarantee the student will meet the minimum requirements of other programs, offices or agencies.
2. Doctoral students must comply with the time limits for passing candidacy (five years from first enrollment) and for passing the final oral examination (five years from candidacy). Individual degree programs may have shorter time limits.
3. Satisfy the maximum time limit for graduation (six years from first enrollment for master's students, ten years from first enrollment for doctoral students entering with a bachelor's degree, nine years from first enrollment for doctoral students entering with a master's degree). Individual degree programs may have shorter time limits.

In addition to the performance and progress made upon the conditions listed above, individual degree programs will review student performance in the fulfillment of the degree program's requirements. Consideration may include, but is not limited to, such factors as performance during informal coursework and seminars, research capability and performance, professional standards of conduct and the number of AU, IN, IP and W grades on a student's record.

Review of Academic Performance

Each graduate program should review the academic performance and progress of its students, according to university and program requirements, at least once per academic year. Reviews may result in one of four outcomes:

Dismissal. The student has failed to meet requirements.

Probation. The student's performance and/or progress is unsatisfactory.

Warning. The student's performance and/or progress falls slightly below expectations.

No action. The student's performance and progress are satisfactory.

Academic Dismissal. Review of a student's performance and progress may result in a recommendation for academic dismissal. Recommendations for dismissal must be transmitted by the head of the graduate program to the dean of the academic college, along with a written explanation of the recommendation. The final decision rests with the academic college dean, who is responsible for providing the student with written communication regarding the decision. The Registrar is notified by the academic college dean, and the student is immediately removed from the graduate program.

At the College of Podiatric Medicine, recommendations for dismissal are communicated by faculty to the college dean. The final decision rests with the Academic Appeals Committee. The Director of Student Academic Services is responsible for providing the student with written communication regarding the decision. The Registrar is notified by the college dean, and the student is immediately removed from the graduate program.

Non-academic Dismissal. In certain programs in which professional success depends upon factors other than those measured by normal evaluations in coursework, a ~~department~~ program has the right to ~~separate from the program~~dismiss a student who~~, in the opinion of a duly constituted departmental committee,~~ is not likely to succeed professionally despite ~~earning acceptable grades~~meeting academic requirements. Such expectations for performance must have been communicated to students in writing at the time of admission. Recommendations for dismissal must be transmitted by the head of the graduate program to the dean of the academic college, along with a written explanation of the recommendation. The final decision rests with the academic college dean, who is responsible for providing the student with written communication regarding the decision. The Registrar is notified by the academic college dean, and the student is immediately removed from the graduate program.~~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.~~

Probation. Review of a student's performance and progress may result in a recommendation for probation. Probation may be recommended for a student who deviated suddenly and substantially from program expectations, for a student who was previously issued a warning and did not correct the deficiency which caused the warning, or for a student who was previously issued a warning and corrected the deficiency but failed additional performance requirements. A graduate program may recommend numerous semesters of probation for a student, but only one semester may be recommended at a time.

Recommendations for probation must be transmitted by the head of the graduate program to the dean of the academic college, along with a written explanation of the recommendation. Recommendations must include expectations for future performance and a timetable for the correction of deficiencies. The final decision rests with the academic college dean, who is responsible for providing the student with written communication regarding the decision and expectations for future performance. The Registrar is notified by the academic college dean, and the student is immediately placed on probation.

Students on probation will be reviewed by the program at least once each semester. The review may result in return to good academic standing, continued probation or dismissal from the program. To return to good academic standing, the student must have corrected the deficiency which caused the probation decision, as well as continued to meet other program and university requirements. Coursework used in raising the student's grade point average must be a part of normal degree requirements and must be approved in advance by the program.

When a review results in the determination that a student should return to good academic standing, the student's name and the recommendation must be transmitted by the head of the graduate program to the dean of the academic college. If the academic college dean accepts the recommendation, the student will be placed in good academic standing.

Warning. A warning may be issued to a student if the student's performance and/or progress falls slightly below expectations (e.g., failure to make timely progress on thesis or dissertation; cumulative grade point average is above 3.000, but term grade point average is below 3.000). Warnings are documented by the graduate program and may be communicated to the academic college dean, but are not reported to the Registrar. The student is provided with written communication regarding the

warning, including expectations for future performance and a timetable for the correction of deficiencies.

No action. If a student's performance and progress are satisfactory, the program may provide the student with written communication regarding their satisfactory performance and progress in the degree program.

Graduate Assistants
A student may not be appointed or reappointed as a graduate assistant while on probation.

Leaves of Absence
Students who are on an official leave of absence cannot be recommended for probation or dismissal.

Appeals
A student who is dismissed has the right to appeal the decision. Appeals must follow the process outlined in the university policy on academic grievances.
~~**Dismissal Appeals**~~
~~Kent State University 2012 Catalog > Academic Policies > **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 documentation for the appeal to be considered. Appeal letters for 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 the calendar page of the Office of the University Registrar website.~~
~~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 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.~~

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **3-Dec-12** Curriculum Bulletin _____

Effective Date **Fall 2013** Approved by EPC _____

Department

College **AS - Arts and Sciences**

Degree **BA - Bachelor of Arts**

Program Name **American Studies** Program Banner Code **AMST**

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

Proposal **Inactivate program**

Description of proposal:
Inactivate the BA in American Studies [BA AMST]

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; program has had suspended admissions for the past three years.

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 12/3/12
College Dean (or designee)

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

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

AS (AMST)

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Proposal Summary

Inactivate the Bachelor of Arts Degree in American Studies [BA AMST]

Description of Action, Including Intended Effect

The College of Arts and Sciences proposes to inactivate the Bachelor of Arts degree program in American Studies [BA AMST]. Since the resignation of the last program director, no faculty member or unit has come forward to revise and direct the program which has a dated curriculum. Admissions to the program have been suspended for the past three years.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

No students or other programs will be impacted as admissions to the program have been suspended. Prior to taking this action, few if any, students were in the program.

Fiscal, Enrollment, Facilities and Staffing Considerations

NA

Evidence of Need and Sustainability if Establishing

NA

Provisions for Phase-Out if Inactivating

As no students are in the program, inactivation can be immediate.

Timetable and Actions Required: *a chronology of actions required to approve the proposal with an anticipated implementation date for each action*

Fall 2012	College of Arts and Sciences Curriculum Committee approval
January 2013	EPC approval
Fall 2013	Effective date

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American Studies - B.A.

Admission to the program is temporarily suspended and will resume contingent on university approval procedures.

COLLEGE: College of Arts and Sciences

DEPARTMENT: College of Arts and Sciences
105 Bowman Hall
Tel:
Web:www.kent.edu/cas

Resources:

DESCRIPTION: Courses in the Bachelor of Arts in American Studies enable undergraduates to study the many rich facets of the United States and its place in the global world using a variety of disciplines, including historical and literary studies, visual studies, musicology, media studies and ethnic and gender studies. The curriculum emphasizes the diversity of American society and culture while stressing the importance of studying the often conflicting stories of nationhood and the range of experiences of what it has meant—and continues to mean—to be American.

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. (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.

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Kent State University Catalog 2012 - 2013

American Studies - B.A. Program Requirements

Back to program page

Admission to the program is temporarily suspended and will resume contingent on university approval procedures.

Type Legend: **DD** Diversity–Domestic; **DG** Diversity–Global; **ELR** Experiential Learning; **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, writing-intensive and the experiential learning requirements.

1	**DESTINATION KENT STATE: FIRST YEAR EXPERIENCE (1 credit)**			
Type	**Course**		**Title**	**Credits**
	US	10097	Destination Kent State: First Year Experience	1
2	**MAJOR PROGRAM REQUIREMENTS (50-57 credits) Choose count in major GPA**			
Type	**Course**		**Title**	**Credits**
	AMST	10001	Introduction to American Studies	3
		40197	Senior Colloquium	3
	Choose from the following: English			9
	ENG	33001	U.S. Literature to 1865 (3)	
		33002	U.S. Literature from 1865 to 1945 (3)	
		33003	U.S. Literature from 1945 to Present (3)	
DD		34021	Women's Literature (3)	
		36001	Literary Criticism (3)	
		39695	Special Topics in Ethnic Literature of the United States (3)	
	Choose from the following: History			9
	HIST	31070	History of American Business Enterprise (3)	
DD		41056	History of Colonial America: 1492-1714 (3)	
DD		41057	Eighteenth-Century America: 1714-1789 (3)	
DD		41070	American Social and Intellectual History 1790-1876 (3)	
DD		41071	American Social and Intellectual History 1876-Present (3)	
		41074	American Economic History (3)	
		41079	Migrations to America, 1607 to Present (3)	
		41083	U.S. Foreign Relations Through World War I (3)	
		41084	U.S. Foreign Relations from 1920 (3)	
	Choose from the following: Humanities			12-15
	ARTH	42056	American Art: 1607-1860 (3)	
		42057	American Art and Architecture: 1860-1940 (3)	
		42058	History of Photography (3)	
	JMC	40008	History of American Mass Communication (3)	
	MUS	42131	America's Music (3)	
DD		42161	History of Jazz (3)	
DD	PAS	33110	The Black Women (3)	
		35100	Black Social and Political Thought (3)	
		35200	African Social and Political Systems (3)	
		41192	Practicum in African American Affairs (3)	
		42500	Black Education in America (3)	
		49095	Selected Topics (2-3)	
WIC	PHIL	31010	Twentieth-Century Philosophy (3)	
WIC		31020	American Philosophy (3)	
		41060	Pragmatism (3)	
DD	WMST	30000	Colloquium in Women's Studies (3)	
	Choose from the following: Social Sciences			12
DG KSS	ANTH	18210	Introduction to Cultural Anthropology (3)	

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		48270	Native Peoples of North America (3)	
DD	ECON	32083	The Economics of Poverty (3)	
DD KSS	GEOG	17064	Geography of the United States and Canada (3)	
		42064	Historical Geography of the United States and Canada (3)	
	POL	40112	Politics and the Mass Media (3)	
		40116	Public Opinion and Political Behavior (3)	
		40830	U.S. Foreign Policy (3)	
	Choose from the following: Upper-division major electives *Choose courses in consultation with the coordinator, with two areas represented.*			6-9
	AMST	40095	Special Topics (3)	
		40096	Individual Investigation (1-3)	
	Anthropology upper-division electives(3-6)			
	English upper-division electives(3-6)			
	History upper-division electives (3-6)			
	Political Science upper-division electives (3-6)			
	Sociology upper-division electives (3-6)			

ADDITIONAL PROGRAM REQUIREMENTS (30 CREDIT)

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 from Foreign Language)		14-20
	College General Requirements (must be from Kent Core Social Sciences)***		3
	General Electives *Credits required depends on meeting minimum 121 credit hours and minimum 42 upper-division credit hours*		10
		MINIMUM TOTAL	**121**

*All courses taken from the list of major program requirements are used in the calculation of the major GPA.

**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), Political Science (POL), Psychology (PSYC) or Sociology (SOC). The course may not be from the student's major.

Foreign Language Note: Students pursuing a Bachelor of Arts degree in the College of Arts and Sciences must have the equivalent of Elementary I and II in any language, plus one of the following options:

a. Intermediate I and II of the same language
b. Elementary I and II of a second language
c. Any combination of tow courses from the following list:
   -Intermediate I of the same language
   -MCLS 10001 Introduction to Structural Concepts for Language Students
   -MCLS 20000 Global Literacy and Cultural Awareness
   -MCLS 20091 Seminar: Global Literacy Case Studies

All students with prior foreign language experience should take the foreign language placement test to determine the appropriate level at which to start. Some students may begin their university foreign language experience beyond the Elementary I level and will complete the requirement with fewer credit hours and fewer courses. This may be accomplished by: (1) passing a course beyond Elementary I through Intermediate II level or (2) receiving credit through Credit by Exam (CBE), the College Level Examination Program (CLEP), the Advanced Placement (AP) exam or credit through the International Baccalaureate (IB) program; or (3) being designated a "native speaker" of a non-English language (consult with the College of Arts and Sciences Advising Office for additional information). When students complete the requirement with fewer than 14 credit hours and four courses, they will complete remaining hours with general electives.

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KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **3-Dec-12** Curriculum Bulletin _____

Effective Date **Fall 2013** Approved by EPC _____

Department			
College	**AS - Arts and Sciences**		
Proposal	**Large-Scale Change to Courses**		
Course Subject	**American Studies - AMST**	Course Number	**See attached proposal**
Course Title	**See attached proposal**		

Checked items are new or revised

- ☐ Subject
- ☐ Number
- ☐ Title
- ☐ Title Abbreviation
- ☐ Credit Hours
- ☐ Contact Hours
- ☐ Prerequisites
- ☐ Description
- ☐ Repeat for Credit
- ☐ Schedule Type
- ☐ Cross-Listed / Slash
- ☐ Grade Rule
- ☐ Credit by Exam
- ☐ Course Content
- ☐ Kent Core
- ☐ Experiential Learning (ELR)
- ☐ Writing-Intensive (WIC)
- ☐ Diversity
- ☒ Other **Inactivate all AMST courses**
- ☐ Other

Describe impact on other policies, programs or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites; teacher education licensure):
None; program has had suspended admissions for the past three years

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 12/3/12
College Dean (or designee)

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

AS(AMST)
//

Proposal Summary

Inactivate All Courses in American Studies [AMST]

Description of Action, Including Intended Effect

The College of Arts and Sciences proposes to inactivate all courses in American Studies [AMST]: 10001, 40095 and 40096. Since the resignation of the last program director, no faculty member or unit has come forward to revise and direct the program which has a dated curriculum. Admissions to the program have been suspended for the past three years.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

No students will be impacted as admissions to the program have been suspended. Prior to taking this action, few if any, students were in the program. The Washington Program in National Issues will be slightly inconvenienced as it offers a Cultural Study of the Washington, D.C. area. The program will be able to use the Arts and Sciences prefix instead.

Fiscal, Enrollment, Facilities and Staffing Considerations

NA

Evidence of Need and Sustainability if Establishing

NA

Provisions for Phase-Out if Inactivating

As no students are in the program, inactivation can be immediate.

Timetable and Actions Required: *a chronology of actions required to approve the proposal with an anticipated implementation date for each action*

Fall 2012	College of Arts and Sciences Curriculum Committee approval
January 2013	EPC approval
Fall 2013	Effective date

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AERN 55350 AVIONICS
A descriptive course that covers electronic systems in aviation, particularly from the standpoint of aircraft equipment its operational theory and practical use by the pilot. Prerequisite: PHY 13001 and 13002 or PHY 23101 and 23102; AERN 15000; and TECH 21021; and graduate standing.
3.000 Credit hours
3.000 Other hours
Levels: Graduate
Schedule Type(s): Combined Lecture and Lab
Department: Applied Engineering, Sustainability and Technology

AERN 55700 AIRCRAFT DESIGN
Preliminary design of a fixed-wing aircraft for a specific mission; weight estimates wing plat form airfoil and, propulsion selection airframe configuration and layout design performance analysis and overall systems integration. Prerequisite: PHY 13001 and 13002 or PHY 23101 and 23102; AERN 15000; and TECH 21021. Pre/Corequisites: AERN 45030, and 45350 and 45150; and graduate standing.
4.000 Credit hours
4.000 Lecture hours
Levels: Graduate
Schedule Type(s): Lecture
Department: Applied Engineering, Sustainability and Technology

AERN 55791 AVIATION SECURITY AND POLICY SEMINAR
(Repeatable for credit) Analytical review of policies, practices procedures and regulatory provisions designed to create and enhance security in civil aviation with a special emphasis on the impact of emerging technologies on aviation security. Prerequisite: graduate standing.
3.000 Credit hours
3.000 Other hours
Levels: Graduate
Schedule Type(s): Seminar
Department: Applied Engineering, Sustainability and Technology

AERN 61091 AEROSPACE SEMINAR
(Repeatable for a maximum of three semesters) Discussions of selected technical topics related to aerospace technology. Prerequisite: Graduate standing.
1.000 Credit hours
1.000 Other hours
Levels: Graduate
Schedule Type(s): Seminar
Department: Applied Engineering, Sustainability and Technology

AERN 65300 AIRLINE TRANSPORTATION OPERATIONS
The study of scheduled and charter airline transport operations under Federal Air Regulations (FAR) Part 135. Prerequisite: Special approval and graduate standing.
3.000 Credit hours
3.000 Lecture hours
Levels: Graduate
Schedule Type(s): Lecture
Department: Applied Engineering, Sustainability and Technology

AERN 65496 AEROSPACE TECHNOLOGY
(Repeatable for credit) Individual investigation of selected topic from the field of aerospace. Prerequisite: Special approval and graduate standing.
1.000 to 4.000 Credit hours
1.000 to 4.000 Other hours
Levels: Graduate
Schedule Type(s): Individual Investigation
Department: Applied Engineering, Sustainability and Technology

Aviation Maintenance Technology (AMRT)

AMRT 10010 FAA REGULATIONS AND DOCUMENTATION
FAA history, inspections, documentation and aircraft drawings. Comprehensive course for the AMRT candidate to meet the Requirements for FAA certification. Corequisite: AMRT10040.
2.000 Credit hours
2.000 Lecture hours
Levels: Undergraduate
Schedule Type(s): Lecture
Department: Regional

AMRT 10020 AIRCRAFT TOOLS AND TECHNIQUES
Welding for the aviation maintenance technician and understanding of fluid lines and fittings. Comprehensive course for the AMRT candidate to meet the Requirements for FAA certification. Corequisite: AMRT 10010.
2.000 Credit hours
2.000 Other hours
Levels: Undergraduate
Schedule Type(s): Combined Lecture and Lab
Department: Regional

American Studies (AMST)

AMST 10001 INTRODUCTION TO AMERICAN STUDIES
Exposure to culture theory, analysis of major patterns and periodization in American culture. Required for American studies majors; also for elective credit. Prerequisite: None.
3.000 Credit hours
3.000 Lecture hours
Levels: Undergraduate
Schedule Type(s): Lecture
Department: Arts and Sciences

AMST 40095 SPECIAL TOPICS
(Repeatable for credit)Selected subjects and/or themes in American culture. Prerequisite: Junior standing and permission.
3.000 Credit hours
3.000 Lecture hours
Levels: Undergraduate
Schedule Type(s): Lecture
Department: Arts and Sciences

AMST 40096 INDIVIDUAL INVESTIGATION
(Repeatable for credit) Individual research project. Prerequisite: Senior standing and permission.
1.000 to 3.000 Credit hours
1.000 to 3.000 Other hours
Levels: Undergraduate
Schedule Type(s): Individual Investigation
Department: Arts and Sciences

Anthropology (ANTH)

ANTH 18210 INTRODUCTION TO CULTURAL ANTHROPOLOGY
Exploration of human diversity through the analysis of world cultures. Prerequisite: None.
3.000 Credit hours
3.000 Lecture hours
Levels: Undergraduate
Schedule Type(s): Lecture
Department: Anthropology
Course Attributes: Diversity Course-Global, Kent Core-Social Sciences, LER-Social Sciences, TAG Social/Behavior Sciences, Transfer Module-Social Sciences

ANTH 18420 INTRODUCTION TO ARCHAEOLOGY
Archaeology is the study of the human past using material remains. The themes of time change and human diversity will be emphasized as students learn about ancient societies and how they teach us about ourselves. Prerequisite: None.
3.000 Credit hours
3.000 Lecture hours
Levels: Undergraduate
Schedule Type(s): Lecture
Department: Anthropology
Course Attributes: Diversity Course-Global, Kent Core-Social Sciences, LER-Social Sciences, TAG Social/Behavior Sciences, Transfer Module-Social Sciences

ANTH 18630 HUMAN EVOLUTION
Introduction to basic evolutionary theory with a focus on the emergence and progressive development of the human species during the last five million years. Includes related topics such as primate behavior and human variation. Prerequisite: None.
3.000 Credit hours
3.000 Lecture hours
Levels: Undergraduate
Schedule Type(s): Lecture
Department: Anthropology
Course Attributes: Kent Core-Basic Sciences, LER-Basic Sciences, TAG Social/Behavior Sciences, Transfer Module-Natural Sciences

ANTH 18631 ISSUES IN HUMAN EVOLUTION
Laboratory study of primate and human anatomy; human paleontology; Mandelian, molecular and human genetics; and primate behavior, ecology and conservation. Pre or corequisite ANTH 18630.
1.000 Credit hours
1.000 Lab hours
Levels: Undergraduate
Schedule Type(s): Laboratory
Department: Anthropology
Course Attributes: Kent Core-Basic Sciences, Kent Core-Basic Sciences Lab, LER-Basic Sciences, Transfer Module-Natural Sciences

ANTH 38096 INDIVIDUAL INVESTIGATION IN ANTHROPOLOGY
(Repeatable for credit) Readings and/or research supervised by a member of the anthropology staff. Prerequisite: Permission.
1.000 to 3.000 Credit hours
3.000 Other hours
Levels: Undergraduate
Schedule Type(s): Individual Investigation

AS(AMST)
13

Proposal Summary to Establish an
Academic Administrative Structure

Kent State University College of Nursing
Interprofessional Institute for Self-Care

Executive Summary

Demands for productivity and success predominate in the work world, crowding out opportunities for self-care. Self-care is foundational to the human experience. Self-care, as a concept, is broad in definition and assumptive in nature; self-care incorporates, essentially, all the activities that one does to care for him or herself. Because lack of self-care translates to financial, physical and psycho-social costs that actually challenge health, productivity, and quality of life, it is critical that the self-care knowledge gap be filled. Although there are endeavors to study the popular concepts of wellness, mindfulness, integrative medicine and health, much remains to be understood about the specific effects of self-care and how self-care is enacted by each individual.

The Kent State University College of Nursing Interprofessional Institute for Self-Care (IISC) is poised to assume national and international leadership in the science and scholarship of self-care. The focus of the IISC is to investigate, translate, and disseminate the science and scholarship of self-care and to promote self-care in the academic, professional and lay communities. With provisional approval by the Provost in March 2012 and through the faculty's commitment to its evolution, the IISC structure has facilitated the expansion of both knowledge and developing practices that strengthen self-care and its benefits. Through full approval of the IISC, Kent State University College of Nursing (CON) will be at the forefront of the increasingly highly-regarded practice of self-care. As faculty advance the science of self-care, they will be well-positioned not only to support self-care and productivity among faculty and staff, but also to advance Kent State University and its strategic goals.

Faculty members' work in the area of self-care already has gained national and international attention, as they have published their work and presented widely. Additionally, through the IISC, College of Nursing faculty have engaged both intra- and extra-mural partners in their work. The IISC acts as a conduit to maximize collaborative partnerships and funding opportunities.

On March 18, 2013, the College of Nursing, College Advisory Committee voted to approve the IISC proposal and to forward it through to the Educational Policies Council, Faculty Senate, and the KSU Board for full University affirmation.

The following text addresses PR 3343-2-03 *University Policy Regarding the Establishment or Revision of Academic Administrative Structures*.

1. The quality of the faculty, students, and programs.

The Kent State University College of Nursing (CON) offers the most comprehensive nursing programming in Ohio. The largest college of nursing in the State, the CON ranks in the 98th percentile in size nationally. CON graduates across all programs, from baccalaureate degree through our two doctoral offerings—the PhD and the professional doctorate or DNP—enjoy a reputation for excellent scholarship, clinical knowledge, and leadership ability.

About 43% of the nurses who practice in Northeastern Ohio are Kent State CON graduates.

The CON maintains established contractual, clinical affiliations with more than 240 healthcare agencies throughout northeastern Ohio. Of these, roughly 60 are active at any given time. The wide variety of health-care settings used by Kent State nursing students helps to prepare them for the complex requirements of nursing and advanced practice nursing. Students' experiences across these settings help to demonstrate the quality of our programs and of our graduates.
CON graduates are highly regarded and reports from area hospitals suggest that they are first choice employment candidates for many area healthcare providers. With a deeper understanding of self-care through exposure to its related science and scholarship, and through the experiences they have with self-care in nursing curricula, our graduates will be even better positioned than they currently are to bring added value to the healthcare environment and to the communities in which they live. The science and scholarship in which the IISC is engaged will deepen the understanding of the impact of self-care on student retention and timely completion of their courses of study, but also the nurse retention in the healthcare workforce. Findings of a study funded by the Robert Wood Johnson Foundation suggest that as many as 15% of new nurses leave their jobs after the first year of employment. When scaled nationally, this represents roughly $728 million in annual employer turnover costs, as much as $2.1 billion over three years (Brewer, Kovner, Greene, Tukov-Shusher, & Djukic, 2012). With the reach that the Kent State University CON has in the NEO workforce, the potential economic benefit to the region in improving workforce retention rates is staggering.

A major contributor to the strengths of our students and our programs is our focus in research. The CON's Center for Nursing Research (CNR) is successful in supporting faculty and students in the conduct of nursing and interdisciplinary research. In the past three years, faculty have secured $ 2,144,690 in external research and/or research and education grants. Staff in the CNR (Associate Dean for Research, M. Anthony, and grants manager, M. Benjamin) are available to faculty and to community partners for consultation. Faculty research is highly complex and involves intra-disciplinary and interdisciplinary collaboration. Topics of study intersect and integrate a variety of applied and clinical research problems in clinical and nonclinical settings. Our ongoing interactions with community agencies, through formal research agreements, continuing education opportunities, and various forums strengthen both the CON and the agencies with which we affiliate.

The skills of the College of Nursing Faculty are clear and are demonstrated by their individual professional achievements and by the successes of program graduates, generally. Faculty is well prepared, academically and experientially, to facilitate students' achievement of learning outcomes. As self-care is integrated into all aspects of their work—teaching, research, and clinical practice—their teaching acumen will expand, and students will benefit significantly.

2. Centrality and coherence to the mission and strategic directions of the university and other academic units.

The mission and vision of the CON are as follows:

Mission: As a center for nursing education and research, the College of Nursing is committed to advancing and applying nursing knowledge through:

• excellence in undergraduate, graduate, and continuing education programs;
• nursing education and research that address a changing society;
• promotion of health;
• enhancement of the profession of nursing.

(Approved by the College Advisory Committee 1/10)

Vision: Advancing nursing and changing lives through academic distinction, knowledge creation and application, and recognized leadership. (Approved by the College Advisory Committee 2/28/11)

In alignment with the mission and vision of the CON, in March of 2012, the Kent State CON sparked the conversation about self-care its role in the academic and practice setting and in the care of patients. The kick off events included the 2012 Driving the Future event focused on self-care and brought presenters from around the country to participate. That evening a fund raising event was held featuring Donna Karan from the Urban Zen Foundation with whom the CON was working with on a pilot self-care study. Designing the Future, the evening event, was a vehicle through which CON faculty established broad community collaborations to support the advancement of self-care study efforts. The third event was a scholarly endeavor, the Self-Care Summit. Thought leaders from around the country were invited to help discern the gaps in the science and scholarship of self-care and to discuss their views and ideas. Additionally, the CON established the Nursing Self-Care Consortium, including Cleveland State University and Ursuline College to advance the research efforts in understanding self-care and its impact in the educational experience of nursing students.

These opportunities and efforts coalesced into the development of the IISC and supported securing its provisional approval at the Provost's level. A core team of leaders was established to develop the IISC and its direction. The mission of the IISC is to investigate, translate and disseminate the scholarship and science of self-care and to promote self-care in the academic professional and lay communities is consistent with the CON mission and vision and strategic goals of Kent State. Work completed under the aegis of the IISC will expand knowledge of the science and practice of self-care, securing its identification as an area of focus and significance within professional and academic environments.

The mission of the IISC is consistent with the strategic goals established for Kent State University as a whole. The IISC focus will contribute to ensuring student success by helping them develop and access their full creative capacity, putting them on the road to academic success. Its focus will support efforts aimed toward improved student retention and will promote academic excellence and innovation by supporting faculty members' personal strengths, providing a springboard for their teaching, practice, and research activities. It will strengthen KSU's engagement with the world beyond our campuses as we commit, with our internal and external partners, to the study and implementation of self-care practices and innovations in education and healthcare settings. It will help to secure our financial future through its entrepreneurial aspects. And it will advance our commitment to and practice of enhancing diversity, as its focus is broadly welcoming and inclusive.

The work produced through IISC will give back significantly to students, faculty, and the discipline as a whole, ultimately influencing the quality of patient care through its contributions to knowledge related to the science and practice of self-care. The following bulleted summaries highlight the added value that the IISC will provide for each of our constituent groups.

Benefits to the College of Nursing

- Strengthened student recruitment and retention
- National and international recognition of faculty and their efforts
- Focus faculty efforts
- Expanded partnerships and funding opportunities
- Increased opportunities to attract faculty
- Increased appeal to alumni and Kent State University at large
- Increased funding opportunities

- Innovation yielding increased enthusiasm
- 360 degree student experience and skill development
- Faculty consultation opportunities
- Enhanced revenue stream from marketable services and goods
- Increased faculty and student engagement, campus-wide

Benefits to KSU

- Strengthening of collaborative work environment
- Strengthened academic environment, campus-wide
- Increased potential for research funding
- Creative advancements in the Kent State University strategic plan
- Designation as an NIH Center of Excellence
- Advancement of curricular strategies and resources for Kent State students, at large
- Investigation and dissemination of best practices in self-care and mindfulness
- Support for Kent State Wellness plans and efforts
- Linkage of academics, research and practice
- Increased Kent State University profile at local, national and international levels
- Support for diversity
- Heightened alumni engagement and support
- Innovation opportunities
- Development of IT solutions
- Integration of arts and sciences into the experience of self-care

Benefits to the Workforce Healthcare Industry as self-care knowledge and practice expand

- Practitioner socialization to the values, skills and tools of self-care
- Advancement of leadership in the transformation of healthcare
- Research, scholarship and self-care solutions for large and small healthcare organizations
- Rapid response to changing healthcare landscape
- Strengthened workforce quality
- Reduction in the cost for healthcare
- Improved response to consumer demands for delivery of the optimal healthcare experience

Benefits to education

- Improved student performance
- Increased student retention
- Optimal educational experience
- Effective self-care solutions for educational settings
- Heightened faculty expertise in self-care
- Consulting opportunities to extend self-care content
- Expanded learning opportunities nationwide in self-care
- Research and teaching partnerships
- Funding partnerships

3. Comparative advantage versus other structures.

When faculty and business and community leaders talk to teach other good things happen. New ideas are generated from bringing collective expertise to one collaborative setting.

The IISC structure provides a unique and recognizable identity for the collective efforts of the CON faculty and their collaborators. It provides a rich and fertile place for innovation in both research and scholarship. Institute designation supports the following critical efforts involved in understanding self-care:

- facilitation of comprehensive research on a major problem cluster of significant related topics or issues;
- inter-unit communication that incorporates a university-wide perspective regarding solutions to relevant problems;
- expanded data access, with resultant opportunity for interdisciplinary research grant submission;
- enhanced recognition of the significance of study in the area of self-care;
- enhanced quality of life for students and employees who benefit from the products of the IISC-based study

4. What makes the unit particularly appropriate for Kent State University?

Northeast Ohio is an international leader in the healthcare industry with the fifth largest concentration of healthcare providers in the United States; Kent State CON graduates are leaders within it. Kent State University's impact is future-oriented, involving cutting-edge advances in areas such as public health, computer and instructional technology, information architecture, physical chemistry, and front-line health care techniques. As we envision the future at Kent State, the focus provided by the IISC will help to shape the understanding of self-care and its relationship to educational and healthcare environments. Innovative interventions and applications of the science and scholarship of self- care will support faculty, students and graduates in their leadership in this area of expertise.

5. Demand for the unit and for the graduates of the unit.

Internationally, organizations, including those in healthcare and education, are increasingly aware of the link between self-care and successful outcomes in the workplace and in life, in general. Through their focus on self-care and its undergirding science, faculty engaging in activities promoted by the IISC will establish Kent State University's preeminence in advancing self-care considerations, contributing to the cadre of considerations that set the university apart from the others.

6. Duplication and interrelatedness of the unit's program(s) within the university, state, and region.

The work underway and proposed for IISC collaborators is not duplicative with other efforts within the university, state, or region, to the best of our knowledge.

Kent State University

Scientific and scholarly efforts at the CON are interrelated within the concept of self-care. Moreover, the work of the faculty and students in their areas of expertise and interest are well linked with the core concept of self-care. The focus on self-care has engaged Kent State University partners from biology, psychology, education, public health, regional campuses, office of student services, web presence team, the human resources wellness team, Women's Center, Wick Poetry Center, recreation services, and the university mental health coalition. These initial collaborations have facilitated conduct of interdisciplinary research and inspired innovation and collaboration in curricular, research and programmatic efforts. The IISC team is acknowledged as a resource for Kent State University Wellness.

Northeastern Ohio and the State of Ohio

Within the Northeastern Ohio (NEO) region there are endeavors that center on the popular concepts of wellness, mindfulness, integrative medicine and health, the foundational element of self-care in relation to these concepts is little understood. The Cleveland Clinic Wellness Institute efforts focus on wellness in regard to overall lifestyle and reversal of illness through lifestyle changes. The University Hospitals Conner Integrative Medicine Network is focused not only on the provision of integrative therapies at the bedside but in care for the emotional health of the healthcare provider in particular through the provision of Reiki and Reiki training. The Summa Wellness Institute focuses on medically supervised rehabilitation and lifestyle support. The IISC will provide a platform for the Kent State University CON to partner with these organizations as well as others to more deeply investigate and innovate around the concepts and experiences of self-care in relationship to their area of interest. The work of these organizations is not duplicative of work of faculty involved with the IISC.

At the University of Akron, Professor Rebecca Erickson is investigating the occupational experience of nurses and how the emotional demands of the nursing profession impact nurses' health and present unique challenges to healthcare organizations seeking to retain qualified nurses in bedside care. Her work and that of her team are focused on the professional nurses' experience. Though the focus of the work of both Dr. Erickson and the IISC are synergistic and could lead to collaborative partnerships, the essence of the work of the IISC is broader and dynamically different and focuses on student socialization to the value of self-care, the development of self-care skills and the use of self-care technologies and how these are translated into their professional practice.

The Center for Health Affairs (CHA) has a long and distinguished history in NEO with particular efforts focused on the issue of healthcare workforce development. The Kent State CON is a strong partner with the CHA in these efforts. The CHA leadership is supportive of the IISC efforts and recognizes that self-care is fundamental in nature to an effective and developing workforce. The IISC is seen as a resource by the CHA and looks forward to further developing this relationship.

The Ohio Board of Nursing (OBN) mission is to actively safeguard the health of the public through effective regulation of nursing care. The OBN evaluates nursing workforce needs for the State of Ohio and supports efforts that assure highly qualified and effective nurses are at the bedside. The efforts of the IISC will contribute to the OBN efforts through understanding the relationship between self-care and the development of highly qualified and effective nurses at the bedside. The science and scholarship that will be produced through the IISC will help the OBN and other boards of nursing to champion policies and practices that support self-care findings.

The Ohio League for Nursing (OLN) is the State association for the National League for Nursing. The key focus of the association is the support of the education of nurses. The OLN has invited the IISC to share our work at their annual educational conference during a plenary session. The OLN provides an opportunity of collaboration in the efforts of the IISC as it relates to the education of nurses and faculty skills and experience.

At The Ohio State University, and in connection with the university's overall wellness efforts, the College of Nursing has just partnered with Canyon Ranch, a national organization that focuses on wellness and lifestyle improvement. The scope of this partnership is unknown at this time since its announcement in January of 2013. It appears to be an educational partnership. The Kent State University CON will need to be strategically aware of the direction of this partnership and respond proactively to these developments.

Regional and National Level Programs

Regionally and nationally, the work underway and proposed by IISC collaborators complements efforts to strengthen the health of the nation.

The American Association of College of Nursing awarded the Kent State University CON the 2012 Innovations in Professional Nursing Education Award. This award acknowledges all the efforts that the CON has put forward in regard to the science and scholarship of self-care including the IISC. This is a significant award in the field of nursing education and identified Kent State University as a leader in this endeavor.

The American Holistic Nurses Association (AHNA) has long been an advocate for nurses' holistic self-care. Through their standards of practice for Holistic Nurses they outline the core elements to be included in self-care. Their long history and commitment to this effort has made them a wonderful collaborator in the efforts of the IISC.

The American Nurses Association (ANA) is a professional organization that supports nurses and the practice of nursing. Their Healthy Nurse educational and informational efforts encourage the link between healthy behaviors and personal and professional capacity. The work of the IISC is synergistic with this ANA effort and has the potential for robust collaboration.

The Midwestern Nursing Research Society (MNRS) is a regional organization that focuses its efforts on the development of the science of nursing. In March of 2012, Kent State University CON unveiled the IISC at this event. It garnered national attention for its innovation and efforts. The result of this effort has been that Kent State faculty along with 30 other MNRS members were able to establish a Research Interest Group (RIG) based on the concepts of self-care. The initial leadership of this group has been by KSU faculty. In March 2013, organizers had their first formal meeting, planning to develop research focused on self-care across the Midwest region. The IISC provided the impetus for this effort.

The National League for Nursing (NLN) is a professional organization focuses and supports the education of nurses through its many efforts. Though the NLN has robust efforts focused on nursing education their efforts can fully be enhanced by the efforts of the IISC.

Nationally, the Quality and Safety Education for Nurses (QSEN) organization is where faculty and students from all over the country find supportive resources for nursing education around their core initiatives. Recently this organizations work was transferred to Case Western Reserve

France Payne Bolton School of Nursing. The key role of this organizations effort is to promote evidence based best practices. Partnering with this organization as a method of dissemination of the work of the IISC in both the science and scholarship of self-care will impact healthcare for years to come.

Through its New Careers in Nursing initiative (NCIN) the Robert Wood Johnson Foundation (RWJF) and the Kent State University CON have a long and supportive relationship. By building innovative programs that support the recruitment and retention of underrepresented students in nursing, our faculty and staff have secured $600,000 in scholarship support for those students. It was, in fact, through this collaboration with RWJF that CON faculty were inspired to investigate the inclusion of self-care as a concept in the preparation of accelerated nursing students. Kent State CON's faculty success in including self-care in the curriculum was acknowledged as the CON was named as the recipient of RWJF's 2011 Innovations Award Our partnership continues and is growing, providing numerous many opportunities not only for students but for the promotion of the IISC efforts overall.

International Programs

There is extensive international literature regarding quality of both educational experience and work life and its influence on health. The work we are doing in the CON has and will contribute to the literature in these emerging fields and will enhance the stature of Kent State in that field of endeavor.

7. Efficiency and effectiveness of the unit in leveraging existing resources and expanding new resources.

The IISC will bring faculty together to expand research and teaching opportunities related to self-care. As a consequence of its focused purpose and its goal of bringing faculty together to work on ideas that are relevant across disciplines, the proposed IISC structure will enhance the ability of involved faculty, working within and beyond Kent State, to garner extramural funding.

8. Administrative reporting structure.

The IISC will report directly to the Dean of the College of Nursing. The structure for the internal working of the IISC will include the selection and appointment of three CON faculty and staff into the role of Director of Research, Director of Curriculum and Consultation and Director of Programming and Promotion. This leadership team will report directly to the Dean of the CON. Additionally there are two working teams that are currently involved with the IISC. They include the Core Team which is made up of content experts from across Kent State University and support the direction and development of the IISC. The second team is the IISC Research Team which is currently composed of faculty and students from the CON. The focus of this team is to advance the science of self-care and its dissemination. It also acts as an innovation think tank around the core concepts of self-care and its application in the education and workplace environments. With the full affirmation of the IISC additional collaborators will be included on both of these teams from our intra-mural partners. The IISC will also establish a Community Board to engage extramural community connections in particular connections within the healthcare, educational, corporate and community environments. The size of this Board will be no more than 16 members. Each member will serve a term of two years. The purpose of this Board is advisory and will support the mission of the IISC.

We anticipate that this administrative structure will support the development of the IISC and advance its mission and vision.

9. Space and capital budget needs.

The IISC is leveraging both existing space and technology to support and develop the IISC and advance its mission. The office space currently required is in place within Henderson Hall. In order to advance all aspects of the mission and vision of the IISC, the designation of IISC Self-Care Lab space within Henderson Hall is essential. Room 104, within Henderson Hall, has been identified as the optimal space currently available for this lab all. The estimated cost for the modification of the space to maximize the learning environment, needed furniture and supplies are estimated to have a one-time cost $130,000. We intend to seek funds outside of the CON for the development of this lab.

10. A proposed operating budget with any one-time resource needs.

Please see Appendix A Operating Budget. All funding for the IISC will be through the CON. The CON RCM will use an index number within the CON to identify all IISC receipts and expenses. All efforts are and will be made to secure extramural funds to support the IISC and its mission. Key activities that will require extramural funding include funds for research, development of curricular resources and the IISC Self-Care lab.

11. Evaluation procedures including academic assessment procedures.

Evaluation will focus on the following areas:

Research projects—expect 2.5% increase annually for 5 years, then 1% annually for 5 years; then stable

- number of research proposals submitted for IRB approval
- number of research proposals submitted for funding
- number of agencies to which they are submitted
- number of faculty involved in total studies focused on self-care
- number of faculty involved per study (submitted for funding/ no funding request)
- number of departments within KSU represented (in total/per study)
- number of universities beyond KSU represented (in total/per study)
- number of extramural partners represented (in total/per study)

Translation and dissemination—expect 2.5% increase in number of activities annually for 5 years, then 1% annually for 5 years, then stable

- number of papers submitted
- number of journals/conferences to which they are submitted
- impact factor of journals to which papers are submitted
- geographic range of conferences at which papers/posters are presented
- specific themes contributed to the literature
- notable impact on the science of self-care
- integration of self-care into curriculum
- develop faculty expertise in the area of self-care
- outreach tools to promote self-care
- number of consultations provided by the IISC in the areas of self-care

- lives touched through the outreach efforts of the IISC
- alumni engagement with the IISC
- number of professional and leadership collaborations
- number of connections made through social media, web site, mobile app and other technological platforms

Extramural funding

Extramural funding success in the three IISC core activities of research, curriculum development and promotion will be measured based on the following:

- number of dollars received for research grants
- number of dollars received as for IISC activities
- number of dollars generated from IISC activities
- number of dollars of in-kind services provided to further the mission of the IISC

The generation of funds is expected to align with the rate of expansion of the other efforts of the IISC. The projected increase extramural funds is a 2.5% increase in number extramural dollars annually for 5 years, then 1% annually for 5 years, then stable.

The IISC strategic plan will act as a guide for guiding, adjusting and monitoring the benchmarks all IISC activities.

12. Timetable for proposal implementation.

Upon affirmation	Promote the affirmation of the IISC through all channels and notify our collaborators of the same
0-3 months	Appoint all director level positions within the IISC Affirm the membership of the two active committees within the IISC Establish the IISC Community Board Affirm and develop Intra and Extra mural partnerships Activate the IISC 3 year strategic plan
4-12 months	IISC will be fully active with all reporting and monitoring mechanisms in place and fully functioning IISC Self-Care lab will be completed and operational

REFERENCES

Brewer, C. S., Kovner, C. T., Greene, W., Tukov-Shuser, M, & Djukic, M. (2012). Predictors of actual turnover in a national sample of newly-licensed registered nurses employed in hospitals. Journal of Advanced Nursing, 68, 3, 521-538

	IISC Budget Year 1	
Salaries & Wages		
	Director - Programming & Promotion	$7,000.00
	FT, Director Research	$7,000.00
	FT, Director Curriculum & Consulting	$7,000.00
		$21,000.00
Self-Care Lab		
	Room 104	$75,000.00
	Construction	$50,000.00
	Furniture	$5,000.00
		$130,000.00
Research Development and Dissemination		
	Faculty WLR - Tenure	$5,000.00
	Faculty WLR - Non-Tenure	$3,000.00
	Travel costs for collaboration	$5,000.00
	Cost for national and international dissemination	
	Support funding to seed research	$10,000.00
		$23,000.00
Faculty Expertise Development		
	MBSR Training (32)	$8,000.00
	Webinars/Seminars (4)	$2,500.00
		$10,500.00
Travel		
	Travel Pool	$3,033.00
		$3,033.00
Curricular Resources		
	Classroom supplies - Aromatherapy etc	$ 3,000.00
	Urban Zen Integrative Therapist 75 hours	$ 5,625.00
	Self-Care Training Videos Developed	$ 30,000.00
		$38,625.00
Marketing		$10,000.00
		$10,000.00
Total Expenditures		**$236,158.00**

	IISC Budget Year 2	
Salaries & Wages		
	Director - Programming & Promotion	$7,000.00
	FT, Director Research	$7,000.00
	FT, Director Curriculum & Consulting	$7,000.00
		$21,000.00
Research Development and Dissemination		
	Faculty WLR - Tenure	$7,000.00
	Faculty WLR - Non-Tenure	$3,000.00
	Travel costs for collaboration	$5,000.00
	Cost for national and international dissemination	
	Support funding to seed research	$15,000.00
		$30,000.00
Faculty Expertise Development		
	Training	$8,000.00
	Webinars/Seminars	$2,500.00
		$10,500.00
Travel		
	Travel Pool	$5,642.00
		$5,642.00
Curricular Resources		
	Classroom supplies - Aromatherapy etc	$ 3,000.00
	Urban Zen Integrative Therapist 75 hours	$ 5,625.00
		$8,625.00
Marketing		$10,000.00
		$10,000.00
Total Expenditures		**$85,767.00**

	IISC Budget Year 3	
Salaries & Wages		
	Director - Programming & Promotion	$7,000.00
	FT, Director Research	$7,000.00
	FT, Director Curriculum & Consulting	$7,000.00
		$21,000.00
Research Development and Dissemination		
	Faculty WLR - Tenure	$10,000.00
	Faculty WLR - Non-Tenure	$3,000.00
	Travel costs for collaboration	$5,000.00
	Cost for national and international dissemination	
	Support funding to seed research	$20,000.00
		$38,000.00
Faculty Expertise Development		
	Training	$8,000.00
	Webinars/Seminars	$2,500.00
		$10,500.00
Travel		
	Travel Pool	$6,572.00
		$6,572.00
Curricular Resources		
	Classroom supplies - Aromatherapy etc	$ 3,000.00
	Urban Zen Integrative Therapist 75 hours	$ 5,625.00
		$8,625.00
Marketing		$10,000.00
		$10,000.00
Total Expenditures		**$94,697.00**

WE WILL EXPEND MONEY ONLY
AS REVENUES PERMIT

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **15-Apr-13** Curriculum Bulletin _____

Effective Date **Fall 2013** Approved by EPC _____

Department

College **PH - Public Health**

Proposal **Revise Academic Unit**

Proposal Name **Combining the Department of Epidemiology and Bisotatistics and the Department of Environmental Health Sciences into the Department of Biostatistics, Environmental Health Sciences and Epidemiology.**

Description of proposal:

This is a proposal to combine two existing departments in the College of Public Health into the combined Department of Biostatistics, Environmental Health Sciences and Epidemiology.

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 or policies. There will be one department chair for the combined department and the support staff will remain the same (shared between the College of Public Health departments).

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

The FAC of the Department of Epidemiology and Biostatistics and the FAC of the Department of Environmental Health Sciences voted in favor of this reorganization. In addition, the College of Public Health CAC has voted in support of this action.

REQUIRED ENDORSEMENTS

[signature] John R. Graham. 04 / 15 / 13

Department Chair / School Director

_____ ___/___/___

Campus Dean (for Regional Campuses proposals)

[signature] 4 / 15 / 13

College Dean (or designee)

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

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

KENT STATE UNIVERSITY
COLLEGE of PUBLIC HEALTH

COLLEGE ADVISORY COMMITTEE (CAC)

FRIDAY, APRIL 12, 2013

LOWRY HALL, ROOM 333

1:00PM-2:00PM

MEETING MINUTES

Meeting called to order at 1:00 p.m., Sonia Alemagno.

Committee Members Present: Sonia Alemagno, Committee Chair, F. Charles Hart, Melissa Zullo, Madhav Bhatta, Billy Oglesby, Christopher Woolverton, Vinay Cheruvu, Jingzhen (Ginger) Yang

Non-members Present: Ken Slenkovich, Karen Kichton

I. Consolidate Departments

The CAC discussed the proposal from the Department of Environmental Health Sciences and Department of Epidemiology and Biostatistics to consolidate into one department.

Woolverton made the motion to combine the departments; Bhatta seconded the motion; all members present voted in favor, the motion was unanimously carried.

Woolverton made the motion to name the combined department the Department of Biostatistics, Environmental Health Sciences and Epidemiology; Bhatta seconded the motion; all members of the CAC voted in favor; the motion was unanimously carried.

II. Annual Budget Review

Alemagno presented the overall college budget and the CAC discussed options for cost containment and increasing MPH enrollment.

III. Space

Space for in Lowry Hall is limited. Departments will be moved and located in close proximity. Student Services and the Educational Technology Designers will be moved to the first floor of Lowry. As space becomes available departments will be moved to Moulton Hall.

IV. Summer Meetings

Members of the CAC are willing to meet in person or correspond and vote by email over the summer.

CAC at-large members will stay on for the next year.

Meeting adjourned at 2:00 p.m.

Minutes respectfully submitted.

Karen Kichton

Proposal Summary to Establish or Revise an Academic Administrative Structure

Combining two departments into one in the College of Public Health to form the Department of Biostatistics, Environmental Health and Epidemiology.

The following is from 3343-2-03 *University Policy Regarding the Establishment or Revision of Academic Administrative Structures.*

1. **The quality of the faculty, students and programs.**

   There will be no change in the faculty and no impact on the students and programs other than that the Department of Epidemiology and Biostatistics and the Department of Environmental Health Science will now form one FAC, one departmental structure with associated departmental committees and will be under the direction of one department chair. All degree programs remain intact.

2. **Centrality and coherence to the mission and strategic directions of the university and other academic units.**

   This change is prompted in response to concerns that the two departments are unable to implement the governance structure for the Promotion, Tenure and Reappointment process due to a lack of senior and tenured faculty. The combined department will be in compliance with University policy and the Collective Bargaining Agreement of 8/19/2012.

3. **Comparative advantage versus other structures.**

   The comparative advantage is the ability to comply with the governance structure, shared resources including research laboratories, and a saving in administrative cost with the elimination of one chair position.

4. **What makes the unit particularly appropriate for Kent State University.**

   This unit will now comply with Kent State University policies.

5. **Demand for the unit and for the graduates of the unit.**

   An administrative unit for these specializations is required for Council on Education in Public Health (CEPH) accreditation.

6. **Duplication and interrelatedness of the unit's program(s) within the university, state, and region**

   There are no duplication or interrelatedness issues.

7. **Efficiency and effectiveness of the unit in leveraging existing resources and expanding new resources.**

   The efficiency is a shared administrative structure (one department chair) and shared laboratory resources.

8. **Administrative reporting structure.**

   The Department of Biostatistics, Environmental Health and Epidemiology will report to the department chair who will report to the Dean of the College of Public Health.

9. **Space and capital budget needs.**

   All space and capital budget needs have been addressed.

10. **A proposed operating budget with any one-time resource needs.**

    There are no additional one-time resource needs.

11. **Evaluation procedures including academic assessment procedures.**

    The evaluation and academic assessment procedures remain in place as approved previously.

12. **A timetable for proposal implementation.**

    The combined department will be effective Fall of 2013.

KENT STATE UNIVERSITY
COLLEGE of PUBLIC HEALTH

EPIDEMIOLOGY / BIOSTATISTICS FACULTY MEETING

THURSDAY, APRIL 4, 2013
LOWRY HALL, ROOM 333
1:00 p.m. – 2:00 p.m.

MEETING MINUTES

Present: Heather Beaird, Madhav Bhatta, Vinay Cheruvu, Abbey Eng, Jack Graham, Chair, Michael Moser, Lynette Phillips, Melissa Zullo.

1. The meeting was called to order at 1:00 p.m.
2. Minutes for the 3/20/13 faculty meeting were approved with a change indicating that the Summit County Health Department (not Akron) is interested in funding a graduate assistant for 2013-14.
3. Graham reminded faculty that, if they have not already done so, they should contact the senior faculty who will be reviewing their teaching.
4. Tara Smith (Epidemiology0 and Vinay Cheruvu (Biostatistics) were elected to the College Advisory Committee for 2013-14.
5. There was discussion of the proposed consolidation of the Department of Epidemiology and Biostatistics with the Department of Environmental Health. One faculty member raised concerns about how the merger could negatively affect our accreditation review because we would not have a separate department. This person also suggested that the merger could cause some at the State level to believe that we really should not have a Ph.D. in Epidemiology if we do not have a separate department. There was also concern expressed about the proposed name for the new department. There was strong sentiment that the name should include Epidemiology and Biostatistics. Phillips moved that department faculty support the proposed merger contingent on the new department have a name that is acceptable to EPI/BST faculty, and the motion was seconded by Grey. The motion passed (7 yes, 0 no, 1 abstain).
6. The document describing doctoral examination procedures was discussed. There was unanimous agreement with the document.
7. The document describing doctoral examination procedures was discussed. Several concerns were raised.
    a. There was strong concern about the oral part of the process. Faculty did not favor having an oral exam in EPI/BST to defend the written exam. They argued that in our area the answers to exam questions are either correct or incorrect and nothing would be served by having the students defend written answers.
    b. There was concern about faculty having to grade the second part of the exam within a week. This grading period was viewed as too short given other responsibilities of faculty.
    c. The way the document reads it seems that students would get one grade for the two parts of the exam and that if they fail they would have to take both parts again

even if they passed one of the parts. Faculty favored having students retake only the part(s) that they failed.

d. The suggestions are that:
    i. Departments have the option of giving or not giving an oral exam.
    ii. Faculty should have two weeks to grade the second part of the exam.
    iii. Students should only have to retake the part(s) of the exam that they failed.

8. The meeting was adjourned at 2:10 p.m.

KENT STATE UNIVERSITY
COLLEGE of PUBLIC HEALTH

ENVIRONMENTAL HEALTH SCIENCES DEPARTMENTAL MEETING

APRIL 2, 2013

LOWRY HALL, ROOM 136

10:00 a.m. – 11:00 a.m.

MEETING MINUTES

Meeting was called to order at 10:00 a.m. by Mark James.

Present: Yijing Chen, Chuck Hart, Mark James, Shanhu Lee, Maggie Stedman-Smith, Tomas Tamulis, Chris Woolverton

I. Approval of Minutes: March 12, 2013
Hart moved to approve the minutes of the March 12; Stedman-Smith seconded the motion; the members present voted unanimously to approve the minutes.

II. EHS in the News
Shanhu Lee talked about her NSF award of $330,000 to conduct field atmospheric air measurements in Centreville, AL this summer. She will be working with 200 other PIs involved in various aspects of the study. Chris Woolverton discussed his NSF-funded Small Business Innovation Grant award which he received together with post-doctoral candidate Jim Ferrell. They will be working with Sterionics on biofilm research. Chuck Hart described an award that he received from the National Environmental Health Association for the 2013-14 Sabbatical Exchange fellowship program. He will get the opportunity to visit and study five undergraduate bachelors in environmental health degree programs throughout Canada, May-June 2014.

III. Culminating Experience Exam
M. James reported that 4 EHS students took their culminating experience exam on March 20. College faculty will participate in grading the exams; grades are due to Billy Oglesby by April 15.

III. Practicum Presentations
M. James reminded faculty of MPH student practicum presentations on April 5, 9 and 15, 2013 in the Moulton Ballroom. Two EHS students, Mary Tatum and Uche Adigwe, will be presenting. C. Hart mentioned that it would be helpful if the respective practicum titles are listed on future presentation announcements.

IV. Center for Ecology and Natural Resource Sustainability
C. Hart and C. Woolverton described the history of the Center for Ecology and Natural Resource Sustainability. John Hoornbeek had forwarded information on the center, thinking that

departmental faculty may want to become affiliated. There was general consensus that such collaborations would be beneficial to the department.

V. CAC Elections

Elections for departmental representative to the CAC were held. Chris Woolverton was elected as departmental representative for the remainder of AY 12-13. Shanhu Lee was elected to serve as the EHS representative for AY 13-14. Both were elected as follows: 6 in favor; 0 against; 0 abstentions.

VI. Proposed New Departmental Structure

M. James discussed the proposal by college administration to establish a new departmental structure for the college. In essence, the college would move from the current 4-department organization to 3 departments: Department of Social and Behavioral Sciences, Department of Health Policy and Management; the third department involving a merger of two existing departments, the Department of Epidemiology and Biostatistics, and the Department of Environmental Health Sciences, thus becoming a new Department of Environmental and Quantitative Health Sciences. Considerations for the new organization involve around CEPH accreditation, CBA and RPT capabilities, and the need to adequately cover participation on dissertation committees. S. Lee questioned the need for "departments" per se, given our small number of faculty. She also advanced the position that two departments—Social and Behavioral Sciences, and Health Policy and Management—should also consider consolidation. C. Woolverton reminded that our consideration today was to approve the consolidation of the two latter departments (Epidemiology and Biostatistics; Environmental Health Sciences) into one Department of Environmental and Quantitative Health Sciences. Motion was forwarded by Lee; seconded by Woolverton. The motion passed (3 in favor; 0 against; one abstention) [M. Stedman-Smith had to leave the meeting at 10:35 AM, but indicated a favorable vote in advance of her departure].

VII. Announcements/Other

M. James announced that this week is National Public Health Week. Students have worked to organize various events throughout the week in the KSU Student Center, with participation by vendors, organizations, and a college Graduate Fair. C. Hart reported on the HAZWOPER course. C. Woolverton cautioned that the Ohio Department of Health would discontinue surveillance detection of West Nile Virus in mosquitoes. The City of Kent has proposed that the College might want to consider the logistics needed to offer testing for the city.

Future meeting dates: Apr. 16, Apr. 30, May 14.

Meeting was adjourned at 10:50 a.m.

Meeting minutes respectfully submitted,
Mark James

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **12-Apr-13** Curriculum Bulletin _____

Effective Date **Fall 2014** Approved by EPC _____

Department

College **RE - Regional College**

Degree **BS - Bachelor of Science**

Program Name **AGRI** Program Banner Code

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

Proposal **Establish program**

Description of proposal:

To offer a Bachelor of Science degree in Agribusiness. This degree program will be administrered by the university's Regional College and will initially be offered at the Tuscarawas Campus with the opportunity for futue expansion to other 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):

A full time faculty member in Agribusiness will be hired, as well as several adjuncts, for the Agribusiness courses. Since this course is part of a new degree, enrollment should increase.

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

The following units within Kent State were consulted: Kent State College of Business, Tuscarawas Academic Affairs Committee, Tuscarawas Faculty Advisory Council, Tuscarawas College of Business Faculty, Tuscarawas Business Management Faculty

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REQUIRED ENDORSEMENTS

_____ ___/___/___

Department Chair / School Director

_____ ___/___/___

Campus Dean (for Regional Campuses proposals)

Wanda Thomas 4/24/13

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 Agribusiness

19 September 2013
anticipated

KENT STATE UNIVERSITY

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REQUEST

Date of submission: 19 September 2013 *anticipated*

Name of institution: Kent State University

Degree/degree program title: Bachelor of Science degree in Agribusiness

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: Tuscarawas Campus

Date that the request was approved by the institution's governing board:

Anticipated approval dates Approved by the Kent State University Faculty Senate on 15 July 2013, and Board of Trustees on 18 September 2013.

Proposed start date: Fall 2014

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 leads to licensure: No
Program leads 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 Agribusiness. The degree program will be administered by the university's Regional College, and will initially be offered at the Tuscarawas Campus with the opportunity for future expansion to other campuses.

The agribusiness major will focus on the economic interrelationships between individuals, firms and service agencies that are affected by the agriculture sector of the economy. The program is designed for students desiring to enter the broad range of jobs related to the management of agricultural enterprises and the marketing and sales of agricultural supplies and products. It involves both technical and academic courses, with provisions for related activities and 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.

Graduates will find career openings in a variety of specializations, including positions in farm management, sales, grain marketing and crop managing, as well as positions as domestic and international and grain traders; elevator managers; sales representatives with chemical, seed, feed and fertilizer companies; analysts for transport companies; logistics managers; finance and credit officers; food company managers; and analyst positions in market-development organizations.

As the nation's largest employer[1], agriculture accounts for nearly one-fifth of the U.S. gross national product, and employs nearly one-fourth of the U.S. labor force. There is a continuing demand for better employees with skills in both management and agricultural sciences.

For Ohio, specifically, agriculture is the state's largest industry since Ohio is foremost a farm products and processing state. According to the U.S. Department of Agriculture, Ohio leads the nation in production of Swiss cheese, is ranked second in the nation in the production of eggs, and ranked third in the production of tomatoes. Ohio is ranked sixth in the nation for the production of soybeans and corn for grain.[2]

A $93 billion-a year industry, Ohio agriculture supplies more jobs and contributes more to the state's favorable trade balance than any other single sector in the state. Agriculture employees, either directly or indirectly, comprise one in seven Ohioans.[3]

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. Visit the following link for more information: www.kent.edu/aqip/upload/reaffirmation-of-accreditation-2008.pdf.

2.3 Notification of appropriate agencies

Kent State University has worked cooperatively with the U.S. Department of Agriculture Farm Service Agency, the Tuscarawas County Farm Bureau, the Wayne County Economic Development Council and the local state extension agency. These agencies work with agriculture to strengthen the business, adopt new technology and improve efficiency while protecting the environment.

The Tuscarawas Campus hosted a focus group in October 2011, which comprised many individuals from the agencies listed above, in addition to local community members in various agriculture related industries, including Farm Credit Services.

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[1] U.S. Department of Agriculture. Job Opportunities. Retrieved from www.rma.usda.gov/aboutrma/opportunities/jobs.html.
[2] Ohio Secretary of State. Retrieved from www.sos.state.oh.us/SOS/ProfileOhio/OhioAgriculture.aspx.
[3] U.S. Department of Agriculture (2009). A look at Ohio agriculture. Retrieved from www.agclassroom.org/kids/stats/ohio.pdf.

Support for this major was overwhelming. Group attendees saw a great need for an agribusiness degree program to compete in the global market and to keep up with the demand in Ohio. See appendix A for letters of support.

The University of Nebraska at Lincoln, a partner in the development of the Kent State agribusiness curriculum, provided the expertise and resources for the development of this curriculum. An in-person visit, along with numerous conversations, led to the creation of this curriculum.

An Agribusiness Advisory Board also contributed support and expertise towards the creation of this curriculum. Agencies represented included the local extension agency, the U.S. Department of Agriculture Farm Service Agency, Farm Credit Services, Farm Bureau, Soil and Water Conservation District.

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 Kent State academic organizational structure and administrative leadership and divisions organizational structure can be found at www.kent.edu/president/organizational-chart.cfm.

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 Agribusiness is an initiative of the administration of the Tuscarawas Campus and will be delivered at that campus. Administratively, the degree will be housed in Kent State's Regional College. If need and market warrant the extension of the proposed major to other Kent State campuses in the future, the university will follow normal procedures for initiating that change.

The assistant dean of the Tuscarawas Campus will administer all aspects of the agribusiness major at this time. The assistant dean reports to the dean and chief administrative office of the Tuscarawas Campus. All seven regional campus deans report to the Regional College dean, who reports to Kent State's provost and senior vice president for academic affairs.

Provide the title of the lead administrator for the proposed program and a brief description of the individual's duties and responsibilities.

Frances Haldar, PhD, assistant dean for the Tuscarawas Campus, will administer the agribusiness major. See appendix B for her curriculum vitae.

The following are the key duties and responsibilities of the program's lead administrator:

- Develop and manage all aspects of the 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

Describe any councils, committees or other organizations that support the development and maintenance of the proposed program. Describe the individuals (by position) that comprise these entities, the terms of their appointment and the frequency of their meetings.

The initial idea for this degree program came from the New Program Development Task Force of Kent State at Tuscarawas. A needs assessment was performed with very encouraging results. See appendix C for survey instrument and associated results.

A community focus group then provided further input and supported the development of this degree. That focus group consisted of representatives from the U.S. Department of Agriculture Farm Service Agency, local Economic Development Councils, Farm Credit Services, the Ohio State University Extension, local high schools and universities and farm owners.

Kent State University's College of Business Administration supported the formation of a new agribusiness degree program administered by the university's Regional College.

4.2 Program development

Describe how the proposed program aligns with the institution's mission.

The mission of Kent State University is to discover, create, apply and share knowledge, 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 the 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 in close affiliation with the local community, the agribusiness major aligns itself well with the goal of producing productive careers for its graduates and for affecting positively the local community and economy. Agribusiness is a critical industry in the United States; it is a complex economic system that affects every member of the global community, from producer to consumer; it includes not only farm production, but also the businesses that supply seed, fertilizer, chemicals, feed, fencing and equipment. The industry also includes the sectors such as financing, insurance, and marketing. Clearly, then, the new graduates and their careers will have an impact on the community and the economy.

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 Tuscarawas undertook an assessment to determine the need for the program. A survey soliciting support and interest in agribusiness was sent to 821 farm and agricultural associations, county extension offices, county soil and water conservation districts, Ohio farm bureaus and associations, Future Farmers of America advisors and agriculture teachers in the eastern half of the state of Ohio. Of those solicited, 113 surveys were returned with the following results:

- 74 percent would encourage Kent State Tuscarawas to offer a bachelor's degree in agribusiness
- 64 percent have students or employees who would be interested in pursuing a baccalaureate
- 75 percent would encourage their students or employees to enroll in the proposed program
- 46 percent are willing to write a letter of support to the Ohio Board of Regents and/or serve on the advisory board for agribusiness
- In the next five years, those surveyed will have 60 new positions to fill and 92 replacements to fill within their organization

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. The survey instrument and associated results are shown in appendix C.

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.

As described earlier in this document, Kent State University has worked cooperatively with the U.S. Department of Agriculture, Farm Service Agency, the Tuscarawas County Farm Bureau, the Wayne County Economic Development Council and the local state extension agency. These agencies work with agriculture in order to strengthen the business, adopt new technology and improve efficiency while protecting the environment.

Faculty from the University of Nebraska at Lincoln provided assistance, expertise and resources for the development of the program's curriculum. Those faculty members are the following:

- Dennis Conley, PhD, professor of agricultural economics; Nebraska Cooperative Council Distinguished Professor; director of graduate program in agribusiness
- Ron Hanson, PhD, professor of agricultural economics; Neal E. Harlan Distinguished Professor of Agribusiness
- Larry Van Tassell, PhD, head of the Department of Agricultural Economics, and director of the Nebraska Cooperative Development Center

A formal Agribusiness Advisory Board was established and has contributed numerous recommendations and support. Members of the board are listed below:

- David Baird, county director, U.S. Department of Agriculture Farm Service Agency
- Frances Haldar, assistant dean, Kent State Tuscarawas
- Don Jones, educator and Future Farmers of America advisor, Harrison Hills High School
- Wilson Kang, associate professor of economics, Kent State Tuscarawas
- Nick Kennedy, organization director for Columbiana, Portage, Stark and Summit counties, Ohio Farm Bureau Federation
- Lisa Kinsey, farm loan officer, Farm Service Agency
- Matt Liggett, owner, Circle L Fence/Ohio Valley Hydroseeding
- Allison Long, financial services officer, Farm Credit Services
- Edward Newman, assistant professor of business management technology, Kent State Tuscarawas
- Waliah Poto, business manager, Kent State Tuscarawas
- Steve Priest, agricultural science teacher, Utica High School
- Pam Smutney, district program administrator, Harrison Soil and Water Conservation District
- David Stiles, agricultural instructor, Indian Valley Local Schools
- Kathleen Vrable-Bryan, district administrator, Mahoning Soil and Water Conservations District
- Christopher Zoller, extension educator for agriculture and natural resources and community development, Tuscarawas County, Ohio State University Extension

Indicate whether the proposed program was developed to align with the standards of a specialized or programmatic accreditation agency. If so, indicate whether the institution plans to pursue programmatic/specialized accreditation for the proposed program and provide a timeline for achieving such accreditation. If the program is already accredited, indicate the date that accreditation was achieved and provide information on the next required review.

The program will not be aligned with any specialized accrediting agency.

4.3 Collaboration with other Ohio institutions

Indicate whether any University System of Ohio institution within a 30-mile radius of your institution offers the proposed program. If so, list the institutions that offer the proposed program and provide a rationale for offering an additional program at this site.

No other institution within the University System of Ohio offers an undergraduate degree program in agribusiness within a 30-mile radius of Kent State campuses. Kent State University, however, will investigate and explore articulation agreements with two-year Ohio institutions as soon as the program is in existence.

Indicate whether the proposed program was developed in collaboration with another institution in Ohio. If so, briefly describe the involvement of each institution in the development of this request and the delivery of the program.

No formal collaborative efforts have occurred to date with another institution in Ohio. The program was, however, developed in collaboration with the University of Nebraska at Lincoln.

SECTION 5: STUDENT SERVICES

5.1 Admissions policies and procedures

Describe the admissions requirements for the program. 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 Agribusiness 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.

This 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 Agribusiness is aligned with the university as a whole:

> **Undergraduate Transfer Student Admissions[4]:**
> 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 the 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).

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 according to the Board of Regents' Transfer Assurance Guide (TAG) and Career Technical Credit Transfer (CT^2) initiatives; and other types of transfer credit awarded toward major program requirements (e.g., AP, life experience, CLEP, portfolio, etc.).

Kent State's Transfer Center reviews and applies transfer coursework where appropriate as determined by state policies and faculty review. Kent State's residence policy requires that transfer students complete a minimum 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.

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[4] Kent State University (2012). University Catalog. Retrieved from www.kent.edu/catalog/2012/info/policies/ad-tsu.

The majority of courses in the Kent Core (general education requirements) are approved as Ohio Transfer Module courses. Credit earned through Advanced Placement, CLEP credit and Kent State's Credit-by-Exam are awarded for general education requirements and electives. Proposed agribusiness courses will be submitted for Career Technical Credit Transfer (CT^2) and Secondary Career-Technical Alignment Initiative (SCTAI).

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 Tuscarawas 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 administrative services available at Kent State Tuscarawas will be adequate to support the program. The Tuscarawas Camus 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 Catalog program description

The Bachelor of Science in Agribusiness is designed to meet the agribusiness industry's needs for professionals and entrepreneurs who have the educational background to become successful decision-makers in the rapidly changing agribusiness world. Students take a blend of courses in business and agriculture, giving them a balance between the decision-making framework of business and the technical aspects of modern agriculture and food systems. In addition, students have the opportunity to interact with agribusiness professionals as invited speakers in the classroom and in work-related internships. See appendix D for proposed catalog copy.

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 Agribusiness are to offer a curriculum that will provide students with a core understanding of agribusiness, ability to manage an agribusiness enterprise and the necessary skills in writing, business, mathematics and communications.

Graduates of the program will be able to:

- Demonstrate in-depth knowledge of the agribusiness industry.
- Evaluate and apply agriculture principles, methods and techniques in an agribusiness environment.
- Possess strong analytical and problem-solving skills to identify and critically assess problems facing the agribusiness industry.
- Work effectively in a team-based environment.
- Communicate clearly and effectively both orally and in writing.
- Use computer technology and mathematical reasoning.
- Demonstrate ethical and professional understanding and conduct.

6.3 Course offerings/descriptions

Course	Cr Hrs	Major/ Core	General Education (Kent Core)	Elective	OTM TAG CTAG	New/ Existing Course
AGRICULTURE CORE REQUIREMENTS						
AGRI 20000 Economic Perspectives on Food and Agriculture	3	■				New
AGRI 30000 Farm Business Management	3	■				New
AGRI 31000 Agribusiness Management	3	■				New
AGRI 32000 Farm Records and Income Tax Management	3	■				New
AGRI 33000 Agricultural Commodity Marketing	3	■				New
AGRI 34000 Livestock Production Management	3	■				New
AGRI 35000 Crop and Forage Production Management	3	■				New
AGRI 40000 Advanced Farm Management	3	■				New
AGRI 41000 Agricultural Marketing and Price Analysis	3	■				New
AGRI 42000 Agricultural Finance	3	■				New
AGRI 43000 Agricultural Environmental Law	3	■				New
AGRI 44000 Agricultural and International Trade Policy	3	■				New
AGRI 40092 Internship *(experiential learning requirement)*	3	■				New
AGRI 45000 Senior Seminar *	3	■				New
MAJOR REQUIREMENTS						
ACTT 11000 Accounting I: Financial *(equivalent to ACCT23020 Introduction to Financial Accounting)*	4	■			TAG	Existing
ACTT 11001 Accounting II: Managerial *(equivalent to ACCT23021 Introduction to Managerial Accounting)*	4	■			TAG	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 21006 Human Resource Management	3	■				Existing
BMRT 21050 Fundamentals of Marketing Technology	3	■				Existing
BMRT 21008 Case Studies ***or*** BMRT 21020 Introduction to Entrepreneurship ***or*** BMRT 21052 Professional Selling Techniques ***or*** BMRT 21053 Advertising in Business	3			■		Existing
ECON 22060 Principles of Microeconomics *(fulfills Kent Core Social Sciences)*	3		■		OTM TAG	Existing
ECON 22061 Principles of Macroeconomics *(fulfills Kent Core Social Sciences/Additional)*	3		■		OTM TAG	Existing
MIS 34165 Dynamics of Leadership	3		■			Existing

* Course to be approved as writing intensive at a later date.

KENT CORE / ADDITIONAL REQUIREMENTS						
BSCI 10001 Human Biology	3		■		OTM	Existing
BSCI 10003 Laboratory Experience in Biology	1		■		OTM	Existing
COMM 15000 Introduction to Human Communication	3		■		OTM	Existing
MATH 11010 Algebra for Calculus	3		■		OTM	Existing
MATH 11012 Inituitive Calculus	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 (recommended: SOC 12050 Introduction to Sociology	3		■		OTM	Existing
Kent Core Basic Sciences (recommended: CHEM 10030 Chemistry in Our World or CHEM 10050 Fundamentals of Chemistry)	2-3		■		OTM	Existing

Provide a brief description of each course in the program as it would appear in the catalog. Basic data sheets for new courses are in appendix E.

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

NEW AGRI 20000 ECONOMIC PERSPECTIVES ON FOOD AND AGRICULTURE (3)
Introduction of the role of economics in agriculture at the firm, national, and international level. An overview of the structure and scope of the U.S. Food and Fiber Sector and its current trends/implications for the national economy. Students will learn to apply various economic principles and concepts relating to production agriculture, business management, consumer behavior, market price analysis and equilibrium, international trade, and public policy formation. Prerequisites: none.

NEW AGRI 30000 FARM BUSINESS MANAGEMENT (3)
Course develops an understanding of the various business management decisions involved in the organization and operation of a farm business operation for continuous profit and production cost efficiency. Students will acquire knowledge and proficiency in applying the various economic principles and farm business management analysis concepts which aid a farm operator/owner in the decision making process for a farm business operation. Prerequisites: ACTT 11000 and BMRT 11009 and ECON 22060.

NEW AGRI 31000 AGRIBUSINESS MANAGEMENT (3)
Course focuses on the use of financial statements, operating and managerial functions, communication, and the inter-personal work environment within an organization. Students will acquire knowledge in commodity production and marketing, input supply, banking, cooperatives, and related agricultural industries. Presentation is by lecture with experiential learning through the use of student-team decision-making applied to an agribusiness management simulation. Prerequisites: ACTT 11000 and ACTT 11001 and BMRT 11009 and ECON 22060.

NEW AGRI 32000 FARM RECORDS ANALYSIS AND INCOME TAX MANAGEMENT (3)
This course will develop an understanding of the procedures involved with farm record keeping and will illustrate the ways in which farm records can be used to evaluate and to improve the economic performance and profitability of a farm business. Students will have the opportunity to gain an understanding of the current tax system. Students will learn to apply the various tax management methods and strategies that can be used to maximize the after tax income to a farm business operation. Prerequisite: AGRI 30000.

NEW AGRI 33000 AGRICULTURAL COMMODITY MARKETING (3)
Course covers economic factors, socioeconomic trends, farm demographic changes, global competitiveness and consumer attitudes that shape the current structure and operation of the U.S. agricultural marketing system. It covers how decisions at one level in the value chain impact all other levels and explores how and when the system changes as a result of individual decisions. The course also focuses on quality-based marketing, contracting, and provides a global perspective. Prerequisites: AGRI 20000 and BMRT 21050 and ECON 22060.

NEW AGRI 34000 LIVESTOCK PRODUCTION MANAGEMENT (3)
An introduction to the livestock industry and its role in society and our economy. Principles of livestock production management are introduced for beef, swine, dairy cattle, horses, sheep, goats, and poultry. Prerequisites: AGRI 31000; and BSCI 10001 and BSCI 10003 (or BSCI 10100).

NEW AGRI 35000 CROP AND FORAGE PRODUCTION MANAGEMENT (3)
This course deals with crop plants in relation to the environment, crop improvement, seeds and seeding. The practices of tillage, fertilizer, rotation, cropping, and weed control will be covered. Pastureland and farmland, the harvest of field crops, and the handling and marking of grain seeds and hay are also included, as well as crops of the grass family, perennial forage grasses, and the legume family, and miscellaneous crops. Prerequisites: AGRI 31000; and BSCI 10100 and BSCI 10003 (or BSCI 10100).

NEW AGRI 40000 ADVANCED FARM BUSINESS MANAGEMENT (3)
Application of economics and business principles to the management of a farm business. Use of analytical tools such as enterprise budgeting, linear programming, pro formal cash flow budgeting, capital budgeting, and risk management analysis to aid the decision-making process. Understanding farm transfer and succession planning and its importance in the intergenerational viability of a farm business. Prerequisites: AGRI 30000

NEW AGRI 41000 AGRICULTURAL PRICE ANALYSIS (3)
The economics of supply and demand provides a foundation for understanding the behavior of agricultural markets, the formation of prices, and the role of prices in the allocation of goods and services. Traditional topics include: price determination, seasonality, market adjustments, marketing margins, short-turn and long-run demand, derived demand, hedging with futures markets, marketing strategies, and trade. Graphical and empirical methods, including regression, will be used to do price analysis. Prerequisites: AGRI 20000 and ECON 22061 and MATH 11010.

NEW AGRI 42000 AGRICULTURAL FINANCE (3)
To develop an understanding and proficiency in applying the various economic principles and concepts of financial management for analyzing alternative investment decisions and solving financial problems in a farm business operation. Various strategies for acquiring and financing capital resources in the farm business operation are explored. Characteristics of the financial institutions providing credit to farmers and their particular lending programs will be studied. Prerequisites: ACTT 11001 and AGRI 30000 and MATH 11010.

NEW AGRI 43000 AGRICULTURAL ENVIRONMENTAL LAW (3)
To acquaint students with the fundamentals of state and federal pollution control law. Major topics include: air pollution control, water pollution control, toxic substances control, solid waste management and disposal, Superfund, wetlands, endangered species, land use regulation, environmental assessment, environmental law administration and enforcement, and global environmental law. Prerequisites: AGRI 30000 and BMRT 21000.

NEW AGRI 44000 AGRICULTURAL AND INTERNATIONAL TRADE POLICY (3)
History, development, programs, and analysis of public policy issues in agriculture and natural resources. Analysis of science, economic, and political factors involved in policy development. Emphasis on farm policy and farm structure; food and nutrition; trade and development; and natural resources, the environment, and bioenergy, with special attention to issues and policies impacting Ohio and the United States. Prerequisites: AGRI 20000 and ECON 22061.

NEW AGRI 40092 AGRIBUSINESS INTERNSHIP (3)
Course provides students an internship work experience in the agribusiness industry. This internship may be completed in any one of the following areas of agribusiness: sales management, agricultural lending, insurance, cooperative management, commodity merchandising, farm business management, public relations, farm marketing, agricultural policy, dairy production, and/or farm business operations. Prerequisites: junior or senior standing; and Agribusiness major; and special approval.

NEW AGRI 45000 SENIOR SEMINAR (3)
A capstone course that is designed to expose Agribusiness majors to current events and the interpretation of those events in an economics framework for use in management decision making. Students are introduced to the scientific method and complete a senior research project. Prerequisite: senior standing; and Agribusiness major.

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. It is recommended that any reading courses indicated by COMPASS score are taken prior to enrolling in this course. Prerequisites: none.

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. It is recommended that any reading courses indicted by COMPASS score are taken prior to enrolling in this course. Prerequisite: none.

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 Compass Reading score of 86; and ENG 11001 or Compass Writing score of 67.

BMRT 21006 HUMAN RESOUCES 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 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 2206

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 21053 ADVERTISING IN BUSINESS (3)
A practical approach to the study of advertising. Emphasis is on the effective use of the media creating advertising operations and advertising management. Prerequisite: BMRT 21050 or special approval of BMRT faculty.

BMRT 21008 CASE STUDIES IN MANAGEMENT TECHNOLOGY (3)
Application of management theory to actual business situations. Emphasis on decision making and evaluation of methods and styles of management in all functional areas. Prerequisite: special approval of full-time BMRT faculty only.

BMRT 21020 INTRODUCTION TO ENTREPRENEURSHIP (3)
Provides information about the functional elements of starting a small business. Includes the use of instruments, exercises and case analyses to assess entrepreneurial skills. Prerequisite: none.

ECON 22060 PRINCIPLES OF MICROECONOMICS (3)
Principles and policies affecting prices, including factor incomes, under alternative market structures. Tools developed to examine social problems, including poverty, crime, pollution and international relations. Prerequisite: MATH 10007 or one course from MATH 10023-49999; or ALEKS math upper-level minimum score of 30; or ALEKS math single assessment score of 45.

ECON 22061 PRINCIPLES OF MACROECONOMICS (3)
Principles and policies affecting aggregate production, consumption, investment and government expenditures. Includes role of money, the banking system, inflation, unemployment and economic growth. Prerequisite: ECON 22060.

MIS 34165 DYNAMICS OF LEADERSHIP (3)
This course discusses management and leadership concepts and does so by blending theory and practice. Cases studies, practical application approaches, personal assessment and opportunities to develop individual and group leadership skills are possible. In addition, many organizational behavior concepts are blended throughout the course. Students that have already passed MIS 34175 will not receive graduation credit for MIS 34165. Prerequisites: MIS 24163 or BMRT 11009.

6.4 Program sequence

A semester-by-semester program sequence (roadmap) is in appendix F.

6.5 Alternative delivery options

At this time, the BS degree in Agribusiness will not be offered online, hybrid/blended or using a flexible or accelerated delivery model

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

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

If one or more of the items is checked, please provide a brief description of the off-site component(s).

The agribusiness curriculum will require an on-sight internship and/or a project with an agricultural-related organization. This internship may be completed in any one of the following areas of agribusiness: sales management, agricultural lending, insurance, cooperative management, commodity merchandising, farm business management, public relations, farm marketing, agricultural policy, dairy production, and/or farm business operations. The student will have the opportunity to gain a practical learning experience as well as apply academic course training and content in an agribusiness summer internship. A full-time agribusiness faculty member will coordinate the student internship process. The internship course will meet the university's experiential learning requirement.

SECTION 7: ASSESSMENT AND EVALUATION

7.1 Program assessment

Name of the unit/position responsible for directing assessment efforts;

Full-time agribusiness faculty will be responsible for directing the assessment efforts.

Description of any committees or groups that assist the unit

Faculty will be assisted by the Agribusiness Advisory Board and the Regional College Curriculum Committee. 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. The Agribusiness Advisory Board will be surveyed for feedback on the program from an agribusiness industry perspective, and on the quality of job preparation for any graduates of the program that the committee members have hired.

Frequency of data collection and data sharing

Exit surveys of graduating seniors will be administered at the end of each semester. The Agribusiness Advisory Board will be surveyed at the end of each academic year and consulted in regular meetings. Assessment data will be 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 agribusiness program and collected 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, campus dean and the Agribusiness Advisory Board. The results will guide curriculum revisions.

7.2 Measuring student success

Name of the unit/position responsible for directing these efforts

Full-time agribusiness faculty will be responsible for directing efforts to measure student success.

Description of any committees or groups that assist the unit

The Agribusiness Advisory Board and the Regional College Curriculum Committee will assist 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

The senior-level courses in the degree program will be used to assess the combined mastery of major objectives. Graduates in individual courses will be used to assess the students' performance in the respective courses.

Frequency of data collection and data sharing; how the results are used to inform the student as they progress through the program; initiatives used to track student success after program completion

The following polices and procedures will be in place to assess and evaluate the student's success. These evaluations are instigated, performed, and reviewed by the program faculty and the advisory board. As the data is collected, the information will be used to modify and revise the curriculum as appropriate. This information will also be used to communicate to the student on their progression and success in the program.

- Students are required to take AGRI 40092 Internship to gain practical experience with a survey provided by the student and the employer upon completion.
- Students are required to take a capstone course (AGRI 45000 Senior Seminar), during which students complete a senior research project.
- Students will complete an exit survey in their final semester of coursework.
- Graduates will be requested to complete an industry survey one year and then five years after graduation.
- Graduates' employers will be requested to complete a survey one year and then five years after their employee's graduation.
- Faculty will use Kent State's WEAVEonline software application to collect and store data to evaluate and assess the program.

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) 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.

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) and the provost. A faulty 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, etc.).

Faculty members 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 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 faculty member exceeds the number of hours, which are listed as his/her load in his/her current contract. Payment for such assignments is mad eon 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 when the dean authorizes an overload assignment, 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.

Kent State Tuscarawas will hire one full-time faculty member and adjunct instructors for the initial start of the program. Additional faculty will be identified and hired as the need arises and enrollment grows.

8.2 Program faculty

Provide the number of existing agribusiness faculty members available to teach in the proposed program.

Full time: 0 Less than full-time: 0

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

Full time: 1 Less than full-time: 4

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
- Contributions to professional newsletters, websites and other professional publications
- Funded, unfunded or pending proposals (request for proposal or RFP)

- Professional experience (e.g. consulting, paid, 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.

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.
- **Faculty Professional Development Center:** The center is designed to provide leadership and support for cultivating environments and relationships for innovative and successful learning, for building networks and communities of practice and learning, and for communicating and creating opportunities for professional and staff development.

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.

See appendix H for the Regional College faculty handbook.

8.4 Faculty matrix

Complete a faculty matrix for the proposed program. A faculty member must be identified for each course that is a required component of the curriculum. If a faculty member has not yet been identified for a course, indicate that as an "open position" and describe the necessary qualifications in the matrix.

Please note that all faculty listed on next page are current Kent State employees and teach courses for their respective programs (e.g., associate degrees in accounting and business management; the Bachelor of Applied Technical Studies degree).

* Number of courses taught by the faculty member each year at all campuses

Name of instructor	Rank or title	Full/ part	Degree, discipline, institution, year	Years teach	Additional expertise	Course(s) individual will teach	Load *
Akpan, Ikpe (Justice)	Assistant Professor	FT	PhD, Management Science, Lancaster University (England), 2006	11	10 years in business	MIS 34165 Dynamics of Leadership	8
Burley, Joseph	Adjunct	PT	MBA, Ashland University, 1995	7	26 years in business	BMRT 21006 Human Resource Management	1
Casto, Debbie	Adjunct	PT	MBA, Ashland University, 2002	10	23 years in business	BMRT 11000 Introduction to Business BMRT 11009 Introduction to Management Technology BMRT 21053 Advertising BMRT 21020 Entrepreneurship	6
Colucy, Todd	Adjunct	PT	BBA, Accounting, Kent State University, 1988	4	CPA License; 23 years accountant	ACTT 11000 Accounting I: Financial ACTT 11001 Accounting II: Managerial	3
Easterday, Deborah	Adjunct	PT	JD, University of Toledo, 1994	5	18 years in law	BMRT 21000 Business Law and Ethics I	2
Kang, Wilson	Assistant Professor	FT	PhD, Economics, University of Missouri, 2009	3	6 years in business	ECON 22060 Principles of Microeconomics ECON 22061 Principles of Macroeconomics	8
MacQuarrie, Allan	Assistant Professor	FT	PhD, Accounting, Pennsylvania State University, 1989	29	CPA CMA 8 years accountant	ACTT 11000 Accounting I: Financial	10
Newman, Edward	Assistant Professor	FT	MBA, Ashland University, 1994	27	15 years in business	BMRT 11000 Introduction to Business BMRT 21050 Fundamentals of Marketing Technology BMRT 21052 Professional Selling BMRT 21008 Case Studies BMRT 11009 Introduction to Management Technology	10
Reese, Rodney	Adjunct	PT	MBA, Kent State University, 1980	8	27 years in business	BMRT 11000 Introduction to Business BMRT 11009 Introduction to Management Technology	
Open	TBD	FT	Master's required, PhD preferred	3		AGRI 31000 Agribusiness Management AGRI 35000 Crop and Forage Production Management AGRI 40000 Advanced Farm Management AGRI 41000 Agricultural Price and Risk Analysis AGRI 40092 Internship AGRI 40093 Senior Seminar	
Open	Adjunct	PT	Master's required, PhD preferred	2		AGRI 20000 Economic Perspectives on Food and Agriculture	
Open	Adjunct	PT	Master's required, PhD preferred	2		AGRI 30000 Farm Business Management	

Name of instructor	Rank or title	Full/ part	Degree, discipline, institution, year	Years teach	Additional expertise	Course(s) individual will teach	Load *
Open	Adjunct	PT	Master's required, PhD preferred	2	CPA or CMA	AGRI 32000 Farm Records and Income Tax Management AGRI 42000 Agricultural Finance	
Open	Adjunct	PT	Master's required, PhD preferred	2		AGRI 33000 Agricultural Commodity Marketing	
Open	Adjunct	PT	Master's required, PhD preferred	2		AGRI 34000 Livestock Production Management	
Open	Adjunct	PT	JD required	2		AGRI 43000 Agricultural Environmental Law	
Open	Adjunct	PT	Master's required, PhD preferred	2		AGRI 44000 Agricultural and International Trade Policy	

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 budget for additional library resources/ needed).

The Tuscarawas Campus employs a full-time librarian, who will be involved in the planning of resources that may eventually be needed by this program. The Tuscarawas Campus library director will work with faculty to determine any additional resource needs and will ensure that these needs are met.

Describe the library resources in place to support the proposed program (e.g., print, digital, collections, consortia, memberships, etc.).

Currently, there are adequate resources for the start-up of the program. The on-site Tuscarawas Campus library houses 80,000 volumes/reference materials and access to computers, information literacy instruction, interlibrary loan, OhioLINK and KentLINK.

Describe any additional library resources that will be needed to support the request and provide a timeline for acquiring/implementing such services.

Presently, there are sufficient resources for the proposed agribusiness program. After agriculture faculty members have been hired, they will work with the Tuscarawas Campus librarian to identify any additional sources that may be needed.

9.2 Information literacy

Describe the institution's intent to incorporate library orientation and/or information literacy into the proposed program.

Kent State Tuscarawas has 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. The librarian and staff are available to meet one-on-one with students and faculty.

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.

Additional resources are not needed at this time.

10.2 Budget/financial planning

Fiscal Impact Statement for the BS Degree in Agriculture

	Year 1	Year 2	Year 3	Year 4
I. Projected Enrollment				
Headcount full time	5	8	11	14
Headcount part time	10	15	20	25
Full-time equivalent (FTE) enrollment	10	15.5	21	26.5
II. Projected Program Income				
Tuition (paid by student or sponsor)	$17,155	$28,000	$42,904	$56,893
Expected state subsidy *	0	0	0	0
Externally funded stipends, as applicable	0	0	0	0
Other income	0	0	0	0
Total Projected Program Income	**$17,155**	**$28,000**	**$42,904**	**$56,893**
III. Program Expenses				
Instruction (technical, professional and general education)				
Full time: 1	$65,000	$66,300	$67,626	$68,979
Part time: 1	2,500	5,000	5,000	5,000
Non-instruction				
Full time: 0	0	0	0	0
Part time: 1 (professional advisor)	6,000	9,000	12,000	12,000
New facilities/building/space renovation	0	0	0	0
Scholarship/stipend support	0	0	0	0
Additional library resources	100	120	140	160
Additional technology or equipment needs **	0	0	0	0
Other expenses	0	0	0	0
Total Projected Expense	**$73,600**	**$80,420**	**$84,766**	**$86,139**

* The Regional College determines its budget by tuition alone.
** Specific software may be needed in future years (e.g., agricultural trading software).

APPENDICES

Appendix	Description
A	Letters of support for the proposed degree program
B	Curricula vitae for program lead administrator Frances Haldar
C	Needs assessment survey instrument and associated results
D	Proposed catalog copy for the agribusiness major
E	Course syllabi for agribusiness coursework
F	Semester-by-semester sequencing (roadmap) for the program
H	Faculty handbook for the Regional College

Kent State University is committed to continual support of the delivery of the Bachelor of Science degree in Agribusiness. 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,

Todd A. Diacon
Senior Vice President for Academic Affairs and Provost
Kent State University

Agribusiness - B.S.

COLLEGE: Regional College

DEPARTMENT: Regional College

CAMPUSES: Kent State University at Tuscarawas

DESCRIPTION: The Bachelor of Science in Agribusiness is designed to meet the agribusiness industry's needs for professionals and entrepreneurs who have the educational background to become successful decision-makers in the rapidly changing agribusiness world. Students take a blend of courses in business and agriculture, giving them a balance between the decision-making framework of business and the technical aspects of modern agriculture and food systems. In addition, students have the opportunity to interact with agribusiness professionals as invited speakers in the classroom and in work-related internships.

CAREER OPPORTUNITIES: Majoring in agribusiness prepares students for many careers in the growing agribusiness sector of the economy, such as management in an agribusiness firm, agricultural commodity merchandising, finance and lending, real estate management and investment, international trade, entrepreneurship, agricultural production, relationship and sales management and food marketing and advertising.

ADMISSION REQUIREMENTS: New freshmen must have a minimum cumulative 2.0 high school GPA (on a 4.0 scale).

Transfer students 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)

LANGUAGE REQUIREMENTS: None

GRADUATION REQUIREMENTS: Minimum 121 credit hours. Minimum 2.000 cumulative and major GPA.

STUDY ABROAD/AWAY OPPORTUNITIES: There are many Study Abroad/Away Opportunities, for more information contact the Office of Global Education.

PROPOSED 2014 UNIVERSITY CATALOG

Agribusiness – B.S. Program Requirements

Type Legend: **DD** Diversity–Domestic; **DG** Diversity–Global; **ELR** Experiential Learning; **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 (77 credits)** ***Courses count in major GPA***			
Type	**Course**		**Title**	**Credits**
	ACTT	11000	Accounting I: Financial *	4
	ACTT	11001	Accounting II: Managerial *	4
	AGRI	20000	Economic Perspectives on Food and Agriculture NEW	3
	AGRI	30000	Farm Business Management NEW	3
	AGRI	31000	Agribusiness Management NEW	3
	AGRI	32000	Farm Records and Income Tax Management NEW	3
	AGRI	33000	Agricultural Commodity Marketing NEW	3
	AGRI	34000	Livestock Production Management NEW	3
	AGRI	35000	Crop and Forage Production Management NEW	3
	AGRI	40000	Advanced Farm Management NEW	3
	AGRI	41000	Agricultural Marketing and Price Analysis NEW	3
	AGRI	42000	Agricultural Finance NEW	3
	AGRI	43000	Agricultural Environmental Law NEW	3
	AGRI	44000	Agricultural and International Trade Policy NEW	3
ELR	AGRI	40092	Internship NEW	3
WIC	AGRI	45000	Senior Seminar ** NEW	3
	BMRT	11000	Introduction to Business	3
	BMRT	11009	Introduction to Management Technology	3
	BMRT	21000	Business Law and Ethics I	3
	BMRT	21006	Human Resource Management	3
	BMRT	21050	Fundamentals of Marketing Technology	3
	BMRT BMRT BMRT BMRT	21008 21020 21052 21053	Case Studies (3) ***or*** Introduction to Entrepreneurship (3) ***or*** Professional Selling Techniques (3) ***or*** Advertising in Business (3)	3
KSS	ECON	22060	Principles of Microeconomics	3
KAD	ECON	22061	Principles of Microeconomics	3
	MIS	34165	Dynamics of Leadership	3
III.	**ADDITIONAL PROGRAM REQUIREMENTS (43 credits)**			
Type	**Course**		**Title**	**Credits**
KBS	BSCI	10001	Human Biology	3
KBS	BSCI	10003	Laboratory Experience in Biology	1
KAD	COMM	15000	Introduction to Human Communication	3
KMC	MATH	11010	Algebra for Calculus	3
KMC	MATH	11012	Inituitive Calculus	3
	Kent Core Composition			6
	Kent Core Humanities and Fine Arts (minimum one course from each)			9
	Kent Core Social Sciences (recommended SOC 12050)			3
	Kent Core Basic Sciences (recommended CHEM 10030, CHEM 10050)			2
	General Electives *** (total hours depends on meeting minimum 121 credit hours and minimum 39 upper-division hours)			10
			MINIMUM TOTAL	**121**

* ACTT 11000 is equivalent to ACCT 23020 Introduction to Financial Accounting; and ACTT 11001 is equivalent to ACCT 23021 Introduction to Managerial Accounting.

** Minimum C (2.000) grade is required to fulfill the writing-intensive requirement. *Writing intensive not approved yet.*

***Students planning to declare the Business minor should take COMT 11000 and FIN 36063 and review the minor's admission and graduation criteria.

Roadmap: Agribusiness – Bachelor of Science

[RE-BS-AGRI]
Regional College
Catalog Year: 2014–2015

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]					
BMRT 11000 Introduction to Business	**3**			■	
ACCT 11000 Accounting I: Financial	4			■	Equivalent to ACCT 23020
US 10097 Destination Kent State: First Year Experience	1				Not required for transfer students with 25 credits
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				See Kent Core Summary on page 2
Semester Two: [16 Credit Hours]					
BMRT 11009 Introduction to Management Technology	**3**			■	
ECON 22060 Principles of Microeconomics	**3**			■	**Fulfills Kent Core Social Sciences**
ACTT 11001 Accounting II: Managerial	4			■	Equivalent to ACCT 23021
MATH 11010 Algebra for Calculus	3				Fulfills Kent Core Mathematics and Critical Reasoning
Kent Core Requirement	3				See Kent Core Summary on page 2
Semester Three: [15 Credit Hours]					
AGRI 20000 Economic Perspectives on Food and Agriculture	**3**			■	
BMRT 21050 Fundamentals of Marketing Technology	**3**			■	
COMM 15000 Introduction to Human Communication	3				Fulfills Kent Core Additional
ECON 22061 Principles of Macroeconomics	3			■	Fulfills Kent Core Additional
MATH 11012 Intuitive Calculus	3				Fulfills Kent Core Mathematics and Critical Reasoning
Semester Four: [16 Credit Hours]					
AGRI 30000 Farm Business Management	**3**	■		■	
BMRT 21000 Business Law and Ethics I	3			■	
BSCI 10001 Human Biology	3				Fulfills Kent Core Basic Sciences
BSCI 10003 Laboratory Experience in Biology	1				Fulfills Kent Core Basic Sciences; offered in spring only
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
Semester Five: [15 Credit Hours]					
AGRI 32000 Farm Records and Income Tax Management	**3**	■		■	**Offered in fall only**
AGRI 31000 Agribusiness Management	3	■		■	
BMRT 21006 Human Resources Management	3			■	Offered in fall only
BMRT 21008 Case Studies ***or*** BMRT 21020 Introduction to Entrepreneurship ***or*** BMRT 21052 Professional Selling Techniques ***or*** BMRT 21053 Advertising in Business	3			■	All offered in fall only, except BMRT 21008, which is offered in spring only
MIS 34165 Dynamics of Leadership	3	■		■	Offered in fall only
Semester Six: [14 Credit Hours]					
AGRI 33000 Agricultural Commodity Marketing	3	■		■	Offered in spring only
AGRI 34000 Livestock Production Management	3	■		■	Offered in spring only
AGRI 35000 Crop and Forage Production Management	3	■		■	Offered in spring only
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	2				See Kent Core Summary on page 2
Semester Seven: [15 Credit Hours]					
AGRI 40000 Advanced Farm Management	3	■		■	Offered in fall only
AGRI 41000 Agricultural Marketing and Price Analysis	3	■		■	Offered in fall only
AGRI 42000 Agricultural Finance	3	■		■	Offered in fall only
AGRI 43000 Agricultural Environmental Law	3	■		■	Offered in fall only
General Elective (lower or upper division)	3				See note on page 2

Roadmap: Agribusiness – Bachelor of Science
[RE-BS-AGRI]
Regional College
Catalog Year: 2014–2015

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]					
AGRI 40092 Internship	**3**	■		■	**Fulfills experiential learning requirement; offered in spring only**
AGRI 45000 Senior Seminar	**3**	■	**C**	■	**Fulfills writing intensive requirement (not approved yet); offered in spring only**
AGRI 44000 Agricultural and International Trade Policy	3	■		■	Offered in spring only
General Elective (lower or upper division)	7				See note below; number of credits required depends on meeting minimum 121 hours and 39 upper-division hours

Graduation Requirements Summary

Minimum Total Hours	Minimum Upper-Division Hours	Minimum Kent Core Hours	Global / Domestic Diversity Course	Writing-Intensive	Experiential Learning	Minimum Major GPA	Minimum Overall GPA
121	39	36	Kent Core or General Electives	AGRI 45000	AGRI 45092	2.000	2.000

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 and MATH 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*	May fulfill domestic and/or global diversity requirement	9
Social Sciences (6 credit hours) *Must be selected from two curricular areas*	3 credits fulfilled in this major with ECON 22060; SOC 12050 is recommended; may fulfill domestic and/or global diversity requirement	3
Basic Sciences (6-7 credit hours) *Must include one laboratory*	4 credits fulfilled in this major with BSCI 10001 and 10003; CHEM 10030 or CHEM 10050 is recommended	2-3
Additional (6 credit hours) *Must be selected from two Kent Core categories*	Fulfilled in this major with COMM 15000 and ECON 22061	0

Note: Students planning to declare the Business minor should take COMT 11000 and FIN 36063 and review the minor's admission and graduation criteria in the University Catalog.

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 (2.000) grade. Visit www.kent.edu/catalog/wic for course list.

Experiential Learning Requirement
To provide students with direct engagement in learning experiences that promote academic relevance, meaning and an understanding of real-world issues, students must complete this requirement at Kent State, either as a for-credit course or as a non-credit, non-course experience approved by the appropriate faculty member. Visit www.kent.edu/catalog/elr 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.

January 28, 2013

Ohio Board of Regents
30 East Broad Street
36th Floor
Columbus, Ohio 43215-3414

Distinguished Board Members,

I am writing to convey my total support for the proposed bachelor's degree in Agribusiness developed by the administrative staff of Kent State University Tuscarawas Campus and committee members. Agriculture is the number one economic industry of the demographic area served by locally-owned regional campus. The mission statement for Kent State's regional campuses is to provide "key intellectual resources for social diversity, cultural enrichment and economic development".

I returned to our family farm 30+ years ago. The changes in structure and scope of our industry have been amazing. We are no longer "my father's farm" but rather a member of the global community faced with the challenges to continue to feed the world's growing population. A paramount economic driver of all businesses is growth. Without growth most farms and agribusinesses will eventually fail. When the infrastructure of any industry is lost, eventually the industry is doomed for failure. As we have grown our needs to employ qualified individuals has also grown. We have difficulty finding middle and upper level management people to insure our long term survival. My son will need highly trained and knowledgeable people to join our organization. The proposed Agribusiness degree will provide businesses with a highly valuable resource at a reasonable cost/investment to those who pursue a career in agriculture and related businesses.

Respectfully,

Daniel E. Andreas
President
Andreas Farms Inc.
446 Ragersville Rd. SW
Sugarcreek, Ohio 44681
(330) 852-4364

TUSCARAWAS COUNTY

277 Canal Ave. SE
New Philadelphia, OH. 44663
Phone : (330) 339-5585
Fax: (330) 339-3222

Date: January 28, 2013

Dear Ohio Board Of Regents ,

This letter is to support the Tuscarawas Branch of Kent State University efforts in establishing coursework regimen that will ultimately lead to a Bachelors of Agricultural Business.

Agriculture is the number one industry in Ohio, as well as the surrounding counties of The KSU Tuscarawas Campus. Opportunities to pursue a higher degree of learning in Agriculture, in Ohio, is limited to 4 colleges. Of those colleges only three offer a Bachelors Degree program. The desire for additional opportunities in this field are real and needed. My position with USDA has allowed to me to witness high school students wishing to pursue a degree in Agriculture only to be dismayed by the lack of choices in Ohio. Several acquaintances of mine, who are Future Farmers of America advisors, have also expressed their concerns over the limited opportunities for their students who wish to pursue degrees in Agriculture. Agriculture is a bright spot in America. We produce the cheapest and highest quality food products in the world and is an industry the needs to supported. In the future this industry will need well educated individuals to continue to ensure that Agriculture will remain strong. I assure you that the world is counting on Agriculture in America to remain strong to feed the masses in the future.

As an Advisory Board Member, I feel confident that the Bachelors in Agriculture curriculum, that the KSU Tuscarawas staff has assembled is a quality and industry current program that will strongly serve the student as well as the Agricultural Community. I am recommending that you approve this proposed Bachelors Degree in Agriculture.

Sincerely,

David D. Baird
County Executive Director.
USDA Farm Service Agency

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its program and activities on the basis of race, color, national origin, age, disability, and where applicable, sex, marital status, familial status, parental status, religion, sexual orientation, genetic information, political beliefs, reprisal, or because all or part of an individual's income is derived from any public assistance program. (Not all prohibited bases apply to all programs.) Persons with disabilities who require alternative means for communication of program information (Braille, large print, audiotape, etc.) should contact USDA's TARGET Center at (202)720-2600 (voice and TDD). To file a complaint of Discrimination, write to USDA, Director, Office of Civil Rights, 1400 Independence Avenue, SW, Washington, DC 20250-9410, or call (800) 795-3272 (voice) or (202)720-6382(TDD). USDA is an equal opportunity provider and employer.

FSA FARM SERVICE AGENCY

Stark Farm Service Agency
2650 Richville Drive SE, Suite 101
Massillon, OH 44646-8395

Phone: 330-830-7700, #2
Fax: 330-830-7720

FarmPrograms

February 1, 2013

Ohio Board of Regents
30 East Broad Street, 36th Floor
Columbus, OH 43215-3414

Dear Board Members:

I am writing to express support for the Kent State University Tuscarawas Campus addition of a Bachelor's degree in Agribusiness. This is a much needed degree program for future students of northeast Ohio. Currently the only universities that offer Agribusiness Bachelor degree programs are Ohio State University (Columbus) and Wilmington. This leaves a huge void for all of northeastern Ohio.

As the Executive Director for Farm Service Agency in Stark County, I have the opportunity to speak to local production agriculture farmers and agribusiness related professionals. They frequently express that they would like additional opportunities for their children to obtain an agribusiness degree without having to move to Columbus or Wilmington. A program in northeastern Ohio would fill a current void. If approved, I am sure an Agribusiness Bachelor degree program at Kent State University Tuscarawas Campus would be highly successful.

Ohio's number one industry - food and agriculture - creates sustainable economic opportunities for many Ohio residents. Agribusiness is vital to Ohio's social stability and is a key element to maintaining a healthy environment. It is the driving force behind our economy, which provides jobs for thousands of Ohioans on and off the farm.

As an advisory board member, I am very confident that the proposed curriculum is current with industry standards and local needs. The addition of this program at Kent State will provide opportunities for eastern Ohio students to continue their education, stay closer to their family farms and agribusinesses, and provide future leadership and economic opportunities to Ohio. I encourage you to approve the Bachelor's degree program at Kent State University Tuscarawas Campus.

Sincerely,

Barbara K. Stoll

Barbara K. Stoll
Stark County Executive Director

USDA THE UNITED STATES DEPARTMENT OF AGRICULTURE IS AN EQUAL OPPORTUNITY EMPLOYER AND PROVIDER.

THE OHIO STATE UNIVERSITY EXTENSION

Ohio State University Extension

Hardin County, Top of Ohio EERA
One Courthouse Square, Suite 40
Kenton, OH 43326

Phone (419) 674-2297
Fax (419) 674-2268
http://hardin.osu.edu

March 25, 2011

Waliah Poto
Business Manager
Kent State University, Tuscarawas
330 University Drive Northeast
New Philadelphia, OH 44663-9403

Dear Waliah,

Thanks for sending the survey and information about your interest in more educational coursework in the area of agricultural business. The survey, as I filled it out, does not really apply to me or to OSU Extension, as we have a Master's degree requirement for educator positions. In more normal times, there may be opportunities for program assistants or program coordinators in county Extension offices, but with all budgets being cut, I do not know what to expect within the Extension program in the near future.

I do see this effort to add coursework in the area of agricultural business being a great advantage to farm families and young farmers in your area. Many can benefit from courses in an associates degree program as they start or continue to work in their family farm or as an employee on other farms or in agricultural businesses. The same would be true for the bachelor's degree program.

I hope you will move forward with this investigation regarding this new curriculum addition that has been proposed. While you may already be doing this, I suggest you survey farm families, agricultural businesses, local banking institutions, and any farm related business or industry within 50 miles of New Philadelphia. This may give you a better idea of the need for this program.

Best wishes,

Gene McCluer

Gene McCluer
OSU Extension Educator
Agriculture & Natural Resources
Hardin County, Ohio

Monroe Soil and Water Conservation District
117 North Main Street, Woodsfield, OH 43793
Phone: (740) 472-5477 Fax: (740) 472-5581

July 6, 2012

To Whom It May Concern:

The Supervisors of the Monroe Soil and Water Conservation District were elated to learn that Kent State University developing an Agribusiness Program.

Agriculture is the number one industry in the State of Ohio. In these difficult economic times, it is essential to train skilled professionals in the area of agriculture so the industry can keep moving forward.

Therefore, the Supervisors of the Monroe Soil and Water Conservation District support the introduction of the Agribusiness degree.

Sincerely,
Brad Miller, Vice Chairman
for
David Landefeld
Chairman

Countryside Conservancy

Reconnecting Land, Farming, Food and Community

2179 Everett Road • Peninsula, Ohio 44264 • P 330.657.2542 x222 • F 330.657.2198 • www.cvcountryside.org

October 11, 2011

Ohio Board of Regents-

I am very pleased to hear that Kent State University, Tuscarawas Campus is seeking approval for a BA in Agri-Business. Agriculture is the number one industry in the State of Ohio and our farming population is declining. The American Farmland Trust has identified the three main barriers for entry into farming and agri-business.

1. Access to Land
2. Access to Capital
3. Access to Training and Skills

As a professional in the Agri-Business sector I see a huge demand for training and skills and an even larger supply issue. If Kent State University, Tuscarawas campus was able to offer Agri-Business as a BA, I whole heartedly believe the graduation and success rate would be extremely high. In addition, I would like to see the brightest and best Agri-Business young people stay in Ohio for school which increases the chances that they will call Ohio home after graduation.

Sincerely,

Katie Myers-Griffith

Katie Myers-Griffith
Farmers & Farmland Program Manager
Countryside Conservancy
2179 Everett Road
Peninsula, Ohio 44264
kmyers@cvcountryside.org
330.657.2542 x 222

farmland *farmers* *food* *community*

B E Fornshell
730 Dove Rd
Eaton, OH 45320

FEB 17 2011

Ohio Agri-Women

Standing Up and Speaking Out for Agriculture

February 14, 2012

Kent State University Tuscarawas
330 University Drive Northeast
New Philadelphia, OH 44663-9403

To Whom It May Concern:

OHIO AGRI-WOMEN would like to recommend that Kent State University add a Bachelor's degree in Agribusiness to your programs available for your students. Our organization supports "Agriculture in the Classroom" from preschool programs to university level. We sponsor educational programs to ensure the continuance of the family farm and to provide food and agricultural products to Ohioans and the world.

Agriculture is Ohio's leading industry. There are more than 77,000 farms in Ohio. About 90 percent of those farms are run by families or individuals. One may know that Ohio ranks high in crop production and livestock, but may be surprised to find that we rank very high in other products such as cheese, poultry, maple syrup and sweet corn.

OHIO AGRI-WOMEN believe in the future of our young people. We believe that agricultural programs in Ohio colleges and universities will better prepare our graduates to step into Agricultural Careers that will promote growth in Ohio and will ensure agriculture to be the leading industry in Ohio for many years to come!

Thank you very much for supporting Agriculture in the State of Ohio!

Sincerely,

Beth E Fornshell

Beth E Fornshell
OHIO AGRI-WOMEN

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Printed on Recycled Paper

Utica FFA
260 N. Jefferson St.
P.O. Box 677
Utica, Ohio 43080
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High School: (740) 892-2855
Fax: (740) 892-2090
E-mail: spriest@uhs.laca.org

January 3, 2012

Ohio Board of Regents
30 East Broad Street, 36th floor
Columbus, OH 43215-3414

To Whom It May Concern:

This letter is in regards to my support for the Kent State University Tuscarawas Campus addition of a Bachelor's degree in Agribusiness. As an Agricultural Education Instructor in the State of Ohio, I am inspired to see colleges around the state adding different agricultural programming to their curriculum. This is a much needed change in Ohio.

In many states around the country a student may attend a community college or a regional campus of a college or university, as they may in Ohio. The major difference in many of the states around the country is that there is a choice for these students that wish to pursue agriculture. The students who wish to pursue agriculture as a career have a variety of schools to choose from within their state, unlike Ohio. Ohio has very few agricultural offerings around the state.

With the proper planning, and high standards of excellence that Kent State is known for this program has success written all over it. Agriculture is the number one business in Ohio. Many students wish to continue their education in Agriculture and agribusiness. The addition of this degree program at Kent State will allow students another avenue to continue their education. The addition of an Agribusiness Degree program at Kent State will allow many students to stay close to home and involved in their current agricultural operations. This will encourage those that may not have wanted to continue their education to do so.

I encourage you to approve the degree program at Kent State in order that more students may earn a degree in agriculture and stay in Ohio for education and after for employment.

Sincerely,

Steven Priest
Agricultural Education Instructor/FFA Advisor
Utica High School

Ohio Board of Regents

30 East Broad St 36th Floor

Columbus, Ohio 43215-3414

As a member of the Agri-business Advisory Board, I proudly support the establishment of an Agri-business bachelor's degree program at Kent State University Tuscarawas.

Many times, when our state is growing its economy and work force, much emphasis is placed on enticing new business to our state. But, existing industry should also be encouraged to expand their work force through an enhanced business environment and availability of a skilled work force.

Surprisingly, food and fiber production is our state's number one industry. Estimates of many studies suggest that its value to our state economy (field to plate) to be over $100 billion.

There are many opportunities in the food industry. Training minds in the field of agri-business will provide opportunities for very desirable, high paying jobs in established business or for the more innovative thinker, give them the knowledge and encouragement to start their own business. With the age of the "Web", small "in the basement" type businesses can quickly grow into multi-million dollar enterprises in a few weeks.

Our state needs to keep its young people! By providing a variety of educational opportunities and high paying, rewarding jobs, our youth will be given every opportunity to remain a " Buckeye", and as our youth realize the possibilities and advantages of Ohio, they will not only be rewarded financially but will become welcomed members of our communities.

Please join me in supporting the new Agri-business bachelor's degree program at Kent State University Tuscarawas.

James A. Rowe

James A Rowe

Local business owner

Advisory board member

5942 Harmony Valley Road

Newcomerstown, OH 43832

31 January 2013

Ohio Board of Regents

30 East Broad St. 36th. Floor

Columbus, OH 43215-3414

To Whom It May Concern:

This letter is to express my support for a Bachelor's Degree program in Agribusiness at The Kent State University, Tuscarawas Campus. I have served the livestock industry in a five county area as a food animal veterinarian for 30 years, and I am currently farming and raising beef cattle in Tuscarawas County.

Agriculture has a very large economic impact in the area. Tuscarawas County ranks high for livestock and grain production in Ohio. Farms are getting larger and, as a result, require significant support services. An agribusiness program will provide local residents the opportunity to develop skills to work in a healthy, growing agriculture industry.

This program will also be beneficial to youth of the community who want to develop careers related to agriculture. Since we are an agricultural based community, many of our young people have a natural interest in agricultural careers. Frequently, these students have limited financial resources and a local program will serve their needs.

In summary, we have students who will be interested in the program. We have an industry that can employ the graduates that want to stay in the area. And, we have a large area of the state that can use the economic benefits of a well educated, highly employable group of graduates.

Respectfully submitted,

Jerry P. Lahmers, DVM

EPC Ad Hoc Committee for Academic Policies

MEMBERS 2013

Name	Position	Campus/Site
Deborah Barber	Executive Director, Graduation Planning System	Kent
Stephanie Belovich	Associate Professor, Podiatric Medicine	Independence
Jessie Carduner	Associate Professor, Modern and Classical Language Studies	Kent
Susanne Clement	Assistant Professor, Geology	Geauga
Alicia Crowe	Associate Professor, Teaching, Learning and Curriculum Studies	Kent
Laurie Donley	Director, Enrollment Management and Student Services	Tuscarawas
Elizabeth Driscoll	Enrollment Management Advisor	Ashtabula
Paul Farrell	Professor, Computer Science; Chair, Faculty Senate	Kent
William Hauck	Assistant Professor, Fashion Design and Merchandising	Kent
Thomas Janson	Professor, Music	Kent
Thomas Jessup	Undergraduate Student, Communication Studies	Ashtabula
Jennifer Kulics	Student Ombuds	Kent
Ralph Lorenz	Associate Dean, College of the Arts	Kent
Mary Parr	Associate Professor, Foundations, Leadership and Administration	Kent
Eboni Pringle	Interim Dean, Undergraduate Studies	Kent
Gail Rebeta	Associate University Registrar	Kent
Beverly Reed	Associate Professor, Mathematical Sciences	Kent
James Ritter	Director, Enrollment Management and Student Services	Trumbull
Matthew Rollyson	Academic Project Director, College of Communication and Information	Kent
Valerie Rose	Financial Aid Counselor, Student Financial Aid	Kent
Denise Seachrist	Interim Associate Provost	Kent
Liz Smith	Associate Professor, History	Kent
Melody Tankersley	Professor, Lifespan Development and Educational Services; Provost's Fellow	Kent
Wanda Thomas	Associate Provost and Dean, Regional College	Kent/Regional
Therese Tillett	Director, Curriculum Services	Kent
Gina Zavota	Associate Professor, Philosophy	Kent
Breanne Yonkof	Undergraduate Student, Accounting; Director, Undergraduate Student Government	Kent

DATES COMMITTEE MEMEBERS MET IN 2013

18 January 2013
1 February 2013
15 February 2013
22 February 2013
8 March 2013
5 April 2013
19 April 2013
3 May 2013

IDEAS THAT THE EPC AD HOC COMMITTEE HAVE EXPLORED/WILL EXPLORE

Idea	Assigned To	Review of Literature and Policies at Other Institutions	Policy Under Review	Implementation
Not permitted to continue	Subcommittee (Melody, Eboni, Charity)	Yes	Yes	
Continuous registration for remediation	Full committee	Yes	Yes	
Course add/drop deadline	Full committee	Yes	Yes	Implementation dependent on electronic petition form
Course deregistration for not meeting prerequisites	Subcommittee (Therese, Registrar, Bursar, Financial Aid)	Yes	Yes	Implementation dependent on automatic drop process
Course attempt/repeat	Subcommittee (Wanda, Laurie, Bev, Debbie)	Yes	Yes	
Calculation of major/minor GPA	Subcommittee	Yes		
Mid-term grades for undergraduate students (or, at least, freshmen and sophomores)	Subcommittee (Eboni and Gina)	Yes		
Retroactive credit for foreign languages (and, possibly, other sequenced courses, e.g., math, sciences)	MCLS department (starting point)	Yes		
University readiness standards				
Course proficiency/ placement and sequencing				
Degree programs' criteria for progression				
Satisfying requirements and number of hours for graduation				
Class attendance and class absence				
Grading for "incomplete" and "in-progress" and grading deadlines				
Conditional admissions at Kent Campus				
Pre-major/generalist categories				
Program fees				
One-year course registration				
Course withdrawal				
Professional/faculty advising				
Minimum grade requirements				
Minimum hours for graduation				
Limit on overall substitutions to a program				

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **20-Mar-13** Curriculum Bulletin _____

Effective Date **Spring 2013** Approved by EPC _____

Department

College **select one**

Degree

Program Name Program Banner Code

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

Proposal **Establish articulation/consortial agreement**

Description of proposal:

The attached is a Dual Admission Agreement between Cuyahoga Community College and KSU. Tri-C students planning to transfer to KSU will have the option to obtain dual admission status at KSU. Students who meet the appropriate criteria will have access to academic advisors to ensure seamless transfer of credit after completing their associate degree from Tri-C.

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

Current total credit hours: **NA** 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):

NA

REQUIRED ENDORSEMENTS

_____ ___/___/___

Department Chair / School Director

_____ ___/___/___

Campus Dean (for Regional Campuses proposals)

Wanda Thomas 3/20/2013

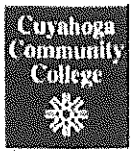
College Dean (or designee)

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

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



Partnership Agreement
Between
Cuyahoga Community College District
and
Kent State University

THIS AGREEMENT (the "Agreement") is entered into as of this 1st day of January, 2013 (the "Effective Date") by and between **Cuyahoga Community College District** ("the College"), with an address at 700 Carnegie Avenue, Cleveland, Ohio 44115-2878; and **Kent State University** ("KSU"), with an address of Kent, Ohio 44242. TRI-C and KSU are institutions of higher education established pursuant to Section 3354 of the Ohio Revised Code.

BACKGROUND

The College and KSU desire to enter into a contract clarifying the status and treatment of students who choose to enroll at KSU while studying at the College. The goal of the program (the "Dual Admission Program") established by this Agreement is to recruit and enroll students ("Dual Admission Students") to the College and KSU, with the intent that students first complete the associate's degree at the College, while purposefully preparing for transfer to KSU to complete the bachelor's degree. While enrolled at the College, Dual Admission Students will have access to many services and programs at KSU that generally are not available until a student matriculates, and they may be eligible for transfer and other scholarships once they complete their associate's degree and enroll at KSU.

ACCORDINGLY, in consideration of the foregoing, of the other promises and mutual covenants contained in this Agreement, and of other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties agree as follows:

A. Admission Requirements and Processes

Students may apply and be admitted to the Dual Admission Program directly out of high school or as college transfer students. In either case, students would begin the Dual Admission Program by completing an associate degree at the College, while purposefully planning to transfer to KSU for bachelor degree completion. The Dual Admission Program requires that students be accepted by the College and, also, by KSU.

1. A joint Dual Admission Program application will be available from the Admission Offices of both the College and KSU. High School students who wish to participate in the Dual Admission Program should complete the Dual Admission Application and submit it to the Admission Offices of both the College and KSU. The College students who wish to participate in the Dual Admission Program should complete the Dual Admission Application and submit it to the Admission Office at KSU. KSU will notify the College of all students submitting the Dual Admission Application and accepted by KSU.

2. High school graduates with no college credit or less than 30 transferable college credits who meet the standard admission requirements for the College and KSU will be eligible for Dual Admission. If a high school graduate does not initially meet admission requirements to KSU, but does meet admission requirements of the College, the student may reapply for regular Dual Admission status after completing 12 credits of coursework at the College as established in section A.3.

3. To be considered for regular Dual Admission a student must complete a minimum of 12 transferable non-developmental College credits to include ENG 1010 College Composition I, and MATH 1521 College Algebra, with a minimum of a C grade in each and a cumulative GPA of 2.0. College students who have been accepted into the program will have catalog rights at KSU from the term their application for regular Dual Admission is accepted. Students who do not enroll at KSU within three years from acceptance to the Dual Admission program are required to update to the current catalog.

4. Students 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 Kent State University.

5. As a part of the process of applying to the Dual Admission Program, applicants will sign an agreement to release student record information between College and KSU. Student record information will be released in accordance with FERPA and other state and federal privacy laws. Each party will comply with the Family Educational Rights and Privacy Act, Gramm-Leach-Bliley Act of 1999 and all associated regulations, taking necessary steps to ensure that confidential personal information is not disclosed or distributed, including the maintenance of a security plan consistent with industry standards to protect the confidentiality and integrity of personal information, and to protect against unauthorized access to such information. Information will be shared, in compliance with all applicable laws and regulations, as needed to allow students to participate in the program. Six months prior to enrolling in classes at Kent

State University, students will need to complete a transfer application to update information for admission to Kent State University.

6. All College general education and other non-remedial courses in which the student receives a grade of "D" or better will transfer and will be applied toward fulfilling baccalaureate degree requirements at KSU, according to the rules and regulations of Kent State University and the Ohio Transfer Policy. Only courses earned at KSU will be used to calculate the cumulative GPA for KSU.

7. 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, ancestry, genetic information, military status, sexual orientation, gender identity and expression, veteran status or color.

8. Students accepted into the Dual Enrollment program will have catalog rights beginning with the first term of enrollment following their acceptance as a Dual Admission student and will be governed by each institution's policies. Students who do not enroll at KSU within three years from acceptance to the Dual Admission program are required to update to the current catalog.

B. Dual Admission Enrollment

1. To help ensure a seamless transfer, academic advisors and staff from KSU will work with the College counseling faculty to conduct regular appointments with Dual Admission students and candidates.

2. All Dual Admissions students will be advised so as to be able to, at a minimum, complete their associate's degree prior to transfer while simultaneously completing KSU degree requirements.

C. Program Administration

1. Dual Admission students will be coded and tracked in the Student Information Systems at both KSU and the College.

2. KSU and the College will each assign a representative to serve as a liaison and assure continued communication between the two institutions on matters related to this Agreement. KSU and the College representatives will formally review this Agreement on an annual basis.

3. KSU and the College will jointly hold a Dual Admission Program orientation prior to the beginning of each academic term. This orientation

program will be required for all new Dual Admission students prior to registering for their classes. The program will assist Dual Admission students in understanding general education and remediation requirements and will acquaint them with services available to them at both institutions. It will also enable them to meet with the College and KSU counselors.

4. Except as may be prohibited by law or KSU policy, KSU will send an annual report to the College on the progress of Dual Admission students after their transfer to KSU. Except as may be prohibited by law or the College policy, the College will send KSU an annual report on the progress of the College Dual Admission students.

5. Dual Admission students will not be assessed a transcript request fee for transcripts issued for the administration of the Dual Admission Program.

6. Marketing will be coordinated by the Office of University Communications & Marketing at KSU and the College Marketing & Communications Department the College.

D. Student Conduct

1. Dual Admission Students will be subject to the policies and procedures of the College, when participating in College programs or when present at College facilities. Dual Admission students will also be subject to the policies and procedures of KSU, when participating in KSU programs or when present at KSU facilities.

2. Except as may be prohibited by law or by an applicable policy of a party to this agreement, KSU and the College will each promptly notify the other of any financial, disciplinary, or academic actions that have been or are about to be taken against a Dual Admission student. The College or KSU may take any of these actions on its own and the other party is not required to take similar action against a Dual Admission student merely because such an action was taken by the other party. Except as set forth explicitly in this Agreement, neither party will have any authority to direct the actions of the other party relating to any Dual Admission student.

E. Financial Aid and Scholarships

1. Dual Admission students, having completed the Associate Degree, enrolling in KSU on a full-time basis with a cumulative grade point average of 3.00 will be considered to receive Community College Student Scholarship Awards in amounts to be determined solely by KSU.

2. Subject to applicable law and any applicable policies of each institution, Dual Admission students who wish to apply for financial will do so via the

College's Financial Aid Office for periods of part-time or full-time enrollment at the College, and will apply for financial aid via KSU's Financial Aid Office for periods of part-time or full-time enrollment at KSU. Changes in this clause may be made from time to time due to state and federal regulations of financial aid. Such changes may necessitate creation of consortium financial agreements and signing of such by individual Dual Admission students.

F. Term and Termination

1. This Agreement will run from the Effective Date until the end of the last day of the Spring 2016 academic term of the College or of KSU (whichever comes last), at which time this Agreement will automatically expire unless extended in a writing signed by both parties prior to termination.

2. Either party may terminate this Agreement in the event of a material breach by the other party, effective upon 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.

3. Upon expiration or termination of this Agreement for any reason, Dual Admission students previously accepted by or admitted to KSU shall continue to receive the benefits contemplated by this Agreement.

G. Miscellaneous

1. Severability. If any Section or provision of this Agreement be held illegal, unenforceable or in conflict with any law by a court of competent jurisdiction, such Section or provision of this Agreement shall be deemed severed from this Agreement and the validity of the remainder of this Agreement shall not be affected thereby.

2. Notices. All notices or other written communications relating to termination, expiration, or legal matters required or permitted under this Agreement shall be given in writing by courier or reputable overnight delivery services, or by certified mail, return receipt requested to either party at its address first set forth above with, in the case of the College, an additional copy addressed to "General Counsel."

For Kent State University:	**For Cuyahoga Community College District:**
Nancy Dellavecchia Director of Admissions 161 Michael Schwartz Center Kent, Ohio 44042	Karen Miller Vice President, Academic and Student Affairs 700 Carnegie Avenue Cleveland, Ohio 44115

3. Waivers and Amendments. The waiver by either party of any provision of This Agreement on any occasion and upon any particular circumstance shall not operate as a waiver of such provision of this Agreement on any other occasion or upon any other circumstance. This Agreement may be modified or amended only via a writing signed by both parties.

4. Survival. Sections F(3) and this Section G shall survive expiration or termination of this Agreement for any reason.

5. 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.

6. Counterparts. This Agreement may be executed in multiple counterparts, all of which shall be originals and which together shall constitute a single agreement.

7. No Third Party Beneficiaries. This Agreement does not and is not intended to confer any rights or remedies upon any party other than the College and KSU.

8. Facsimile Signatures. For the purpose of interpreting this Agreement, facsimile signatures shall be considered equivalent to original signatures.

9. Neutral Interpretation. This contract has been prepared for signature only after each party has had sufficient opportunities to negotiate changes. Each party has been represented by its own lawyer, has had sufficient opportunities to consult with that lawyer, and has done so. The parties agree that this contract should be understood and interpreted as a document fully negotiated and accepted by the parties, and should not be construed against the drafting party.

10. Indemnity. To the extent permitted by Ohio law, each party agrees to be liable for the acts and omission of its own officers, employees and agents engaged in the scope of their employment arising under this Agreement, and each party hereby agrees to be responsible for any and all liability, claims, costs, expenses or damages arising from any claim with respect that party's role in connection with this Agreement.

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

KENT STATE UNIVERSITY

Dr. Todd Diacon
Provost and Senior Vice President for Academic Affairs

CUYAHOGA COMMUNITY COLLEGE DISTRICT

Dr. Belinda Miles
Executive Vice President and Provost

10/18/12
Date of Agreement Signing

REVIEWED BY
OCT - 7 2012
Office of General Counsel

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **1-Oct-12** Curriculum Bulletin _____

Effective Date **Spring 2013** Approved by EPC _____

Department

College **select one**

Degree

Program Name Program Banner Code

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

Proposal **Revise articulation/consortial agreement**

Description of proposal:
Columbus State Community College Institutional Articulation Agreement

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

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

REQUIRED ENDORSEMENTS

_____ ___/___/___
Department Chair / School Director

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

Wanda Thomas 11/4/12
College Dean (or designee)

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

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

Was on EPC - 29-Aug-11 ef. sp. 11

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 30,000 students. In addition to the Columbus Campus and the Delaware Campus, Columbus State operates nine regional learning centers in the suburban neighborhoods of Dublin, Gahanna, Westerville, Groveport, Marysville, 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 and 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 completing an AA or AS at Columbus State Community College will be considered to have met all lower division general education requirements at Kent State University.

4. Recognizing the system of preparation afforded by the completion of an Associate of Applied Science (AAS) degree, Kent State University 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.

   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.

5. 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.

6. Students who have not completed their AA/AS/AAS 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.

7. Under this agreement, students of Columbus State Community College will be encouraged to complete their AA/AS/AAS 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/AAS degree, Columbus State Community College shall provide the opportunity for students to subsequently complete the AA/AS/AAS 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/AAS 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 toward baccalaureate degree requirements at Kent State University.

Columbus State transfer students who meet Kent State University's residency policy and the Kent State AA/AS/AAS requirements may also be given the option of obtaining the associate degree from Kent State University.

8. Students who have successfully completed an AA/AS/AAS 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.

9. 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.

10. 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.

11. 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.

12. 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.

13. 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.

14. 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/AAS 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.

15. 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.

16. 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, Student Financial Aid
    Kent State University, Michael Schwartz, 103
    800 E. Summit, Kent, OH 44242,
    mevans@kent.edu , 330-672-3846

17. 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: Karen Muir, Associate VP of Academic Affairs
    Columbus State Community College
    550 East Spring Street, Columbus, OH 43215
    kmuir@cscc.edu or 614.287.3820

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

    Contact: Todd Diacon, Sr. VP for Academic Affairs and Provost
    Kent State University
    P.O. Box 5190, Kent, OH 44242
    tdiacon@kent.edu or 330-672-2220

18. 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.

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.

19. 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 and potential 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.

20. 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.

21. This Institutional Articulation Agreement has an initial term through June 30, 2015. Thereafter, this Agreement will be renewed every two years, in accordance with the State of Ohio's biennial budget process, 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.

22. 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: January 1, 2013

Kent State University

Todd Diacon, Ph.D.
Sr. VP Academic Affairs and Provost

10/31/12
Date

REVIEWED BY

OCT 29 2012

Office of General Counsel

Columbus State Community College

David Harrison
President

Date

Jack Cooley
Senior VP of Academic Affairs

Date

Karen Muir
Associate VP of Academic Affairs

Date

KENT STATE
UNIVERSITY

November 6, 2012

Karen Muir
Associate VP of Academic Affairs
Columbus State Community College
550 East Spring Street
Columbus, OH 43215

Re: Enclosed Institutional Articulation Agreement

Dear Karen:

As you know, we have been working on an Institutional Articulation Agreement with your staff. Although the process seems to take considerable time, I am pleased we are making progress.

I ask that you please sign the enclosed Articulation Agreement as well as obtain all signatures required, and then return one signed copy of the agreement to the attention of my assistant, Patty Schiffhauer-Perlberg.

Kent State University will be tracking the students who take advantage of these agreements and we will report back to you annually the numbers.

Please do not hesitate to contact me should you want to discuss these agreements.

Best,

Wanda Thomas

Dr. Wanda E. Thomas
Regional College Dean and
Associate Provost for KSU Systems Integration
Kent State University
P.O. Box 5190
Kent, OH 44242-0001
330-672-2279
Wthomas4@kent.edu

KENT STATE UNIVERSITY
OFFICE OF THE PROVOST

TO: Educational Policies Council

FROM: Therese E. Tillett, Director of Curriculum Services

SUBJECT: EPC Meeting Schedule Academic Year 2013–2014

DATE: 20 May 2013

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

Monday, 19 August 2013
Undergraduate Council: KSC 306ABC
Graduate Council: KSC 310C
- Final meeting for spring 2014 course proposals
- Deadline for materials to Curriculum Services: 29 July 2013

Monday, 16 September 2013
Undergraduate Council: KSC 310AB
Graduate Council: KSC 310C
- Deadline for materials to Curriculum Services: 26 August 2013

Monday, 14 October 2013
Undergraduate Council: KSC 306ABC
Graduate Council: KSC 310C
- Deadline for materials to Curriculum Services: 23 September 2013

Monday, 18 November 2013
Councils meet together in KSC 310AB
- Deadline for materials to Curriculum Services: 28 October 2013

Monday, 27 January 2014
Undergraduate Council: KSC 310AB
Graduate Council: KSC 310C
- Final meeting for fall 2014 course and program proposals
- Deadline for materials to Curriculum Services: 6 January 2014

Monday, 17 February 2014
Undergraduate Council: KSC 310AB
Graduate Council: KSC 310C
- AY 2014-2015 special course fee proposals due to Provost's Office (John Carlson)
- Deadline for materials to Curriculum Services: 27 January 2014

Monday, 17 March 2014
Undergraduate Council: KSC 310AB
Graduate Council: KSC 310C
- Deadline for materials to Curriculum Services: 24 February 2014

Monday, 21 April 2014
Undergraduate Council: KSC 310AB
Graduate Council: KSC 310C
- Deadline for materials to Curriculum Services: 24 March 2014

Monday, 19 May 2014
Councils meet together in Governance Chambers
- Final meeting for fall 2014 policy proposals and other catalog changes
- Deadline for materials to Curriculum Services: 28 April 2014

From: STEPHENS, MARY ANN
Sent: Wednesday, April 17, 2013 2:02 PM
To: HANSON, LUETT
Cc: TILLETT, THERESE
Subject: RE: Comments on admission policy

Hi LuEtt

I just spoke with Therese (cc'ed) about the rewording you suggested. Because the new text better reflects what GSAAC intended and better describes the practice in which we engage (rather than an altered policy), Therese will place the proposed rewording as an information item on the May EPC agenda. I like the suggested change, by the way. Thanks. maps

Mary Ann Stephens, Ph.D.
Professor and Dean of Graduate Studies
Kent State University
124 Cartwright Hall
Kent, OH 44242-0001
Office: 330-672-4712
Toll free: 855-277-6952
Fax: 330-672-6262

From: HANSON, LUETT
Sent: Wednesday, April 17, 2013 12:08 PM
To: STEPHENS, MARY ANN
Cc: GABELLA, JULIE
Subject: Comments on admission policy

Mary Ann:
I reviewed the recently approved Graduate Admission Policy with the CCI graduate coordinators earlier this week, and one of my schools had a request for language clarification in the section on "Minimum Qualifications." Point 2 in that section refers to an "undergraduate grade point average." Could that phrase be amended to be, more specifically, "total undergraduate grade point average"?

Here's the background: The School of Library and Information Science requires the GRE only of those applicants whose total undergraduate grade point average, as stated on the Graduate Studies evaluation form, is below 3.000. Many of the students who are required by this policy to submit GRE scores have attended more than one institution. Their GPA's at their degree-granting institutions may be 3.000 or better, but figuring in the grades from their other institutions puts their total undergraduate GPA lower than that. These students often want to dispute the need for taking the GRE because they interpret the phrase "undergraduate grade point average" to be the GPA displayed on their final transcript from their degree-granting institution. SLIS believes a more specific definition of this requirement might save them many arguments.

Thanks for your consideration of this request,

LuEtt

LuEtt Hanson, Ph.D.
Associate Dean

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **8-Mar-13** Curriculum Bulletin _____

Effective Date **Spring 2014** Approved by EPC _____

Department	**Dance**
College	**CA - The Arts**
Degree	**BFA - Bachelor of Fine Arts**
Program Name	Dance Program Banner Code DANC
Concentration(s)	**Dance Education** Concentration(s) Banner Code(s) **DEDU**
Proposal	**Temporarily suspend admissions**

Description of proposal:

The School of Theatre and Dance proposes to suspend admissions to the Bachelor of Fine Arts Dance Education concentration. Since its inception in the mid 1990's, the concentration has been consciously limited in enrollment due to the lack of student teaching opportunties in the surrounding school districts which have not significantly increased over the years despite tremendous efforts on the part of KSU dance faculty members.

The demands on faculty time to support the program are significant and reduces efficiency and productivity and the number of students affected is small.

Finally, state licensure requirements and accreditation demands have resulted in a program of 130 credit hours which is significantly higher than Kent State wishes its programs to be. it makes sense to suspend admissions at this time and take time to consider all options.

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

Current total credit hours: **130** Proposed total credit hours **130**

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

Curricularly, this change is not significant since a large number of the dance courses are also required of Dance Performance majors and minors and in the proposed BA in Dance Studies. Education courses are provided by the College of EHHS but with such a small population of students (4-6), the loss would not significantly impact their programs. The two dance education courses provided by dance (DAN 27057 Dance for Children and DAN 37058 Methods and Materials of Teaching Dance) will be maintained as part of the BA in Dance Studies and the Internship in Dance and Student Teaching in Dance courses will continue to be supervised by dance faculty members as needed.

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

College and Graduate School of Education, Health and Human Services

REQUIRED ENDORSEMENTS

Cynthia Bihl — 4/8/13

Department Chair / School Director

_____ — ___/___/___

Campus Dean (for Regional Campuses proposals)

Ralph Lorenz — 4/10/13

College Dean (or designee)

_____ ____/____/____

Dean of Graduate Studies (for graduate proposals)

_____ ____/____/____

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: Cynthia Stillings, Director

Date: April 9, 2013

Re: Memo of transmittal: Suspension of Admission for the Bachelor of Fine Arts in Dance Education

Attached you will find a copy of the following items:

- The required CCP for the degree changes
- The proposal summary for the action

PROPOSAL SUMMARY
TO SUSPEND ADMISSIONS TO THE BFA IN DANCE EDUCATION
IMPLEMENTATION: SPRING 2014

1. SUBJECT SPECIFICATION:
The School of Theatre and Dance proposes to suspend admissions to the Bachelor of Fine Arts Dance Education concentration.

Major Code: DAN
Concentration: DEDU

2. SPECIFIC RECOMMENDATION AND JUSTIFICATION
Suspension of admission into the Dance Education major program is requested in order to reallocate faculty resources and to redirect the focus of the Dance Division.

Re-envisioning of School goals
In fall of 2012, a school retreat gave the faculty in Theatre and Dance the opportunity to asses programs, to share ideas about the focus and direction of the school and its programs and to plan for the future. During this process, both short and longer term goals were forged and the dance faculty decided that, given limited resources, increasing state regulatory and accountability demands, and external forces outside of their control (elimination of arts programs in the schools; hiring practices that do not include licensed dance educators and the increased cost of obtaining a 130 hour degree, to name just a few) that the time had come to consider suspending admission to the dance education degree with an eye toward reconfiguration or elimination of that option in the future.

Dance Studio Ownership
We have also seen an increasing population of students who express a desire to own and operate a dance studio and the current dance education degree is not aligned with those goals.

121 Credit Hour Degree Option
A plan was made and is in process to establish a 121 hour BA degree in Dance Studies that would allow students wide latitude in conceiving and creating a dance major that would allow for incorporating additional interests and this would particularly facilitate preparing those students interested in dance studio teaching.

Future Planning
While the faculty remains open to reserving the BFA in Dance Education at this time with an eye toward possibly revising it in the future, suspension of admissions would give the division time to devote time and energy to the promotion and execution of the new degree program and perhaps to consider a new format for the Dance Education degree.

3. PURPOSE AND BACKGROUND INFORMATION

The KSU catalog states that the "Dance Education major focuses on developing dancers who have a clear understanding of both dance as an art form and dance as creative arts education. The degree has a multi-age focus and is designed for students interested in receiving an Ohio certificate for teaching dance in the public schools. The dance education concentration prepares students for teacher licensure in grades pre-K–12."

At the time it was created, arts education was on the increase across the country. Dance educators created national standards and goals for dance education as part of the Goals 2000 educational effort. It was thought that Kent State University would be at the forefront in providing dance educators who were technically proficient dancers with a thorough grounding in creative work who could integrate movement into regular classroom situations.

However, educational trends shifted and the subsequent establishment of "No Child Left Behind" turned the focus in education to mandatory testing, which strained schools' financial resources. The decline of arts programs was further accelerated by the recent global economic crisis.

In a country, state or university that understands and supports the role of the arts in human civilization, a small program might continue to be encouraged and supported; however, in the current corporate environment in which we find ourselves, program goals need to be adjusted in order to move forward in other ways.

4. CONFORMITY WITH MISSION

The mission of the dance department and the dance education program in particular has always been to create intelligent, versatile and skilled dance artists and educators.

This mission will continue—including preparing artists for studio teaching--but without a licensure option.

5. RATIONALE FOR ACTION

Since its inception in the mid 1990's, the concentration has been consciously limited in enrollment due to the lack of student teaching opportunties in the surrounding school districts. It was at first believed that more opportunities would be forthcoming, but over the years these simply did not materialize.

Student teachers and their supervisors have traveled as far as an hour and a half one way in order to fulfill teaching requirements. With cuts to education, the arts programs (if offered) are the first to be eliminated so student teaching placement sites have not significantly increased over the years despite tremendous efforts on the part of KSU dance faculty members.

Moreover, both private and public schools who wish to include dance in their offerings are turning to external programs, such as "Reach Out and Dance" and Young Audiences of Cleveland to hire dancers—and not necessarily licensed dance educators—to provide movement experiences. When funds are available, school districts have not sought out licensed dance educators, but have hired personnel with any type of dance degree or professional experience to provide instruction.

Nationally and even in Ohio, while there are still some jobs for licensed dance educators, in the current economic and educational environment, the career prospects for these degree recipients is not bright.

The amount of time to recruit, advise and administer the program; additional meetings with College of Education, Health and Human Services to maintain current knowledge in licensure requirements and practice, and to provide data for additional accreditation reviews is significant and works against the overloaded dance faculty in terms of efficiency and productivity. At present there are only 6 Dance Education majors: two are scheduled to student teach in the fall and at least two have indicated that, if the proposed BA in Dance Studies is approved for Fall, they would switch to that program instead of completing the dance education major.

While graduates of the program have been largely successful (although many are not teaching in the public schools as the degree intended, but in private studios and recreational facilities), the program has not enjoyed comparable success. With the switch of budget models, required dance education courses have not been able to be offered on a regular basis. While current students have been successfully mentored so

that they have the skills necessary for success in teaching, it is not the best situation for students or faculty.

6. EFFECTS ON CURRENT PROGRAMS
Curricularly, this change is not significant since a large number of the required dance courses are also required of Dance Performance majors and minors and the proposed BA. The education courses are provided by the College of EHHS but with such a small population of students, the loss would not significantly impact their programs.

The two dance education courses provided by dance (DAN 27057 Dance for Children and DAN 37058 Methods and Materials of Teaching Dance) will be maintained as part of the BA in Dance Studies and the Internship in Dance and Student Teaching in Dance courses will continue to be supervised by dance faculty members as needed.

7. ALTERNATIVES AND CONSEQUENCES
Continuing to admit Dance Education majors in very small numbers so that there is not a cohesive cohort is not a satisfying situation for anyone involved. Faculty productivity which is now divided by conflicting demands would be galvanized and more appropriately channeled toward the new goals determined by the School of Theatre and Dance.

8. SPECIFIC RECOMMENDATION AND JUSTIFICATION
Suspension of admissions into the Bachelor of Fine Arts in Dance Education is recommended.

TILLETT, THERESE

From: STILLINGS, CYNTHIA
Sent: Tuesday, April 16, 2013 2:58 PM
To: TILLETT, THERESE
Cc: LORENZ, RALPH; SANDOVAL, JENNIFER
Subject: Re: suspending Dance Education concentration

Therese,
I understand. I anticipate them eliminating the concentration within the next two years, probably next year. I doubt we'll have an onslaught of people wanting that degree. The BA in Dance is supposed to replace this program so I hope that goes through. I understand what you are saying about selecting a concentration. I will point that out to faculty and in doing so hope it will spear them toward inactivation of the Dance Education concentration.
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: <TILLETT>, THERESE <ttillet1@kent.edu>
Date: Tuesday, April 16, 2013 1:38 PM
To: Cynthia Stillings <cstillin@kent.edu>
Cc: "LORENZ, RALPH" <rlorenz@kent.edu>, "SANDOVAL, JENNIFER" <jsandova@kent.edu>
Subject: suspending Dance Education concentration

Hello, Cindy,

I received your proposal and am shutting down admissions for the Dance Education concentration in Banner for spring 2014.

I could find no timeline in your proposal. When do you anticipate lifting the admissions (either by eliminating or revising)? Suspensions can last a maximum of three years. Please note if you go the full three years, you can make an action anytime during those years; however, you must either eliminate or reopen admissions by the end of the suspension.

Also, right now, the Dance major requires students to select a concentration. Therefore, all students will have to select the Dance Performance concentration. No one can graduate with the Dance major and no concentration unless you revise it in the future.

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

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **21-Feb-13** Curriculum Bulletin _____

Effective Date **Fall 2013** Approved by EPC _____

Department	**JMC**		
College	**CI - Communication and Information**		
Degree	**BS - Bachelor of Science**		
Program Name	**Visual Journalism**	Program Banner Code	**CI-BS-VJNL**
Concentration(s)	**Information Design**	Concentration(s) Banner Code(s)	**BS-VJNL-INFD**
Proposal	**Temporarily suspend admissions**		

Description of proposal:

Temporarily suspend admissions to the Information Design Concentration (BS-VJNL-INFD) in the Visual Journalism Major (CI-BS-VJNL).

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**~~ VCD

REQUIRED ENDORSEMENTS

Department Chair / School Director	3/8/13
Campus Dean (for Regional Campuses proposals)	___/___/___
College Dean (or designee)	4/18/13
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: April 8, 2013

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

JMC – Temporarily suspend admission to the Information Design concentration in the Visual Journalism major

Please let me know if you have any questions.

Proposal Summary
Temporarily Suspend Admission to the Information Design Concentration (BS-VJNL-INFD) in the Visual Journalism Major (BS-VJNL)

a. Full explanation of why the temporary suspension of admission to the program is being proposed:

Temporarily suspend admission to the Information Design Concentration (BS-VJNL-INFD) in the Visual Journalism Major (BS-VJNL). The Information Design Concentration will be inactivated in fall 2014.

The enrollment in the Information Design Concentration (BS-VJNL-INFD) has not grown significantly and the single faculty member who teaches in that Concentration is leaving the University in the spring of 2013 and will not be replaced. Further, Information Design is better taught in the School of Visual Communication Design.

b. List of courses that will not be taught if admission 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:

The only course that will not be taught, after grandfathering out students currently in the Information Design Concentration, is JMC 46001, Information Graphics. There will be no effect on other units.

c. Effect on current students enrolled in the program, faculty, staff and active courses:

Current students in the program will be provided with all the courses they need to graduate. Adjunct faculty will teach two of these courses.

d. Fiscal impact of suspension, including library, facility and equipment:

There will be no adverse fiscal impact and no impact on the library, facility or equipment.

e. Term and year when it is anticipated that it will end:

The suspension will end in Fall 2014 when the concentration is inactivated.

HANSON, LUETT

From: BLASE, GREGORY
Sent: Monday, March 25, 2013 10:08 AM
To: HANSON, LUETT
Subject: FW: memo of support

From: <LEBLANC>, ANNMARIE <aleblanc@kent.edu>
Date: Monday, March 25, 2013 10:02 AM
To: Greg Blase <gblase@kent.edu>
Subject: memo of support

Dear Professor Blase:

Please find this memo in support of the School of Journalism and Mass Communication's suspension of admission to the Information Design Concentration in the Visual Journalism major. Members of the School of Visual Communication Design Undergraduate Curriculum Committee and Faculty Advisory Committee have indicated their unanimous support for this action.

If I may be of further assistance, please do not hesitate to contact me at 330.672-3417.

Sincerely,
AnnMarie LeBlanc

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:
Offering Existing Program at Regional Campus

Date of submission: 20 May 2013

Name of institution: Kent State University

Name of campus: East Liverpool Campus

Program to be delivered at the site:
Bachelor of Science in Nursing degree (BSN for Registered Nurses concentration)

Proposed start date: Fall 2013

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

Date that the request received final approval from the appropriate institutional committee:
Approved by the College of Nursing Curriculum Committee June 2010.
Per standard procedures, was included as an information item on the 20 May 2013, agenda of the Educational Policies Council, a subcommittee of the Faculty Senate.

Program is for educator preparation and leads to licensure or endorsement: No

Briefly describe the rationale for offering the program at this site. In your response, indicate whether the program to be offered at the site will be time limited or ongoing.

This proposal expands to Kent State's East Liverpool Campus the BSN for Registered Nurses (RN/BSN) concentration within the Bachelor of Science in Nursing (BSN) degree for students who have completed a diploma or associate degree in nursing and who meet specified admission. The RN/BSN concentration is approved to be offered fully online and at all Kent State's campuses except, currently, East Liverpool.

The East Liverpool Campus has offered the Associate of Applied Science degree in Nursing since 1974. The opportunity to offer the BSN degree for registered nurses is consistent with professional goals as many hospitals now require the BSN degree for their professional nursing staff members.

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

Academic and Administrative Leadership and Services

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

There are no anticipated changes needed in academic or administrative leadership to accommodate this degree concentration. The option will incorporate nine courses (already developed for other Kent State campuses) that will be taught along with the associate degree coursework already offered on the East Liverpool Campus.

The nursing program director at East Liverpool will provide day-to-day management of the RN/BSN concentration, and the dean of the College of Nursing at Kent State will oversee all curricular and academic aspects of the program.

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

Existing administrative services will need to be expanded slightly to accommodate teaching of the RN/BSN concentration on the East Liverpool Campus; an advising position will be added to ensure that students' progression in the RN/BSN concentration is appropriate. Because the RN/BSN concentration is being implemented simultaneously across all Kent State campuses, the amount of advising time needed on the East Liverpool Campus, specifically, is yet to be determined.

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

As noted above, as student enrollments increase across campuses, an increase in advising staff will be required.

Resources and Facilities

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

There are no additional resources required to implement this degree program. As East Liverpool is an established regional campus of Kent State University, there is a full range of administrative and support services available, including admissions, financial aid, advising, registrar, tutoring, learning center, disability services and library.

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

There are no additional library resources required to implement this degree. The on-site East Liverpool Campus library currently houses1,706 volumes/reference materials, subscribes to over 100 online nursing journals, offers research databases such as CINAHL Plus Full Text, MedLINE, and Health Source/Nursing Academic Edition, and provides access to computers, information literacy instruction, interlibrary loan, OhioLINK and KentLINK.

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

Not applicable.

SECTION 2: PROGRAM INFORMATION

2.1 Using the chart below, please list the degree program/general education program that is being added for delivery at the site.

title of degree/major or program component	full program available on-site	partial program available on-site	comments for chancellor's staff
Bachelor of Science in Nursing degree (BSN for Registered Nurses concentration)	✓		Concentration is designed specifically for students who are registered nurses holding an associate degree or diploma and, therefore, can obtain a bachelor's degree in less than four years.

2.2 Indicate whether accelerated, online or hybrid/blended delivery options are available for the program(s) at the proposed site and indicate whether this is different from the delivery option used for the approved program at other locations:

The RN/BSN concentration is approved to be offered fully online as well as on-ground. However, students on the East Liverpool Campus will be taking most of the coursework on-ground. Students who have completed the majority of their Kent Core and foundation courses may be able to complete their nursing courses in an accelerated manner.

SECTION 3: FACULTY

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

Please note that the courses listed on the next page in the matrix are the major courses in the degree program. All other courses to satisfy graduate requirements comprise general education requirements (Kent Core), fist-year orientation (US 10097 Destination Kent State: First Year Experience) and general electives, which are offered on all Kent State University campuses.

The RN/BSN concentration in the Bachelor of Science in Nursing degree is considered a completer degree for registered nurses with a diploma or associate degree in nursing. Although there are basic core courses that nursing programs require, there is a variation among the programs. Upon admission, students receive an individualized education plan to complete the program. See the 2012 University Catalog for the program requirements: www.kent.edu/catalog/2012/nu/ug/nurs.

A copy of each full-time faculty member's CV is included as Appendix A.

Name of instructor	Rank or title	Terminal Degree	Years teaching/ experience	Courses individual will teach in proposed program
Kathleen Banks	Assistant Professor	MSN	23+	NURS 42000 Leadership and Management for Professional Nursing Practice NURS 46000 Health Care Policy
Angela Douglass	Associate Lecturer	MSN	10	NURS 45000 Health Maintenance and Restoration for Professional Nursing Practice NURS 47000 Capstone Clinical for Professional Nursing Practice
Deborah Hager	Assistant Professor	MSN	9	NURS 41000 Concepts and Issues for Professional Nursing Practice NURS 43000 Health Promotion for Professional Nursing Practice
Joyce Heise	Associate Professor	EdD	25+	NURS 40075 Information and Patient Care Technology for Professional Nursing Practice NURS 44000 Population-Based Nursing for Professional Nursing Practice
Janet Peterson	Clinical Coordinator	MSN	7+	NURS 41000 Concepts and Issues for Professional Nursing Practice NURS 43000 Health Promotion for Professional Nursing Practice
Margaret Rateau	Associate Professor	PhD	18+	NURS 40075 Information and Patient Care Technology for Professional Nursing Practice NURS 40085 Inquiry and Research for Professional Nursing Practice
Diana Stewart	Assistant Professor	MSN	8	NURS 43000 Health Promotion for Professional Nursing Practice NURS 47000 Capstone Clinical for Professional Nursing Practice
TK	TK	TK	TK	NURS, PSYC or SOC electives (upper division)
TK	TK	TK	TK	NURS or Health Care elective (upper division
Courses offered regularly for all degree programs on the East Liverpool Campus, with some required in such degree programs as Nursing ADN, Occupational Therapy Assistant Technology, Physical Therapist Assistant Technology				BSCI 11010 Anatomy and Physiology I for Allied Health *and* BSCI 11020 Anatomy and Physiology II for Allied Health (either/or with BSCI 20020) BSCI 20020 Biological Structure and Function (either/or with BSCI 11010 and 11020) BSCI 20021 Basic Microbiology (either/or with BSCI 30030) BSCI 30030 Human Physiology (either/or with BSCI 20021) BSCI 30050 Human Genetics (either/or with BSCI 30156) BSCI 30156 Elements of Genetics (either/or with BSCI 30050) CHEM 10050 Fundamentals of Chemistry NUTR 33512 Nutrition PSYC 11762 General Psychology PSYC 21621 Quantitative Methods in Psychology I

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

The East Liverpool Campus is conducting a search to add a full-time, non-tenure track faculty member in nursing. This search was initiated based on current staffing in the associate degree in nursing. The campus intends to manage hires appropriately so as to maximize individual faculty members' clinical and didactic expertise.

SECTION 4: MARKET / WORKFORCE NEED

4.1 Indicate whether the institution performed a needs assessment/market analysis to determine a need for the program at the proposed site. If so, briefly describe the results of those findings.

A needs assessment was conducted via electronic survey in late 2011 and 2012. Respondents cited a need to obtain the BSN degree because they were working in agencies and institutions with 'Magnet' designations. Magnet facilities require their professional nursing staff to either hold or obtain a BSN degree within five years of employment.

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

	2013-2014	2014-2015	2015-2016
First-year students	15	20	25
Second-year students		15	20
Third-year students			n/a*

* As this is a degree-completion program, students are likely to graduate in two years.

4.3. Indicate whether the institution consulted with advisory groups, business and industry, or other experts when considering moving the program to the proposed site. If so, briefly describe the involvement of these groups in the development of the program.

The decision to offer the RN/BSN concentration within the BSN degree program at the East Liverpool Campus, as at all other Kent State campuses, is based on recent changes in professional practice requirements. This option will assist associate degree- and diploma-prepared nurses to practice within the full scope of the discipline and thereby enhance the quality of patient care.

Commitment to Program Delivery at Site

Kent State University is committed to supporting the BSN degree (RN/BSN concentration) at its East Liverpool Campus. If the university decides in the future to either eliminate the degree program or close the campus, Kent State will provide the necessary resources and means for matriculated students to complete their degree.

Kent State University verifies that the information in the application is truthful and accurate.

Todd A. Diacon
Provost and Senior Vice President for Academic Affairs

KENT STATE UNIVERSITY
BOARD OF TRUSTEES
May 14, 2013

Resolution

ESTABLISHMENT OF THE ADVANCED NURSING PRACTICE MAJOR AND REVISION IN NAME OF THE NURSING MAJOR TO ADVANCED PRACTICE NURSING WITHIN THE DOCTOR OF NURSING PRACTICE DEGREE

WHEREAS, the Kent State University Board of Trustees approved the establishment of the Doctor of Nursing Practice degree in 2010 to be offered initially only to post-Master of Science in Nursing graduates; and

WHEREAS, the College of Nursing seeks approval of the establishment of the Advanced Nursing Practice major within the Doctor of Nursing Practice degree; and

WHEREAS, the Advanced Nursing Practice major will allow students who have completed the Bachelor of Science in Nursing degree to enroll in the Doctor of Nursing Practice degree program; and

WHEREAS, the proposed major will include eight concentrations in Pediatric Nurse Practitioner, Pediatric Clinical Nurse Specialist, Women's Health Nurse Practitioner, Adult Gerontology Clinical Nurse Specialist, Adult Gerontology Acute Care Nurse Practitioner, Psychiatric Mental Health Family Nurse Practitioner, Advanced Practice Registered Nurse: Nurse Practitioner Family, and Advanced Practice Registered Nurse: Nurse Practitioner Adult Gerontology Primary Care; and

WHEREAS, the College of Nursing also seeks approval to revise the name of the existing post-master's Nursing major within the Doctor of Nursing Practice degree to Advanced Practice Nursing; and

WHEREAS, designation of the Advanced Nursing Practice and Advanced Practice Nursing majors will clearly reflect the difference between the curriculum and students in the two majors; and

WHEREAS, the proposed major and name revision have been reviewed and approved by the appropriate college faculty and curriculum committee, the Educational Policies Council, and the Faculty Senate, and also carry the endorsement of the Provost and the President; now therefore,

BE IT RESOLVED, that the Kent State University Board of Trustees hereby approves the establishment of the Advanced Nursing Practice major and revision in name of the Nursing major to Advanced Practice Nursing, within the Doctor of Nursing Practice degree, effective Fall 2013.

KENT STATE UNIVERSITY
BOARD OF TRUSTEES
May 14, 2013

Background

ESTABLISHMENT OF THE ADVANCED NURSING PRACTICE MAJOR AND REVISION IN NAME OF THE NURSING MAJOR TO ADVANCED PRACTICE NURSING WITHIN THE DOCTOR OF NURSING PRACTICE DEGREE

General Information

The College of Nursing proposes the establishment of the Advanced Nursing Practice major and revision in name of the Nursing major to Advanced Practice Nursing within the Doctor of Nursing Practice degree. This request will create two distinct tracks to differentiate students who complete the Doctor of Nursing Practice degree immediately following completion of the Bachelor of Science in Nursing from students who complete the degree following award of the Master of Science in Nursing.

In 2004, the American Association of Colleges in Nursing, the accrediting body for the College of Nursing, recommended moving the level of preparation necessary for advanced nursing practice from the master's degree to the doctoral-level by the year 2015. The Kent State University Board of Trustees approved the establishment of the Doctor of Nursing Practice degree in May 2010 to be offered initially only to post-Master of Science in Nursing clinical nurse specialists and nurse practitioners. The proposed addition of the Advanced Nursing Practice major within the Doctor of Nursing Practice degree will prepare students who have completed their Bachelor of Science in Nursing degrees to become advanced practice nurses. Upon completion of the degree, graduates will be able to sit for the certification exam.

If approved, the major comprises concentrations in Pediatric Nurse Practitioner, Pediatric Clinical Nurse Specialist, Women's Health Nurse Practitioner, Adult Gerontology Clinical Nurse Specialist, Adult Gerontology Acute Care Nurse Practitioner, Psychiatric Mental Health Family Nurse Practitioner, Advanced Practice Registered Nurse: Nurse Practitioner Family, and Advanced Practice Registered Nurse: Nurse Practitioner Adult Gerontology Primary Care. Program requirements vary by concentration; however, concentrations typically require between 71-86 total credit hours. Students must complete and successfully defend an evidence-based project to a committee composed of an academic advisor and a preceptor member of the healthcare community, which may result in a manuscript suitable for publication.

The College of Nursing also proposes the name revision of the existing major within the Doctor of Nursing Practice degree, from Nursing to Advanced Practice Nursing. The revised name is a more accurate and descriptive reflection of the professional level of the students in this post-master's track and further differentiates the degree for post-baccalaureate students (Advanced Nursing Practice major) and post-master's students (Advanced Practice Nursing major.)

Designation of "advanced" in both major names allows certifying bodies to recognize both tracks as advanced degrees.

The proposed establishment of the post-baccalaureate Advanced Nursing Practice major within the Doctor of Nursing Practice degree (program requirements attached) has been reviewed and approved by the appropriate college faculty curriculum committee, the Educational Policies Council, and the Faculty Senate, and carries the endorsement of the Provost and the President. The proposed revision in name of the existing post-master's Nursing major to Advanced Practice Nursing has been reviewed and approved by the appropriate college faculty curriculum committee and the Educational Policies Council, and carries the endorsement of the Provost and the President. Final approval is contingent upon approval of the Faculty Senate at its meeting on May 13, 2013.

Alternatives and Consequences

The alternative to establishing the post-baccalaureate Advanced Nursing Practice major within the Doctor of Nursing Practice degree is supporting the status quo and not following the recommendations of the American Association of Colleges in Nursing for advanced nursing practice. The alternative to revision in name of the Nursing major to Advanced Practice Nursing is supporting the status quo and not recognizing the position of advanced practice nurse clinical scholars who are returning for their doctorate.

Specific Recommendation

It is recommended that the Kent State University Board of Trustees approve the establishment of the Advanced Nursing Practice major and revision in name of the Nursing major to Advanced Practice Nursing, within the Doctor of Nursing Practice degree, effective Fall 2013.

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Advanced Practice Nursing - D.N.P. Program Requirements

The Doctor of Nursing Practice (D.N.P.) degree in Advanced Practice Nursing entry includes 37 didactic credit hours, 540 clinical hours and a scholarly project. Students must have graduated from a CCNE-or NLNAC-accredited Advanced Practice M.S.N. degree program and must obtain a current Ohio R.N. license and current national APRN certification.

DOCTOR OF NURSING PRACTICE PROGRAM REQUIREMENTS (37 credits)			
Course		Title	Credits
BSCI	80145	Medical Genomics	3
EPI	73026	Design and Implementation of Health Surveys	3
IAKM	80401	Health Informatics Management	3
NURS	70600	Clinical Scholar I	3
	70602	Synthesis and Application of Evidence for Advanced Nursing Practice	3
	70605	Program Evaluation in Nursing	3
	70610	Clinical Scholar II	4
	70640	Advanced Leadership in Healthcare	3
	70692	Clinical Scholar Practicum	3
	70727	Advanced Health Care Statistics I	3
	76199	Doctor of Nursing Practice Scholarly Project	6
ADVANCED PRACTICE ROLE-SPECIFIC COURSEWORK (34 credits)			
Advanced Practice Nursing students will have 34 credit hours of nursing and advanced practice role-specific coursework, which include 500 clinical hours, applied toward the degree.			34
		MINIMUM TOTAL	71

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Advanced Nursing Practice - D.N.P. Program Requirements

- Adult Gerontology Acute Care Nurse Practitioner
- Adult Gerontology Clinical Nurse Specialist
- Advanced Practice Registered Nurse: Nurse Practitioner Adult Gerontology Primary Care
- Advanced Practice Registered Nurse: Nurse Practitioner Family
- Pediatric Clinical Nurse Specialist
- Pediatric Nurse Practitioner
- Psychiatric Mental Health Family Nurse Practitioner
- Women's Health Nurse Practitioner

PROGRAM REQUIREMENTS (56 credits)			
Course		**Title**	**Credits**
BSCI	80145	Medical Genomics	3
EPI	73026	Design and Implementation of Health Surveys	3
IAKM	80401	Health Informatics Management	3
NURS	70600	Clinical Scholar I	3
	70602	Synthesis and Application of Evidence for Advanced Nursing Practice	3
	70605	Program Evaluation in Nursing	3
	70610	Clinical Scholar II	4
	70640	Advanced Leadership in Healthcare	3
	70692	Clinical Scholar Practicum	3
	70727	Advanced Health Care Statistics I	3
	76199	Doctor of Nursing Practice Scholarly Project	6
	80007	Advanced Health Assessment Across the Lifespan	2
	80045	Pathophysiology for Advanced Practice Nurses	3
	80101	Theoretical Basis for Nursing Practice	3
	80401	Nursing Research Method I	2
	80402	Nursing Research Methods II	2
	80441	Pharmacology for Advanced Practice Nursing	3
	80450	Ethical and Cultural Issues for Health Professionals	2
	80451	Health Policy and Delivery Systems For Health Care Professionals	2
CONCENTRATION REQUIREMENTS (37 credits)			
Adult Gerontology Acute Care Nurse Practitioner (20)			
Adult Gerontology Clinical Nurse Specialist (15)			
Advanced Practice Registered Nurse: Nurse Practitioner Adult Gerontology Primary Care (19)			
Advanced Practice Registered Nurse: Nurse Practitioner Family (27)			
Pediatric Clinical Nurse Specialist (20)			
Pediatric Nurse Practitioner (21)			
Psychiatric Mental Health Family Nurse Practitioner (30)			
Women's Health Nurse Practitioner (18)			
		MINIMUM TOTAL	**71-86**

Adult Gerontology Acute Care Nurse Practitioner concentration

CONCENTRATION REQUIREMENTS (20 credits)			
Course		**Title**	**Credits**
NURS	80011	Advanced Assessment Across the Lifespan Laboratory for Advanced Practice Registered Nurses	1

	80120	Primary Care I: Adults Across the Lifespan	3
	80130	Adult Gerontology Acute Care Nurse Practitioner Role	1
	80230	Adult Gerontology Acute Care Nurse Practitioner I	4
	80330	Adult Gerontology Acute Care Nurse Practitioner II	2
	80506	Clinical Diagnostics for Advanced Nursing Practice	3
	81292	Primary Care I Practicum: Adults Across the Lifespan	1
	81392	Adult Gerontology Acute Care Nurse Practitioner Role Practicum	1
	82392	Adult Gerontology Acute Care Nurse Practitioner I Practicum	2
	83392	Adult Gerontology Acute Care Nurse Practitioner II Practicum	2
		MINIMUM TOTAL	**20**

Adult Gerontology Clinical Nurse Specialist concentration

CONCENTRATION REQUIREMENTS (15 credits)			
Course		**Title**	**Credits**
NURS	80008	Advanced Health Assessment Across the Lifespan Laboratory	1
	80110	Adult Gerontology Clinical Nurse Specialist I	3
	80210	Adult Gerontology Clinical Nurse Specialist II/td>	3
	80310	Adult Gerontology Clinical Nurse Specialist III	3
	81192	Adult Gerontology Clinical Nurse Specialist I Practicum	2
	82192	Adult Gerontology Clinical Nurse Specialist II Practicum	2
	83192	Adult Gerontology Clinical Nurse Specialist III Practicum	1
		MINIMUM TOTAL	**15**

Advanced Practice Registered Nurse: Nurse Practitioner Adult Gerontology Primary Care concentration

CONCENTRATION PROGRAM REQUIREMENTS (19 credits)			
Course		**Title**	**Credits**
NURS	80011	Advanced Assessment Across the Lifespan Laboratory for Advanced Practice Registered Nurses	1
	80120	Primary Care I: Adults Across the Lifespan	3
	80125	Advanced Practice Registered Nurse Role	1
	80205	Introduction to Applied Epidemiology	1
	80220	Primary Care II: Chronically Ill Adults Across The Lifespan	3
	80320	Comprehensive Primary Care III: Adults Across the Lifespan	3
	80506	Clinical Diagnostics for Advanced Nursing Practice	3
	81292	Primary Care I Practicum: Adults Across the Lifespan	1
	81892	Advanced Practice Registered Nurse Role Practicum	1
	82292	Primary Care II Practicum: Chronically Ill Adults Across the Lifespan	1
	83192	Adult Gerontology Clinical Nurse Specialist III Practicum	1
		MINIMUM TOTAL	**19**

Advanced Practice Registered Nurse: Nurse Practitioner Family concentration

CONCENTRATION REQUIREMENTS (27 credits)			
Course		**Title**	**Credits**
NURS	80006	Introduction to Family Assessment and Counseling in Nursing	3
	80013	Advanced Health and Physical Assessment Across the Lifespan	1
	80030	Health Promotions Across the Lifespan for Family Practice	1
	80120	Primary Care I: Adults Across the Lifespan	3
	80125	Advanced Practice Registered Nurse Role	1
	80160	Primary Care Pediatrics	3
	80220	Primary Care II: Chronically Ill Adults Across The Lifespan	3
	80325	Primary Care: Family Health and chronic Illness Across the Lifespan	3
	80506	Clinical Diagnostics for Advanced Nursing Practice	3
	81292	Primary Care I Practicum: Adults Across the Lifespan	1
	81692	Primary Care Pediatrics Practicum	1
	81892	Advanced Practice Registered Nurse Role Practicum	1
	82292	Primary Care II Practicum: Chronically Ill Adults Across the Lifespan	1
	83292	Primary Care: Family Health and Chronic Illness Across the Lifespan Practicum	2
		MINIMUM TOTAL	**27**

Pediatric Clinical Nurse Specialist concentration

CONCENTRATION REQUIREMENTS (20 credits)			
Course		**Title**	**Credits**
NURS	80006	Introduction to Family Assessment and Counseling in Nursing	3

	80170	Pediatric Assessment for Advanced Practice Nurses	3
	80272	Pediatric Clinical Nurse Specialist I	3
	80372	Care of the Chronically Ill Child for Advanced Practice Nurses	3
	80472	Pediatric Clinical Nurse Specialist II	2
	81792	Pediatric Assessment for Advanced Practice Nurses Practicum	1
	82992	Pediatric Clinical Nurse Specialist I Practicum	2
	83992	Care of the Chronically Ill Child for Advanced Practice Nurses Practicum	1
	84992	Pediatric Clinical Nurse Specialist II Practicum	2
		MINIMUM TOTAL	**20**

Pediatric Nurse Practitioner concentration

CONCENTRATION REQUIREMENTS (21 credits)			
Course		**Title**	**Credits**
NURS	80006	Introduction to Family Assessment and Counseling in Nursing	3
	80170	Pediatric Assessment for Advanced Practice Nurses	3
	80270	Pediatric Nurse Practitioner I	3
	80370	Pediatric Nurse Practitioner II	1
	80372	Care of the Chronically Ill Child for Advanced Practice Nurses	3
	80470	Pediatric Nurse Practitioner III	2
	81792	Pediatric Assessment for Advanced Practice Nurses Practicum	1
	82792	Pediatric Nurse Practitioner I Practicum	1
	83792	Pediatric Nurse Practitioner II Practicum	1
	83992	Care of the Chronically Ill Child for Advanced Practice Nurses Practicum	1
	84792	Pediatric Nurse Practitioner III Practicum	2
		MINIMUM TOTAL	**21**

Psychiatric Mental Health Family Nurse Practitioner

DOCTOR OF NURSING PRACTICE PROGRAM REQUIREMENTS (30 credits)			
Course		**Title**	**Credits**
NURS	80012	Advanced Mental Health Assessment and Psychopathology Across the Lifespan	4
	80013	Advanced Health and Physical Assessment Across the Lifespan	1
	80051	Neurobiology and Psychopharmacology of Major Psychiatric Disorders Across the Lifespan	4
	80151	Psychiatric Mental Health Advanced Practice Nurse I: Individual Psychotherapy Across the Lifespan	3
	80251	Psychiatric Mental Health Advanced Practice Nurse II: Family and Group	3
	80353	Psychiatric Mental Health Advanced Practice Nurse III: Organization and Community Assessment and Consultation	3
	80355	Primary Health Care Concepts for the Psychiatric Mental Health Advanced Practice Nurse	3
	80452	Psychiatric Mental Health Family Nurse Practitioner Role	2
	81592	Psychiatric Mental Health Advanced Practice Nurse I Practicum in Nursing	2
	82592	Psychiatric Mental Health Advanced Practice Nurse II Practicum in Nursing	2
	83592	Psychiatric Mental Health Advanced Practice Nurse III Practicum in Nursing	1
	84592	Psychiatric Mental Health Family Nurse Practitioner Role Practicum	2
		MINIMUM TOTAL	**30**

Women's Health Nurse Practitioner concentration

CONCENTRATION REQUIREMENTS (18 credits)			
Course		**Title**	**Credits**
NURS	80050	Pharmacology for Women's Health Nurse Practitioners	3
	80140	Women's Health Care Nurse Practitioner I	2
	80240	Women's Health Care Nurse Practitioner II	2
	80340	Women's Health Care Nurse Practitioner III	1
	80440	Women's Health Care Nurse Practitioner IV	2
	80540	Women's Health Care Nurse Practitioner V	2
	81492	Women's Health Care Nurse Practitioner I Practicum	1
	82492	Women's Health Care Nurse Practitioner II Practicum	1
	83492	Women's Health Care Nurse Practitioner III Practicum	1
	84892	Women's Health Care Nurse Practitioner IV Practicum	1
	85892	Women's Health Care Nurse Practitioner V Practicum	2
		MINIMUM TOTAL	**18**

Ohio | Board of Regents

University System of Ohio

Change Request:
Offering Existing Program at Regional Campus

Date of submission: 20 May 2013

Name of institution: Kent State University

Name of campus: Trumbull Campus

Program to be delivered at the site: Bachelor of Science in Public Health degree (Environmental and Occupational Health and Safety concentration)

Proposed start date: Fall 2013

Primary institutional contact for this request:

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

Date that the request received final approval from the appropriate institutional committee:
Final approval by the Educational Policies Council, a sub-committee of the Faculty Senate, on 20 May 2013

Program is educator preparation and leads to licensure or endorsement: No

Briefly describe the rationale for offering the program at this site. In your response, indicate whether the program to be offered at the site will be time limited or ongoing.

Kent State requests offering the Public Health major, Environmental and Occupational Health and Safety concentration, at the Trumbull Campus to afford students in that campus' AAS degree in Environmental Health and Safety a clear path to a bachelor's degree, as the associate degree coursework fully articulates into the bachelor's degree program.

The associate degree major at the Trumbull Campus serves the region by addressing career demands through three concentrations: (1) Environmental Technology; (2) Environmental Safety and Security; and (3) Occupational Health and Industrial Hygiene, which was designed specifically to articulate with the BSPH degree. Likewise, the Environmental and Occupational Health and Safety concentration within the BSPH degree was designed specifically to articulate with the associate degree.

As of spring 2013, there were 25 students enrolled in the associate degree in Environmental Health and Safety. Many of these students wish to further their education and obtain a bachelor's degree, and a number of graduates already working in the field have also expressed a desire to further their education. However, for the most part, these students are place-bound; therefore, bringing the bachelor's degree to the Trumbull Campus will greatly aid their higher education aspirations.

In addition, employers hiring in the environmental safety area often want employees to have a bachelor's degree for many positions or require it for promotions to higher level positions. Given the manufacturing base of the local community in Trumbull County and the significant expansion of the oil and gas industry in the area, there will be an increasing need for workers trained in environmental and occupational health and safety in the foreseeable future.

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

Academic and Administrative Leadership and Services

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

There are no anticipated changes needed. As this is an established regional campus of Kent State University, there is a dean/chief administrator officer, who reports to the university provost and senior vice president for academic affairs, and a full range of support personnel who are supervised by an assistant dean for academic affairs and a director of student affairs and enrollment management.

These positions supervise staff in offices that include, but are not exclusive to, the library, computer technology, learning center, disability services, admissions, registration, financial aid, advisement, registrar, bursar and tutoring.

The chair of the Department of Biostatistics, Environmental Health Sciences and Epidemiology[1] under the auspices Kent State's College of Public Health oversees all curricular and academic aspects of the Environmental and Occupational Health and Safety concentration within the BSPH degree.

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

There are no additional resources required to implement this degree program. As this is an established regional campus of Kent State University, there is a full range of administrative and support services available, including admissions, financial aid, advising, registrar, tutoring, learning center, disability services and library.

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

There are no changes needed to accommodate this program.

[1] As of fall 2013, two departments in the College of Public Health—Department of Environmental Health Sciences and Department of Epidemiology and Biostatistics—are merged to form the Department of Biostatistics, Environmental Health Sciences and Epidemiology.

Resources and Facilities

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

There will be very little need for change in resources and facilities at the Trumbull Campus initially. Since the Occupational Health and Industrial Hygiene concentration within the associate degree which was designed specifically to articulate with the BSPH degree, much of the required coursework is already offered at the Trumbull Campus. The additional Kent Core (general education) and science courses for the BSPH degree are also offered at the Trumbull Campus.

There are one Communication Studies and 11 Public Health courses required for the BSPH degree that are not presently offered at the campus. However, all of these courses are available online through the Kent Campus. Students will be able to take these (mostly upper-division) courses online through the Kent Campus while completing the rest of the degree work for the program on-ground at the Trumbull Campus. This would allow students to earn the degree without having to leave the campus, and not require any significant changes in resources at the Trumbull Campus. Since all the coursework is already available on-ground at the Trumbull Campus or via online, the program can be implemented immediately.

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

There are no additional library resources required to implement this degree. The on-site Trumbull Campus library currently houses 45,000 volumes/reference materials and access to computers, information literacy instruction, interlibrary loan, OhioLINK and KentLINK.

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

Not applicable.

SECTION 2: PROGRAM INFORMATION

2.1 Using the chart below, please list the degree program/general education program that is being added for delivery at the site.

title of degree/major or program component	full program available on-site	partial program available on-site	comments for chancellor's staff
Bachelor of Science in Public Health degree (Environmental and Occupational Health and Safety)		✓	The program will serve as a 2+2 articulation for students/graduates of the AAS degree in Environmental Health and Safety (Occupational Health and Industrial Hygiene concentration). All courses are available at the Trumbull Campus with the exception of 12 courses available online through the Kent Campus.

2.2 Indicate whether accelerated, hybrid/blended and/or online delivery options are available for the program at the proposed campus and indicate whether this is different from the delivery option used for the approved program at other campuses:

The BSPH degree has been designed for several of its concentrations to be delivered fully online through the Kent Campus. With the extension of one concentration to the Trumbull Campus, this delivery is not altered. Indeed, it provides more opportunities for students at the Trumbull Campus to earn the degree without having to travel far.

SECTION 3: FACULTY

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

Please note that the courses listed on the next page in the matrix are the major courses in the degree program. All other courses to satisfy graduate requirements comprise general education requirements (Kent Core), first-year orientation (US 10097 Destination Kent State: First Year Experience) and general electives, which are offered on all Kent State University campuses.

See the 2012 University Catalog for the program requirements: www.kent.edu/catalog/2012/ph/ug/ph. A copy of each full-time faculty member's CV is included as Appendix A.

Name of instructor	Rank or title	Terminal Degree	Years teaching/ experience	Courses individual will teach in proposed program	Course required in program
Timothy Eastly	Adjunct	MS	10+	EVHS 10001 Environmental Technology I EVHS 10004 Toxicology EVHS 20001 Environmental Law EVHS 20008 Environmental Safety Administration EVHS 20092 Environmental Technology Internship I EVHS 30002 Environmental Issues II	AAS/BSPH AAS/BSPH BSPH BSPH AAS/BSPH BSPH
Carmen Pompeii	Adjunct	MS	10+	EVHS 10010 Industrial Hygiene I EVHS 21092 Environmental Technology Internship II EVHS 30020 Hazard Waste Operations and Emergency Response EVHS 40006 Fire Prevention and Control TECH 43080 Industrial Safety	AAS/BSPH BSPH BSPH BSPH BSPH
Michael Smylie	Adjunct	MA	3	PH 10001 Introduction to Public Health PH 10002 Introduction to Global Health	AAS/BSPH AAS/BSPH
Courses offered regularly for all degree programs on the Trumbull Campus and required in the AAS in Environmental Health and Safety (Occupational Health and Industrial Hygiene)				BSCI 10110 Biological Diversity BSCI 10120 Biological Foundations COMT 11000 Introduction to Computer Systems GEOL 21062 Environmental Geology CHEM 10050 Fundamentals of Chemistry CHEM 10052 Introduction to Organic Chemistry GEOG 17063 World Geography or GEOG 21062 Physical Geography	AAS/BSPH AAS/BSPH AAS/BSPH AAS/BSPH AAS/BSPH AAS/BSPH AAS/BSPH
Communication Studies faculty (Kent Campus) course offered online				COMM 26501 Introduction to Health Communication	BSPH

Name of instructor	Rank or title	Terminal Degree	Years teaching/ experience	Courses individual will teach in proposed program	Course required in program
Public Health faculty (Kent Campus) all courses offered online				PH 20001 Essentials of Epidemiology	BSPH
				PH 30002 Introductory Biostatistics	BSPH
				PH 30004 Public Health Research	AAS/BSPH
				PH 30005 Social and Behavioral Science Theories	AAS/BSPH
				PH 30006 Introduction to Environmental Health/Safety	BSPH
				PH 30007 Prevention and Control of Diseases	AAS/BSPH
				PH 30012 Communicable Diseases	BSPH
				PH 30014 Strategies for Prevention in Public Health	BSPH
				PH 30033 Public Health Policy and Decision-Making	BSPH
				PH 44000 Health Disparities	BSPH
				PH 49000 Capstone Experience in Public Health	BSPH

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

Initially, there are no plans to hire new faculty. In the first years of the BSPH degree at the Trumbull Campus, students will take online the required 12 Public Health and one Communication Studies courses, offered by the respective faculty at the Kent Campus. If the program grows and student enrollment significantly increase, the College of Public Health and the Trumbull Campus will collectively consider offering more of the major Public Health courses on-ground at Trumbull. In such a scenario, Kent State will either hire additional part-time faculty to teach these courses, or if demand is significant enough, consider hiring a full-time faculty member to teach courses in Public Health based at the Trumbull Campus.

SECTION 4: MARKET / WORKFORCE NEED

4.1 Indicate whether the institution performed a needs assessment/market analysis to determine a need for the program at the proposed site. If so, briefly describe the results of those findings.

According to the US Bureau of Labor Statistics' *Occupational Outlook Handbook,* jobs in environmental health are expected to grow by 19 percent between 2010 and 2020 due to heightened awareness of environmental hazards[2]. Occupational health and safety jobs are to grow by about 9 percent during the same time period[3]. Further, CNN Money ranked environmental health and safety specialists as the 22nd best job category in its 2010 list of the top 100 jobs[4].

Environmental and health scientists and specialists are considered occupations with high employment prospects in Ohio, with a 7.7 percent increase of employment between 2008 and 2018; occupational health and safety specialists will see a 4.4 percent increase[5].

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[2] Bureau of Labor Statistics, U.S. Department of Labor. Occupational Outlook Handbook, 2012-13 Edition, Environmental Scientists and Specialists. Retrieved from www.bls.gov/ooh/life-physical-and-social-science/environmental-scientists-and-specialists.htm

[3] Bureau of Labor Statistics, U.S. Department of Labor. Occupational Outlook Handbook, 2012-13 Edition, Occupational Health and Safety Specialists. Retrieved from www.bls.gov/ooh/healthcare/occupational-health-and-safety-specialists.htm.

[4] CNN Money. Best Jobs in America, Retrieved from money.cnn.com/magazines/moneymag/bestjobs/2010/snapshots/22.html.

[5] Ohio Department of Job and Family Services. 2018 Ohio Job Outlook. Retrieved from ohiolmi.com/proj/Projections/Ohio/OhioJobOutlook.pdf.

While the college did not conduct a formal market assessment of the local area, faculty and administrators did talk extensively with local industry in assessing the need for this program. During discussions with local companies concerning availability of internships for students in AAS degree in Environmental Health and Safety, company representatives stated that they were more interested in students with a bachelor's degree. A review of the colleges in Ohio and Western Pennsylvania indicate that they are no universities within 100 miles of Kent State's Trumbull Campus that provide a bachelor's degree with a focus in environmental health and safety. The universities of Findlay and Toledo (Northwest Ohio), Ohio University (Southeast Ohio) and West Virginia University were the only colleges offering baccalaureates in this discipline. As Northeast Ohio is a heavy manufacturing area (and given the expansion of the oil and gas industry in the area), there is a need for environmental health and safety professionals.

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

	2013-2014	2014-2015	2015-2016
First-year students	8	12	16
Second-year students		8	12
Third-year students			8

4.3. Indicate whether the institution consulted with advisory groups, business and industry, or other experts when considering moving the program to the proposed site. If so, briefly describe the involvement of these groups in the development of the program.

College of Public Health and Trumbull Campus administrators and faculty have communicated with such companies as General Motors (Lordstown), Kraft Maid Cabinets, RTI Metals, Syro Steel and Salem Hospital to determine a program of study that will meet their needs in hiring environmental health and safety professionals. This input was used in developing the program structure and proposing the program at the campus. The program was recently revised to strengthen certain areas. It is anticipated that an advisory council will be formed for the program in the future.

Commitment to Program Delivery at Site

Kent State University is committed to supporting the Bachelor of Sciences in Public Health degree, Environmental and Occupational Health and Safety concentration, at its Trumbull Campus. If the university decides in the future to either eliminate the degree program or close the campus, Kent State will provide the necessary resources and means for matriculated students to complete their degree.

Kent State University verifies that the information in the application is truthful and accurate.

Todd A. Diacon
Senior Vice President for Academic Affairs and Provost
Kent State University