Prepared 11-Aug-14
Revised 21-Aug-14, 15-Sep-14, 24-Sep-14, 15-Oct-14, 27-Oct-14, 20-Jan-15, 16-Feb-15, 10-Mar-15; 4-Apr-15

KENT STATE UNIVERSITY

Educational Policies Council

2014-2015 Membership

VOTING MEMBERS

Ex-Officio Members (yellow and orange name cards)

Todd A. Diacon, *Co-Chair*	Senior Vice President for Academic Affairs and Provost
Donna (Lee) L. Fox-Cardamone *Co-Chair*	Chair of the Faculty Senate (term 2014-2015)

Ex-Officio Members: Deans or Dean Designees

Undergraduate EPC (yellow name cards)

Sonia A. Alemagno, Dean, Public Health
Joanne M. Arhar, Associate Dean, Education, Health and Human Services
James L. Blank, Dean, Arts and Sciences
James K. Bracken, Dean, University Libraries
Barbara A. Broome, Dean, Nursing
John R. Crawford, Dean, The Arts
AnnMarie LeBlanc (Interim), Dean, Communication and Information
Donald F. Palmer, Dean (Interim), Honors
Eboni J. Pringle, Dean (Interim), Undergraduate Studies
Robert G. Sines, Jr., Dean (Interim), Applied Engineering, Sustainability and Technology
Deborah F. Spake, Dean, Business Administration
Douglas L. Steidl, Dean, Architecture and Environmental Design
Wanda E. Thomas, Dean, Regional College
Robert A. Walker, Director, Digital Sciences

Graduate EPC (orange name cards)

Janis H. Crowther, Associate Dean, Arts and Sciences
John (Jack) R. Graham, Associate Dean (Interim), Public Health
Catherine E. Hackney, Associate Dean, Education, Health and Human Services
LuEtt J. Hanson, Associate Dean, Communication and Information
Vincent J. Hetherington, Senior Associate Dean, Podiatric Medicine
Robert D. Hisrich, Associate Dean, Business Administration
Ann F. Jacobson, Associate Dean (Interim), Nursing
Thomas E. Klingler, Assistant Dean, University Libraries
I. Richmond Nettey, Associate Dean, Applied Engineering, Sustainability and Technology
Mary Ann P. Stephens, Dean, Graduate Studies
Cynthia R. Stillings, Associate Dean (Interim), The Arts
Robert A. Walker, Director, Digital Sciences
William T. Willoughby, Associate Dean, Architecture and Environmental Design

Faculty Senate-Appointed Representatives

Undergraduate EPC (yellow name cards)

Fred T. Smith, Professor, Art, The Arts (term 2013-2015)
Terrence L. Uber, Assistant Professor, Architecture (term 2014-2016)
William C. Ward III, Associate Professor, Regional College, Trumbull Campus (term 2011-2015)
Donald L. White, Professor, Mathematical Sciences, Arts and Sciences (term 2013-2015)
Linda L. Williams, Associate Professor, Philosophy, Arts and Sciences (term 2014-2016)

Graduate EPC (orange name cards)

Richard Feinberg, Professor, Anthropology, Arts and Sciences (term 2013-2015)
Thomas Janson, Professor, Music, The Arts (term 2014-2016)
Kathryn A. Kerns, Professor, Psychology, Arts and Sciences (term 2014-2016)
Roberto M. Uribe-Rendon, Professor, Applied Engineering, Technology and Sustainability (term 2013-2015)
Christopher A. Was, Associate Professor, Lifespan Development and Educational Sciences, Education, Health and Human Services (term 2013-15)

VOTING MEMBERS *continued*

Faculty Senate-Appointed Alternates

Undergraduate EPC (yellow name cards)	Graduate EPC (orange name cards)
Anne B. Morrison, Professor, Lifespan Development and Educational Sciences, Education, Health and Human Services (2014-16)	TBD

College Curriculum Committee Representatives

Undergraduate EPC (yellow name cards)	Graduate EPC (orange name cards)
Lindsay C. Baran, Assistant Professor, Finance, Business Administration	Thomas W. Brewer, Associate Professor, Health Policy and Management, Public Health
Tina D. Bhargava, Assistant Professor, Social and Behavioral Science, Public Health	Michael W. Chunn, Professor, Music, The Arts
Robert E. Cimera, Associate Professor, Lifespan Development and Educational Sciences, Education, Health and Human Services	John C. Duncan, Assistant Professor, Applied Engineering, Sustainability and Technology
Danielle S. Coombs, Assistant Professor, Journalism/ Mass Communication, Communication and Information	Michael Ensley, Associate Professor, Political Science, Arts and Sciences
Pamela K. Evans, Associate Professor, Architecture and Environmental Design	Jonathan P. Fleming, Assistant Professor, Architecture and Environmental Design
David H. Kaplan, Professor, Geography, Arts and Sciences	Mary A. Mooney, Assistant Professor, Podiatric Medicine
John A. Marino, Associate Professor, Regional, Trumbull Campus	Jayaram (Jay) Muthuswamy, Finance, Associate Professor, Business Administration
Debra S. Shelestak, Assistant Professor, Nursing	Athena Salaba, Associate Professor, Library and Information Science, Communication and Information
David (Blake) B. Stringer, Assistant Professor, Applied Engineering, Sustainability and Technology	Pamela L. Stephenson, Assistant Professor, Nursing
Jonathan F. Swoboda, Associate Professor, Theatre, The Arts	Belinda S. Zimmerman, Asst Professor, Teaching, Learning/Curriculum Studies; Education, Health/Human Services

NON-VOTING OBSERVERS AND CONSULTANTS

Observers

Undergraduate EPC (green name cards)	Graduate EPC (green name cards)
Michelle A. Crisler, Director of Academic Affairs, Undergraduate Student Government	Fritz Yarrison, Vice Executive Chair, Graduate Student Senate

Consultants for the Educational Policies Council (green name cards)

Susan M. Augustine, Academic Program Coordinator, Education, Health and Human Services	Gail M. Rebeta, University Registrar
Victoria A. Bocchicchio, Senior Special Assistant, Honors College	Elizabeth A. Sinclair-Colando, Assistant Dean, Business Administration
Fashaad L. Crawford, Assistant Provost for Accreditation, Assessment and Learning	Katherine (Katie) J. Smith, Academic Program Coordinator, Curriculum Services
Julie A. Gabella, Assistant Director, Graduate Studies	Linnea A. Stafford, Senior Institutional Research Information Officer, Institutional Research
Mary Ann Haley, Associate Dean, Arts and Sciences	Melody J. Tankersley, Associate Provost for Academic Affairs
Willie J. Harrell Jr., Provost's Fellow	Therese E. Tillett, Director, Curriculum Services
Jennifer S. Kellogg, Academic Program Coordinator, Curriculum Services	Whitney E. Wenger, Academic Program Officer, Curriculum Services

KENT STATE UNIVERSITY

OFFICE OF THE PROVOST

TO: Educational Policies Council (EPC)

FROM: Therese E. Tillett, Director of Curriculum Services

SUBJECT: EPC Meeting Schedule for Academic Year 2014–2015

DATE: 20 June 2014

All meetings will begin at **3:20 p.m. in the Governance Chambers**, on the 2nd floor of the Kent Student Center.

Members of the Undergraduate EPC and Graduate EPC will meet jointly each month. The Office of Curriculum Services will notify members of any meeting cancellation seven calendar days before the meeting.

EPC Meeting Dates	Deadlines of Materials to Curriculum Services for the Meeting
Monday, 18 August 2014	28 July 2014 *Final meeting for spring 2015 course proposals*
Monday, 22 September 2014	2 September 2014
Monday, 20 October 2014	29 September 2014
Monday, 17 November 2014	27 October 2014
Monday, 26 January 2015	5 January 2015 *Final meeting for fall 2015 course and program proposals*
Monday, 16 February 2015	26 January 2015
Monday, 16 March 2015	23 February 2015
Monday, 20 April 2015	30 March 2015 *Final meeting for fall 2015 policy proposals and other catalog changes of which Faculty Senate or Board of Trustees is final approver*
Monday, 18 May 2015	27 April 2015 *Final meeting for fall 2015 policy proposals and other catalog changes of which EPC is final approver*

TO: Educational Policies Council

FROM: Senior Vice President and Provost Todd A. Diacon

SUBJECT: Agenda for Monday, 18 August 2014
3:20 p.m., Governance Chambers, 2nd floor of Kent Student Center

DATE: 11 August 2014

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 the Office of Curriculum Services by Friday, 15 August 2014, to ensure that the materials are available at the meeting for review.

JOINT EDUCATIONAL POLICIES COUNCIL

ACTION ITEMS

1. Approval of minutes of 19 May 2014.
   Attachment 1

Office of the Provost *(presented by Associate Provost Melody J. Tankersley)*

2. Revision of the name of the Faculty Professional Development Center to the Center for Teaching and Learning to reflect the center's shift in focus.
   Effective Spring 2015 | Attachment 2

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

3. Establishment of Respiratory Care [RSPC] major within the Bachelor of Science [BS] degree, to be offered fully online and administered by the Ashtabula Campus. Included in the proposal is establishment of 10 RSPC courses. The major is a two-year completer program for certified or registered respiratory therapists who hold an accredited associate degree in respiratory therapy. Minimum total credit hours to program completion are 120.
   Effective Fall 2015 | Attachment 3: Proposal, Catalog Copy, Support Letters, AARC White Paper

INFORMATION ITEMS

Office of the Provost

1. Publication of the 2014-2015 Curriculum Guidelines.
   Effective Fall 2014 (will be handed out at meeting)

College of Business Administration

2. Letter of intent to establish General Business major within the Bachelor of Business Administration degree, to be offered 50 percent online (on-ground for first two years and online for last two years). The major will serve two populations: students interested in business but undecided about what to declare, and students who left the university before earning a degree and now wish to return to complete one.
   Effective Fall 2015 | Attachment 4

INFORMATION ITEMS *continued*

College of Education, Health and Human Services

School of Teaching, Learning and Curriculum Studies

3. Program development plan to establish Advanced Physical Education Pedagogy major within the Master of Education degree, to be offered fully online and jointly with the University of Wollongong in New South Wales, Australia. The program will target practicing teachers and/or athletic coaches who are seeking further expertise on broader issues related to pedagogy, including matters of leadership, teaching/coaching theory and curriculum/program development.
   Effective Fall 2015 | Attachment 5: PDP and Needs Analysis, Addendum to MOU

DISCUSSION ITEM

Office of Curriculum Services

1. Overview of CurricUNET, a curriculum development and approval management system.

LESSER ACTION ITEMS

College of the Arts

School of Fashion Design and Merchandising

1. Revision of course and graduation requirements for the Fashion [FASH] major within the Master of Fashion [MFASH] degree. Revision adds FDM 55035, FDM 55096 and FDM 55096 as approved electives. Additional graduation criteria requires students who do not have an undergraduate degree in fashion or a related field to complete foundational coursework (FDM 10030, FDM 30260 or equivalent) within the first 18 hours (first year) of graduate study. The undergraduate credits are in addition to the 30 graduate credits required for the master's degree. Minimum total credit hours to program completion are unchanged at 30.
   Effective Fall 2015

College of Communication and Information

School of Library and Information Science

2. Revision of course requirements for the Health Informatics [C626] post-baccalaureate certificate. Revisions include removing IAKM 61081 and IAKM 61095 and adding IAKM 60413 and IAKM 60412. Minimum total credit hours to program completion are unchanged at 18.
   Effective Fall 2015

Regional College

3. Revision of course requirements for the Computer Design, Animation and Game Design [CDAG] major within the Associate of Applied Science [AAS] degree. Revision includes removing MATH 11012 and adding one Kent Core Fine Arts course in Architecture [ARCH], Art History [ARTH], Music [MUS] or Theater [THEA]. Minimum total credit hours to program completion are unchanged at 70.
   Effective Fall 2015

4. Revision of course requirements for the Computer Design, Animation and Game Design [CDAG] minor. Revision adds CADT 22007 and CADT 22008 as requirements. Minimum total credit hours to program completion increase, from 24 to 26.
   Effective Fall 2015

LESSER ACTION ITEMS *continued*

Regional College *continued*

5. Revision of course requirements for the Computer Design, Animation and Game Design [CDAG] concentration in the Engineering Technology [ENGT] major within the Bachelor of Science [BS] degree. Revision includes removing MATH 11012 and adding one Kent Core Fine Arts course in Architecture [ARCH], Art History [ARTH], Music [MUS] or Theater [THEA]. Minimum total credit hours to program completion are unchanged at 120.
   Effective Fall 2015
6. Revision of course requirements for the Information Technology for Administrative Professionals [ITAP] major within the Associate of Applied Business [AAB] degree. Revision includes replacing requirement COMM 15000 with new course ITAP 26640. Minimum total credit hours to program completion are unchanged at 61.
   Effective Fall 2015
7. Revision of course requirements for the General [GENL] and Systems [SYST] concentrations in the Mechanical Engineering Technology [MERT] major within the Associate of Applied Science [AAS] degree. Revision includes adding PHY 12201 and PHY 12202 as options for the physics requirement. Minimum total credit hours to program completion decrease, from 69 to 68, for the Systems concentration and decrease, from 73 to 72, for the General concentration.
   Effective Fall 2015

COURSE CHANGES

Course Changes Effective Fall 2014

POL 70492 Capstone Seminar (3) to
70475 ..... Revise

Course Changes Effective Spring 2015

ADED 43315 Teaching Literature in the Secondary Schools (3) ..... Revise
ADED 53315 Teaching Literature in the Secondary Schools (3) ..... Reactive
ARTF 44011 Digital Fine Art Photography (3) ..... New
ARTF 44045 Art of the Book (3) ..... New
ARTF 54011 Digital Fine Art Photography (3) ..... New
ARTF 54045 Art of the Book (3) ..... New
ARTH 52038 Hand Made Books and Art (3) ..... New
ARTH 52064 Dada and Surrealism (3) ..... New
CMGT 21071 Construction Materials and Methods II (3) ..... Revise
CMGT 32001 Proposal Development and Analysis (3) ..... New
COMM20000 Foundations of Communication (3) ..... Revise
ECON 22060 Principles of Microeconomics (3) *Kent Core Social Sciences* ..... Revise
ECON 42191 Senior Seminar in Economics (3) ..... Revise
GEOG32070 Nature and Society (3) ..... New
GEOG40492 Study Away in Geography (1-3) ..... New
GEOG41066 Climate Change and Its Impact (3) ..... Revise
GEOG42052 Medical Geography (3) ..... Revise
GEOG49082 Cybergis (3) ..... Revise
GEOG49085 Web and Mobile Geographic Information Science (3) ..... Revise
GEOG50492 Study Away in Geography (1-3) ..... New
GEOG59082 Cybergis (3) ..... Revise
GEOG59085 Web and Mobile Geographic Information Science (3) ..... Revise
GEOG70492 Study Away in Geography (1-3) ..... New
GEOG79082 Cybergis (3) ..... Revise
GEOG79085 Web and Mobile Geographic Information Science (3) ..... Revise
LIS 40655 Copyright: Understanding User Rights and Responsibilities (3) ..... New
LIS 40656 Licensing of Information Products and Services (3) ..... New
LIS 60199 Thesis I (2-6) ..... Revise
LIS 60655 Copyright: Understanding User Rights and Responsibilities (3) ..... New

Course Changes Effective Spring 2015 *continued*

LIS	60656	Licensing of Information Products and Services (3)	New
LIS	80655	Copyright: Understanding User Rights and Responsibilities (3)	New
LIS	80656	Licensing of Information Products and Services (3)	New
MIS	44285	Integrated Business Policy and Strategy (3)	Revise
MUS	33214	Music Technology for Music Education (1)	Revise
NURS	31010	Application of Statistical Findings for Evidence-Based Practice in Nursing (3)	New
NURS	35050	Advanced Medical Surgical Simulation (3)	New
NURS	62592	Psychiatric Mental Health Advanced Practice Nurse II Practicum in Nursing (1)	Revise
PTST	10005	Directed Practice in Physical Therapy I (2)	Inactive
PTST	20005	Directed Practice in Physical Therapy II (5)	Inactive
PTST	20007	Directed Practice in Physical Therapy III (6)	Inactive
PTST	20010	Directed Practice in Physical Therapy Transitions (12)	Inactive
PTST	22005	Physical Therapy Seminar (1)	Revise
PTST	22007	Physical Therapy Capstone (1)	Revise
VCD	60120	User Experience Design Principles and Concepts (3)	Revise
VCD	60121	User Experience Design in Practice (3)	Revise

Course Changes Effective Fall 2015

ADED	42196	Individual Project in Adolescent Education (2-4)	Reactive
ARTE	41004	Pre-Kindergarten-12 Design Education (3)	New
ARTE	51004	Pre-Kindergarten-12 Design Education (3)	New
ARTH	42031	Greek Art and Archaeology (3) to: Greek Archaeology and Art	Revise
ARTH	42032	Roman Art and Archaeology (3) to: Roman Archaeology and Art	Revise
ARTH	52031	Greek Art and Archaeology (3) to: Greek Archaeology and Art	Revise
ARTH	52032	Roman Art and Archaeology (3) to: Roman Archaeology and Art	Revise
BSCI	30156	Elements of Genetics (3)	Revise
CLAS	41401	Greek Archaeology and Art (3)	Revise
CLAS	41402	Roman Archaeology and Art (3)	Revise
CLAS	51401	Greek Archaeology and Art (3)	Revise
CLAS	51402	Roman Archaeology and Art (3)	Revise

Course Changes Effective Fall 2015 *continued*

ENG	40010	Writing Portfolio (2) to:	
	40099		Revise
GEOG	22040	Introduction to Global Tourism (3) *Global Diversity*	Revise
HM	43044	Hospitality Meetings Management Laboratory (2)	
	43192	Hospitality Meetings Management Practicum	Revise
HM	53044	Hospitality Meetings Management Laboratory (2)	
	53192	Hospitality Meetings Management Practicum	Revise
ITAP	26640	Current Technologies (3)	New
JUS	32400	Research Methods in Justice Studies (3)	Inactive
JUS	46792	Internship (3-9)	Revise
PADM	60492	Capstone Seminar (3) to:	
	60475		Revise
PEB	10515	Beginning Wallyball (1) to:	
		Wallyball	Revise
POL	30551	U.S.-Latin American Relations (3)	Inactive
POL	40591	Seminar in International Relations-Comparative Politics (3) *Writing Intensive*	Revise
RSPC	30000	Professional Practice in Respiratory Care (3)	New
RSPC	30002	Leadership and Management in Respiratory Care (3)	New
RSPC	30004	Educational Instruction in Respiratory Care (3)	New
RSPC	30006	Sleep Medicine and Polysomnography (3)	New
RSPC	40000	Disease Management in Respiratory Care (3)	New
RSPC	40002	Research Development in Respiratory Care (3)	New
RSPC	40004	Advanced Practice in Respiratory Care (3)	New
RSPC	40006	Contemporary Issues and Trends in Respiratory Care (3)	New
RSPC	40075	Information and Patient Care Technology for Professional Nursing Care	New
RSPC	41092	Practicum for Respiratory Care (3)	New
SEED	42196	Individual Project in Secondary Education (2-4)	Inactive
SPED	43092	Deaf Residential School Field Experience (1-3) to (1)	Revise
SPED	53092	Deaf Residential School Internship (1-3) to:	
		Deaf Residential School Field Experience (1)	Revise
VCD	20001	Photo Illustration Sophomore Portfolio Review (1) to:	
	20096		Revise
VCD	20009	VCD Sophomore Portfolio Review (1) to:	
	20196		Revise

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 place a hold on all courses that have not been taught for five or more consecutive 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 will be inactivated. The dean and chair/director will be notified of such action before it occurs.

Courses on Hold Effective for Spring 2015

Below are 134 courses that have not been taught since summer 2009. Not included on this list are not-offered variable/special topics, internship/practicum, individual investigation, senior/master's projects, research and workshop courses. Also not included are not-offered courses with a cross-listed/slashed counterpart that was offered successfully in the past five years.

ANTH 38630 Principles of Biological Anthropology ..... Hold

ANTH 48270 Native Peoples of North America ..... Hold

ANTH 58270 Native Peoples of North America ..... Hold

ANTH 68624 Primate Ethology ..... Hold

ARTC 35303 Textile Arts: Tapestry ..... Hold

ARTH 42057 American Art and Architecture: 1860-1940 ..... Hold

ARTH 62057 American Art:1 860-1940 ..... Hold

BAD 72077 Economic Problems of Developing Areas ..... Hold

BMS 78630 Principles of Biological Anthropology ..... Hold

BSCI 40272 Plant Anatomy ..... Hold

BSCI 40275 Systematic Botany ..... Hold

BSCI 40277 Morphology of Lower Plants ..... Hold

BSCI 40435 Reproductive Physiology of Mammals ..... Hold

BSCI 50272 Plant Anatomy ..... Hold

BSCI 50275 Systematic Botany ..... Hold

BSCI 50277 Morphology of Lower Plants ..... Hold

BSCI 50435 Reproductive Physiology of Mammals ..... Hold

BSCI 70272 Plant Anatomy ..... Hold

BSCI 70277 Morphology of Lower Plants ..... Hold

Courses on Hold Effective for Spring 2015 *continued*

BSCI	70435	Reproductive Physiology of Mammals	Hold
CHDS	64084	Behavioral Science in the Health Professions	Hold
CHEM	60050	Chemistry Research Proposal	Hold
CHEM	60253	Biomacromolecular Structures	Hold
CHEM	60471	Advanced Organic Chemistry-Mechanistic Aspects	Hold
CHEM	60541	Advanced Physical Chemistry	Hold
CHEM	70050	Chemistry Research Proposal	Hold
CHEM	70253	Biomacromolecular Structures	Hold
CHEM	70471	Advanced Organic Chemistry-Mechanistic Aspects	Hold
CI	61127	Technology and Social Studies	Hold
CI	67318	Teaching Drama in the Classroom	Hold
CI	71127	Technology and Social Studies	Hold
CI	77318	Teaching Drama in the Classroom	Hold
COMM	25851	Communication For Teachers	Hold
COMM	65040	Qualitative Research Methods in Communication	Hold
COMM	65660	Political Communication	Hold
COMM	65690	Seminar in Communication Theory	Hold
COMM	75040	Qualitative Research Methods in Communication	Hold
COMM	75660	Political Communication	Hold
COMM	75690	Seminar in Communication Theory	Hold
CS	62202	Numerical Computing II	Hold
CS	72202	Numerical Computing II	Hold
EDAD	66543	School Administration in Urban Settings	Hold
EDAD	76543	School Administration in Urban Settings	Hold
ENG	66503	Poetry and/or Poetic Literature	Hold
ENG	66504	Women Writers	Hold
ENG	67102	Gender Theory and Criticism	Hold
ENG	76503	Poetry and/or Poetic Literature	Hold
ENG	76504	Women Writers	Hold
ENG	77102	Gender Theory and Criticism	Hold
GEOG	37079	Geography of South Asia	Hold
GEOG	41050	Polar and Alpine Environments	Hold
GEOG	49165	Geomapping	Hold
GEOG	51050	Polar and Alpine Environments	Hold

Courses on Hold Effective for Spring 2015 *continued*

GEOG	59165	Geomapping	Hold
GEOG	71050	Polar and Alpine Environments	Hold
GEOG	79165	Geomapping	Hold
GEOL	61050	Precambrian Geology	Hold
GEOL	62067	Geophysical Fluid Dynamics	Hold
GEOL	64036	Cenozoic Climate Change	Hold
GEOL	71050	Precambrian Geology	Hold
GEOL	72067	Geophysical Fluid Dynamics	Hold
GEOL	74036	Cenozoic Climate Change	Hold
GER	41335	German Drama	Hold
GER	61354	Seminar on German Drama	Hold
HIED	66668	Administration of Distance and Continuing Education Programs in Higher Education	Hold
HIED	76668	Administration of Distance and Continuing Education Programs in Higher Education	Hold
HIED	80085	Legal Research in Education	Hold
HIST	31081	African American History: Reconstruction to the Present	Hold
HIST	31125	Zionism and Israel	Hold
HIST	41070	American Social and Intellectual History, 1790-1876	Hold
HIST	48797	Colloquium in African American History to 1877	Hold
HIST	51070	American Social and Intellectual History, 1790-1876	Hold
HIST	52142	Afro-Latin America	Hold
HIST	53800	Religion and Society in the Modern West	Hold
HIST	71070	American Social and Intellectual History, 1790-1876	Hold
HIST	72142	Afro-Latin America	Hold
HIST	73800	Religion and Society in the Modern West	Hold
ITAL	35331	Early Italian Literature	Hold
JMC	34038	Media Sales and Sales Management	Hold
JMC	41081	Advertising Practices	Hold
JMC	44045	Promotions for Electronic Media	Hold
JMC	47004	Desktop Publishing for High School Journalism Teachers	Hold
JMC	54045	Promotions for Electronic Media	Hold
JMC	57004	Desktop Publishing for High School Journalism Teachers	Hold
JMC	65660	Political Communication	Hold

Courses on Hold Effective for Spring 2015 *continued*

LAT	46351	Latin Comedy	Hold
LAT	66351	Latin Comedy	Hold
MATH	62202	Numerical Computing II	Hold
MATH	72001	Functional Analysis I	Hold
MATH	72202	Numerical Computing II	Hold
MCLS	28404	The Latin American Experience	Hold
MKTG	35055	Internet Marketing	Hold
MUS	62601	Seminar in Musics of Africa	Hold
MUS	66614	Applied Music-Graduate Euphonium	Hold
MUS	72601	Seminar in Musics of Africa	Hold
MUS	76614	Applied Music-Graduate Euphonium	Hold
NURS	40062	Nurse Externship in Nursing Practice	Hold
NURS	60314	Internship in Health Care Management	Hold
PAS	33102	African American History: Reconstruction to the Present	Hold
PAS	43300	Afro-Latin America	Hold
PEB	10612	Lifeguard Training	Hold
PHIL	41085	Philosophy and Cultural Theory	Hold
PHIL	51085	Philosophy and Cultural Theory	Hold
PHY	66402	Solid State Physics II	Hold
PHY	76402	Solid State Physics II	Hold
PLCT	12000	Introduction to Plastics	Hold
PLCT	12003	Reinforced Plastics	Hold
POL	30440	State and Local Government	Hold
POL	60302	Bureaucracy and the Policymaking Process	Hold
POL	70302	Bureaucracy and the Policymaking Process	Hold
PSYC	60373	Family Therapy	Hold
PSYC	70373	Family Therapy	Hold
PSYC	71004	Animal Memory Processes	Hold
PSYC	71513	Psychology of Alcohol Abuse	Hold
PSYC	72345	Ethnic Minority Issues in Clinical Psychology	Hold
RUSS	32325	Russian Poetry and Folklore	Hold
RUSS	42351	Survey of Russian and Soviet Literature	Hold
RUSS	52351	Survey of Russian and Soviet Literature	Hold
SOC	62328	Stratification and Health	Hold

Courses on Hold Effective for Spring 2015 *continued*

SOC	62885	Internship in Applied Sociology	Hold
SOC	72328	Stratification and Health	Hold
SOC	72885	Internship in Applied Sociology	Hold
SPAD	25015	Introduction to Golf Professional Training Program	Hold
SPAD	35015	Golf Management I	Hold
SPED	53317	Family-Focused Approaches to Cochlear Implant Use	Hold
TECH	21046	Graphic Communications Technology I	Hold
TECH	23200	Electronic Circuit Fabrication Laboratory	Hold
TECH	23224	Electrical Circuits II	Hold
TECH	32102	Polymers II	Hold
TECH	33225	Industrial Control Systems	Hold
TECH	43132	Manufacturing Engineering Project	Hold
TECH	66382	Network Security	Hold
TECH	66384	Computer Forensics	Hold
UD	55710	Design Methodology and Methods	Hold
UD	55711	Case Studies in Urban Design	Hold
VCD	60053	Graphic Design Studio Management-Glyphix	Hold

Hold Courses Inactivated Effective for Spring 2015

Below are 629 courses that were put on hold in spring 2012 and have remained on hold since then. Of that number, 255 courses have not been taught since 1995, and 308 courses have not been taught since 2005. The remaining courses were last taught in the late 1990s or were never taught. This list does not contain any not-offered variable content/special topics, internship, practicum, field experience, individual investigation, senior/master's projects, research and workshop courses. Also not included on the list are not-offered courses with a cross-listed/slashed counterpart that was offered successfully in the past.

ACCT	63046	Advanced Tax Issues	Inactive
ACTT	21006	Introduction to Corporate Tax Preparation	Inactive
AERN	15100	Women and Minorities in Aviation	Inactive
AMRT	10010	FAA Regulations and Documentation	Inactive
AMRT	10020	Aircraft Tools and Techniques	Inactive
AMRT	10030	Airframe I	Inactive
AMRT	10040	Aviation Power Plant I	Inactive
AMRT	20010	Airframe II	Inactive
AMRT	20020	Airframe III	Inactive
AMRT	20030	Aviation Electronics	Inactive

Hold Courses Inactivated Effective for Spring 2015 *continued*

AMRT 20040	Principles of Flight	Inactive
AMRT 20050	Practicum in Advanced Aviation	Inactive
AMRT 20060	Aviation Power Plant II	Inactive
ANTH 38050	Theory in Cultural Anthropology	Inactive
ANTH 38420	Prehistory: Urbanism	Inactive
ANTH 38430	Lithics	Inactive
ANTH 48210	Culture and Communication	Inactive
ANTH 48240	The Symbolic Imperative	Inactive
ANTH 48291	Seminar in Revolution and Culture Change	Inactive
ANTH 48420	Archaeology of North America	Inactive
ANTH 58210	Culture and Communication	Inactive
ANTH 58240	The Symbolic Imperative	Inactive
ANTH 58291	Seminar in Revolution and Culture Change	Inactive
ANTH 58420	Archaeology of North America	Inactive
ANTH 68240	Ethnic Group Analysis: East Asia	Inactive
ANTH 68242	Ethnic Group Analysis: North America	Inactive
ANTH 68612	Primate Anatomy	Inactive
ANTH 68621	Paleodemography and Osteology	Inactive
ANTH 68622	Human Population Structure and Biological Demography	Inactive
ANTH 68625	Dental Anthropology	Inactive
ANTH 68626	Primate Paleontology	Inactive
ARCH 45204	Beyond Western Traditions	Inactive
ARCH 45230	Frank Lloyd Wright	Inactive
ARCH 45611	Design Theory and Criticism: Twentieth Century	Inactive
ARCH 45632	Urban Ecology	Inactive
ARCH 45702	Urban Design Studio II	Inactive
ARCH 45706	Socio-Political Representation in Urban Design	Inactive
ARCH 45707	Representation in Design	Inactive
ARCH 46263	Modern Architecture	Inactive
ARCH 46613	Urban Design Theory	Inactive
ARCH 55230	Frank Lloyd Wright	Inactive
ARCH 55611	Design Theory and Criticism: 20th Century	Inactive
ARCH 55701	Urban Design Studio I	Inactive
ARCH 55702	Urban Design Studio II	Inactive

Hold Courses Inactivated Effective for Spring 2015 *continued*

ARCH	55706	Socio-Political Representation in Urban Design	Inactive
ARCH	55813	Professional Practice	Inactive
ARCH	55913	Land Use Control Law	Inactive
ARCH	56613	Urban Design Theory	Inactive
ARCH	60201	History and Theory of Preservation	Inactive
ARCH	60202	Building Diagnostic Applications	Inactive
ARCH	60203	Historic Building Materials Conservation	Inactive
ARCH	60204	Exploring Historic Structures	Inactive
ARCH	60205	Preservation Legislation and Policies	Inactive
ARCH	65703	Analysis of Urban Form	Inactive
ARCH	65704	Theories of Urbanism	Inactive
ARCH	66100	Capstone Preparation	Inactive
ARTC	25500	Enameling I	Inactive
ARTC	45500	Advanced Enameling	Inactive
ARTF	44042	Lithography II	Inactive
ARTH	42021	Arts of India and Southeast Asia	Inactive
ARTH	42047	Rococo Art in the 18th Century	Inactive
ARTH	42056	American Art: 1607-1860	Inactive
ARTH	42058	American Film, Photography, Art and Ideas	Inactive
ARTH	42068	Gender and Sexuality in the Arts	Inactive
ARTH	42072	Introduction to Museology	Inactive
ARTH	42075	Film and Photography in Western Art and Ideas	Inactive
ARTH	52000	Art History Research Methods and Resources	Inactive
ARTH	52047	Rococo Art of the 18th Century	Inactive
ARTH	52068	Gender and Sexuality in the Arts	Inactive
ARTH	62056	American Art: 1600-1860	Inactive
ARTH	62072	Introduction to Museology	Inactive
ARTH	62075	Film and Photography in Western Art and Ideas	Inactive
AS	11001	Foundations of Modern Thought I	Inactive
AS	11002	Foundations of Modern Thought II	Inactive
AS	40197	Russian Area Studies Colloquium	Inactive
AS	60220	Bioinformatics	Inactive
BAD	72071	Labor Economics	Inactive
BAD	72182	Public Expenditure and Cost Benefit Analysis	Inactive

Hold Courses Inactivated Effective for Spring 2015 *continued*

BMRT	21002	Business Law and Ethics II	Inactive
BMRT	21054	Insurance Principles	Inactive
BMRT	21055	Retail Merchandising	Inactive
BMRT	21056	Principles of Visual Display	Inactive
BMS	60194	College Teaching in Biomedical Sciences	Inactive
BMS	60221	Ultrastructure of the Cell	Inactive
BMS	60230	Principles of Electron Microscopy	Inactive
BMS	60240	Medical Microbiological Immunology	Inactive
BMS	60267	Molecular Pathology I	Inactive
BMS	60268	Molecular Pathology II	Inactive
BMS	60451	Microcirculation	Inactive
BMS	60461	Integrative Physiology of the Cardiovascular System	Inactive
BMS	60557	Drug Mechanisms in the Brain	Inactive
BMS	60558	Psychoactive Drugs	Inactive
BMS	60561	Neuropharmacology	Inactive
BMS	60710	Functional Neuroanatomy	Inactive
BMS	60711	Developmental and Evolutionary Neurobiology	Inactive
BMS	70194	College Teaching in Biomedical Sciences	Inactive
BMS	70221	Ultrastructure of the Cell	Inactive
BMS	70230	Principles of Electron Microscopy	Inactive
BMS	70240	Medical Microbiological Immunology	Inactive
BMS	70267	Molecular Pathology I	Inactive
BMS	70268	Molecular Pathology II	Inactive
BMS	70451	Microcirculation	Inactive
BMS	70461	Integrative Physiology of the Cardiovascular System	Inactive
BMS	70557	Drug Mechanisms in the Brain	Inactive
BMS	70558	Psychoactive Drugs	Inactive
BMS	70561	Neuropharmacology	Inactive
BMS	70710	Functional Neuroanatomy	Inactive
BMS	70711	Developmental and Evolutionary Neurobiology	Inactive
BMS	78612	Primate Anatomy	Inactive
BMS	78621	Paleodemography and Osteology	Inactive
BMS	78622	Human Population Structure and Biological Demography	Inactive
BMS	78623	Human Variation	Inactive

Hold Courses Inactivated Effective for Spring 2015 *continued*

BMS	78625	Dental Anthropology	Inactive
BMS	78626	Primate Paleontology	Inactive
BMS	78631	Skeletal Biomechanics I: Statics	Inactive
BMS	78632	Skeletal Biomechanics II: Dynamics	Inactive
BSCI	40269	Biology of the Algae	Inactive
BSCI	40444	Mammalian Physiology Laboratory	Inactive
BSCI	50269	Biology of the Algae	Inactive
BSCI	50444	Mammalian Physiology Laboratory	Inactive
BSCI	60220	Bioinformatics	Inactive
BSCI	60266	Plant Growth and Development	Inactive
BSCI	60438	Comparative Physiology	Inactive
BSCI	70266	Plant Growth and Development	Inactive
BSCI	70269	Biology of the Algae	Inactive
BSCI	70438	Comparative Physiology	Inactive
BSCI	70444	Mammalian Physiology Laboratory	Inactive
CHEM	16001	Horticultural Chemistry	Inactive
CHEM	50000	Chemical Information	Inactive
CHEM	60297	Advanced Biochemistry	Inactive
CHEM	70000	Chemical Information	Inactive
CHEM	70297	Advanced Biochemistry	Inactive
CI	65007	Motor Skill Acquisition and Performance	Inactive
CI	65043	Supervision Processes in Sport Pedagogy	Inactive
CI	75007	Motor Skill Acquisition and Performance	Inactive
CI	75043	Supervision Processes in Sport Pedagogy	Inactive
COMM	45154	Rhetorical Criticism	Inactive
COMT	11003	Selected Programming Languages	Inactive
COMT	21006	Assembly Language Programming	Inactive
CPHY	62243	Lyotropic Liquid Crystals and Micellar Systems	Inactive
CPHY	72243	Lyotropic Liquid Crystals and Micellar Systems	Inactive
CPHY	72415	Fluid Mechanics and Rheology	Inactive
CPHY	72461	Nonlinear Optics of Materials	Inactive
CPHY	72515	Chemistry of Amphiphiles	Inactive
CPHY	72517	Membrane Spectroscopy	Inactive
CPHY	72641	Liquid Crystal Surfaces and Interfaces	Inactive

Hold Courses Inactivated Effective for Spring 2015 *continued*

CPHY	72645	Semiconductor Devices	Inactive
CS	60220	Bioinformatics	Inactive
CS	61001	Structure of Computer Science	Inactive
CS	62251	Numerical Analysis I	Inactive
CS	62252	Numerical Analysis II	Inactive
CS	62261	Numerical Solution of Ordinary Differential Equations	Inactive
CS	62262	Numerical Solution of Partial Differential Equations	Inactive
CS	63101	Advanced Programming Languages	Inactive
CS	63111	Advanced Compiler Design	Inactive
CS	63903	Software Visualization	Inactive
CS	64101	Computer Algebra I	Inactive
CS	64102	Computer Algebra II	Inactive
CS	65207	System Simulation	Inactive
CS	65231	Internet Systems and Applications	Inactive
CS	66202	Theory of Computation	Inactive
CS	72251	Numerical Analysis I	Inactive
CS	72252	Numerical Analysis II	Inactive
CS	72261	Numerical Solution of Ordinary Differential Equations	Inactive
CS	72262	Numerical Solution of Partial Differential Equations	Inactive
CS	73101	Advanced Programming Languages	Inactive
CS	73111	Advanced Compiler Design	Inactive
CS	73903	Software Visualization	Inactive
CS	74101	Computer Algebra I	Inactive
CS	74102	Computer Algebra II	Inactive
CS	75207	System Simulation	Inactive
CS	75231	Internet Systems and Applications	Inactive
CS	76202	Theory of Computation	Inactive
CULT	69543	Higher Education in the United States	Inactive
CULT	69565	History of Western Education	Inactive
CULT	79543	Higher Education in the United States	Inactive
CULT	79552	Legal Foundations of Education	Inactive
CULT	79565	History of Western Education	Inactive
CULT	80085	Legal Research in Education	Inactive
DAN	47054	Modern Dance Technique IV-A	Inactive

Hold Courses Inactivated Effective for Spring 2015 *continued*

DAN	47154	Modern Dance Technique IV-B	Inactive
ECED	60155	Infant and Toddler Development and Education	Inactive
ECED	60161	Parenting Education: Supporting the Parenting Process	Inactive
ECED	60164	Appropriate Assessment in Early Childhood Education	Inactive
ECED	70155	Infant and Toddler Development and Education	Inactive
ECED	70161	Parenting Education: Supporting the Parenting Process	Inactive
ECED	70164	Appropriate Assessment in Early Childhood Education	Inactive
ECED	70166	Observational Analysis of Classroom Interactions	Inactive
ECON	32086	Economics of Education	Inactive
ECON	42045	Mathematical Economics	Inactive
ECON	42078	Economic History of Technological and Industrial Development	Inactive
ECON	52045	Mathematical Economics	Inactive
ECON	52078	Economic History of Technological and Industrial Development	Inactive
ECON	62182	Public Expenditure and Cost Benefit Analysis	Inactive
EDAD	65200	The Development and Administration of Charter Schools	Inactive
EDAD	75200	The Development and Administration of Charter Schools	Inactive
EDAD	76523	Advanced Education Finance	Inactive
EDPF	78903	Life Span Development: Childhood and Adolescence	Inactive
EIRT	22030	Survey of Information Technology	Inactive
EMBA	67007	Computer Systems-EMBA	Inactive
EMBA	67010	Executive Communications-EMBA	Inactive
EMBA	77007	Computer Systems-EMBA	Inactive
EMBA	77010	Executive Communications-EMBA	Inactive
EMBA	77021	Business Conditions Analysis and Forecasting-EMBA	Inactive
EMBA	77022	Managerial Economics-EMBA	Inactive
EMBA	77084	Multinational Business Management-EMBA	Inactive
ENG	37201	Writing in Communities	Inactive
ENG	46201	Nineteenth-Century European Literature	Inactive
ENG	56201	Nineteenth-Century European Literature	Inactive
ENG	65026	Language and the Human Sciences	Inactive
ENG	65050	Philosophy of Language	Inactive
ENG	66001	Early British Literature Through the 18th Century	Inactive
ENG	66005	Old English	Inactive
ENG	66042	Teaching English in Secondary Schools	Inactive

Hold Courses Inactivated Effective for Spring 2015 *continued*

ENG	66052	Survey of Children's Literature	Inactive
ENG	66053	Criticism of Children's Literature	Inactive
ENG	66054	Business and Technical Writing	Inactive
ENG	66102	Literature of the United States after the Civil War	Inactive
ENG	66301	World Literature in English	Inactive
ENG	66505	Literary Modes	Inactive
ENG	67001	History of Literary Theory	Inactive
ENG	67002	Contemporary Literary Theory	Inactive
ENG	67105	Structuralist and Poststructuralist Theory and Criticism	Inactive
ENG	67106	Historicist Theory and Criticism	Inactive
ENG	75026	Language and the Human Sciences	Inactive
ENG	75050	Philosophy of Language	Inactive
ENG	76001	Early British Literature Through the 18th Century	Inactive
ENG	76005	Old English	Inactive
ENG	76042	Teaching English in Secondary Schools	Inactive
ENG	76052	Survey of Children's Literature	Inactive
ENG	76053	Criticism of Children's Literature	Inactive
ENG	76054	Business and Technical Writing	Inactive
ENG	76102	Literature of the United States after the Civil War	Inactive
ENG	76301	World Literature in English	Inactive
ENG	76505	Literary Modes	Inactive
ENG	77001	History of Literary Theory	Inactive
ENG	77002	Contemporary Literary Theory	Inactive
ENG	77105	Structuralist and Poststructuralist Theory and Criticism	Inactive
ENG	77106	Historicist Theory and Criticism	Inactive
ENG	85043	Historical Research Methods in Writing and Rhetoric	Inactive
EVAL	68712	Generalizability Theory	Inactive
EVAL	78712	Generalizability Theory	Inactive
FDM	45145	Tailoring	Inactive
FIN	46057	Financial Analysis	Inactive
FIN	66065	Commercial Bank Management	Inactive
FIN	66067	Risk Management and Derivatives	Inactive
FIN	86097	Seminar in Finance	Inactive
FR	23207	Business French I	Inactive

Hold Courses Inactivated Effective for Spring 2015 *continued*

FR	23208	Business French II	Inactive
FR	23209	Field Study	Inactive
FR	33213	Intensive French Grammar	Inactive
FR	33301	French Play Production	Inactive
FR	63001	Graduate Research and Writing in French	Inactive
GCOL	61000	Introduction to Liberal Studies	Inactive
GCOL	61093	Workshop in College Teaching	Inactive
GCOL	61094	College Teaching	Inactive
GCOL	61098	Liberal Studies Essay	Inactive
GCOL	61191	Interdisciplinary Seminar in Gerontology	Inactive
GCOL	71093	Workshop in College Teaching	Inactive
GCOL	71094	College Teaching	Inactive
GCOL	71191	Interdisciplinary Seminar in Gerontology	Inactive
GEOG	20977	Survey of Geography	Inactive
GEOG	41062	Advanced Physical Geography	Inactive
GEOG	46065	Advanced Urban Geography	Inactive
GEOG	49210	Earth Imagery	Inactive
GEOG	49211	Earth Imagery Laboratory	Inactive
GEOG	49482	Field Study of Selected Rural and Urban Areas	Inactive
GEOG	51062	Advanced Physical Geography	Inactive
GEOG	56065	Advanced Urban Geography	Inactive
GEOG	59210	Earth Imagery	Inactive
GEOG	59211	Earth Imagery Laboratory	Inactive
GEOG	59482	Field Study of Selected Rural and Urban Areas	Inactive
GEOG	59890	Applied Geography	Inactive
GEOG	64040	Seminar in Economic Geography	Inactive
GEOG	69009	Spatial Algorithms	Inactive
GEOG	69694	College Teaching of Geography	Inactive
GEOG	70881	Contemporary Issues in Geography	Inactive
GEOG	71060	Seminar in Physical Geography	Inactive
GEOG	71062	Advanced Physical Geography	Inactive
GEOG	72061	Seminar in Cultural Geography	Inactive
GEOG	74040	Seminar in Economic Geography	Inactive
GEOG	75065	Seminar in the Geography of Transportation	Inactive

Hold Courses Inactivated Effective for Spring 2015 *continued*

GEOG76065	Advanced Urban Geography	Inactive
GEOG79007	Quantitative Methods in Geography	Inactive
GEOG79009	Spatial Algorithms	Inactive
GEOG79210	Earth Imagery	Inactive
GEOG79211	Earth Imagery Laboratory	Inactive
GEOG79694	College Teaching of Geography	Inactive
GEOG79808	Advanced Spatial Multivariate Techniques	Inactive
GEOG79890	Applied Geography	Inactive
GEOL 21061	Glacial Geology	Inactive
GEOL 41075	Geology of the United States	Inactive
GEOL 51075	Geology of the United States	Inactive
GEOL 61094	College Teaching	Inactive
GEOL 62025	Exploration Geophysics	Inactive
GEOL 62063	Computer Simulation in Geology	Inactive
GEOL 62065	Modeling in Hydrogeology	Inactive
GEOL 62066	Quantitative Geomorphology	Inactive
GEOL 62070	Geology and the Law	Inactive
GEOL 63045	Advanced Geochemistry	Inactive
GEOL 63046	Radiogenic Isotope Geology	Inactive
GEOL 63047	Selected Instrumental Methods of Geochemical Analysis	Inactive
GEOL 63052	X-Ray Crystallography	Inactive
GEOL 63055	Advanced Igneous and Metamorphic Petrology	Inactive
GEOL 63085	Geochemical Exploration	Inactive
GEOL 64067	Tectonics and Sedimentation	Inactive
GEOL 64071	Advanced Stratigraphy	Inactive
GEOL 71094	College Teaching	Inactive
GEOL 72025	Exploration Geophysics	Inactive
GEOL 72063	Computer Simulation in Geology	Inactive
GEOL 72065	Modeling in Hydrogeology	Inactive
GEOL 72066	Quantitative Geomorphology	Inactive
GEOL 72070	Geology and the Law	Inactive
GEOL 73045	Advanced Geochemistry	Inactive
GEOL 73046	Radiogenic Isotope Geology	Inactive
GEOL 73047	Selected Instrumental Methods of Geochemical Analysis	Inactive

Hold Courses Inactivated Effective for Spring 2015 *continued*

GEOL	73052	X-Ray Crystallography	Inactive
GEOL	73085	Geochemical Exploration	Inactive
GEOL	74067	Tectonics and Sedimentation	Inactive
GEOL	74071	Advanced Stratigraphy	Inactive
GER	23532	Yiddish Drama	Inactive
GER	31501	German Literature in English Translation	Inactive
GER	61200	History of the German Language	Inactive
GER	61353	Seminar on the Novel	Inactive
GER	61361	Seminar on the Baroque	Inactive
GRE	44352	Greek Drama	Inactive
HED	64066	Health in the Developing Nations	Inactive
HIST	41003	History of Ancient Greece	Inactive
HIST	41018	Eighteenth-Century Europe: Age of Revolution	Inactive
HIST	41040	History of Germany, 1648-1871	Inactive
HIST	41131	History of Africa to 1880	Inactive
HIST	41135	History of West Africa	Inactive
HIST	44297	Colloquium in African History	Inactive
HIST	51003	History of Ancient Greece	Inactive
HIST	51040	History of Germany, 1648-1871	Inactive
HIST	51131	History of Africa to 1880	Inactive
HIST	51135	History of West Africa	Inactive
HIST	54297	Colloquium in African History	Inactive
HIST	71003	History of Ancient Greece	Inactive
HIST	71040	History of Germany, 1648-1871	Inactive
HIST	71131	History of Africa to 1880	Inactive
HIST	71135	History of West Africa	Inactive
HIST	74297	Colloquium in African History	Inactive
ID	24511	Housing in Today's Society	Inactive
ID	24513	Survey History of Interiors	Inactive
ID	34512	Home Furnishings	Inactive
ID	44524	Anglo-American Domestic Interiors, Early Colonial Period	Inactive
ID	44526	Lighting Design in Historic Spaces	Inactive
ID	54524	Anglo-American Interiors	Inactive
IERT	22007	Cooperative Work Experience	Inactive

Hold Courses Inactivated Effective for Spring 2015 *continued*

ITAL	25209	Field Study	Inactive
ITAL	45356	Dante	Inactive
JAPN	65001	Graduate Research and Writing in Japanese	Inactive
JMC	23001	Introduction to Graphic Communications	Inactive
JMC	30030	Mass Media Research	Inactive
JMC	40003	Editing for Mass Media	Inactive
JMC	40008	History of American Mass Communication	Inactive
JMC	40034	Advanced Electronic Media Programming	Inactive
JMC	41004	Broadcast Copywriting	Inactive
JMC	44040	Concept Psychographics	Inactive
JMC	47005	Advising Journalism Publications	Inactive
JMC	48020	Mass Media Organizations and Public Information	Inactive
JMC	50001	Fundamentals of Media Messages	Inactive
JMC	51003	Advertising Accounting Management	Inactive
JMC	64072	Administrative Problems in Radio and Television	Inactive
JMC	66005	Professional News Editing	Inactive
JMC	66015	Role of the Editor	Inactive
JMC	66020	Precision Journalism	Inactive
JUS	26705	Survey of Contractual Justice Services	Inactive
JUS	48200	Data Analysis	Inactive
JUS	66769	Justice Research Applications	Inactive
JUS	66771	Legal Aspects of Justice Administration	Inactive
JUS	66776	Qualitative Methods in Justice Studies	Inactive
LIS	60694	College Teaching of Library Science	Inactive
MATH	21003	Introduction to Systems Analysis and Data Communications	Inactive
MATH	40022	Linear Models and Statistical Analysis	Inactive
MATH	40031	Basic Nonparametric Statistics	Inactive
MATH	40041	Statistical Methods for Experiments	Inactive
MATH	40042	Sampling Theory	Inactive
MATH	41012	Finite Mathematics	Inactive
MATH	50022	Linear Models and Statistical Analysis	Inactive
MATH	50031	Basic Non-Parametric Statistics	Inactive
MATH	50041	Statistical Methods for Experiments	Inactive
MATH	50042	Sampling Theory	Inactive

Hold Courses Inactivated Effective for Spring 2015 *continued*

MATH	51012	Finite Mathematics	Inactive
MATH	72011	Advanced Differential Equations	Inactive
MATH	72021	Summability Theory	Inactive
MATH	76001	Algebraic Topology I, II	Inactive
MATH	76002	Algebraic Topology I, II	Inactive
MCLS	22217	Diversity in Today's Russia	Inactive
MCLS	23217	The Francophone Experience	Inactive
MCLS	28403	Hispanics in the United States	Inactive
MCLS	28405	The Spanish Experience	Inactive
MCLS	30376	Novels of Pierre Loti	Inactive
MCLS	37143	The African-Brazilian Experience in Culture and Literature	Inactive
MCLS	60000	Literary Theory in Modern and Classical Languages	Inactive
MERT	22006	General Mechanical Laboratory	Inactive
MERT	22011	Dynamics	Inactive
MERT	22020	Applied Vector Analysis	Inactive
MERT	22021	Applied Finite Element Analysis	Inactive
MFGT	14001	Geometric Dimensioning and Tolerancing	Inactive
MFGT	23002	Advanced Computer-Aided Manufacturing	Inactive
MIS	34031	Systems Simulation	Inactive
MIS	34058	Operations Research I	Inactive
MIS	44056	Statistical Models for Business Applications	Inactive
MIS	44066	Strategies in World Class Operations	Inactive
MIS	64007	Information Technology	Inactive
MIS	64012	Scheduling and Planning I	Inactive
MIS	64015	Stochastic Models	Inactive
MIS	64031	Quality and Reliability Systems	Inactive
MIS	64033	Modern Manufacturing Management	Inactive
MIS	64045	System Development Methodologies	Inactive
MIS	64046	Seminar in Computer-Supported Collaborative Work	Inactive
MIS	64165	High Performance Organizations	Inactive
MIS	64261	Strategic Decision-Making and Human Resource Management	Inactive
MIS	64277	Micro-Organizational Analysis: Individual Behavior	Inactive
MIS	64285	Managing High Technology	Inactive
MIS	74007	Information Technology	Inactive

Hold Courses Inactivated Effective for Spring 2015 *continued*

MIS	74012	Scheduling and Planning	Inactive
MIS	74015	Stochastic Models	Inactive
MIS	74031	Quality and Reliability Systems	Inactive
MIS	74033	Modern Manufacturing Management	Inactive
MIS	74045	System Development Methodologies	Inactive
MIS	74046	Seminar in Computer-Supported Collaborative Work	Inactive
MIS	74165	High Performance Organizations	Inactive
MIS	74261	Strategic Decision-Making and Human Resource Management	Inactive
MIS	74262	Competitive Strategic Analysis	Inactive
MIS	74277	Micro-Organizational Analysis: Individual Behavior	Inactive
MIS	74285	Managing High Technology	Inactive
MIS	84020	Advanced Stochastic Models	Inactive
MIS	84031	Quality and Reliability Systems	Inactive
MIS	84083	Information Infrastructure Security	Inactive
MKTG	65063	Analytical Methods in Marketing Research	Inactive
MKTG	65066	Marketing Theory	Inactive
MKTG	65068	Marketing Strategy and Planning for Nonprofit Organizations	Inactive
MKTG	75063	Analytical Methods in Marketing Research	Inactive
MKTG	75066	Marketing Theory	Inactive
MKTG	75068	Marketing Strategy and Planning for Nonprofit Organizations	Inactive
MUS	25131	Opera: Singer-Actor Techniques	Inactive
MUS	33111	Teaching Music in the Elementary Classroom	Inactive
MUS	41230	Introduction to Electronic Music	Inactive
MUS	41231	Techniques of Electronic Music	Inactive
MUS	48111	Eurhythmics	Inactive
MUS	48112	Eurhythmics	Inactive
MUS	51231	Techniques of Electronic Music	Inactive
MUS	55111	University Choir	Inactive
MUS	58111	Eurhythmics	Inactive
MUS	58112	Eurhythmics	Inactive
MUS	62605	Seminar in Musics of South Asia	Inactive
MUS	63271	Measurement and Evaluation in Music	Inactive
MUS	63311	Dalcroze Techniques in Music Education	Inactive
MUS	68294	College Teaching of Music	Inactive

Hold Courses Inactivated Effective for Spring 2015 *continued*

MUS	71231	Techniques of Electronic Music	Inactive
MUS	71241	Electronic Music Composition	Inactive
MUS	72211	Notation I	Inactive
MUS	72212	Notation II	Inactive
MUS	72227	History and Literature of the Wind Band	Inactive
MUS	72605	Seminar in Musics of South Asia	Inactive
MUS	73271	Measurement and Evaluation in Music	Inactive
MUS	73311	Dalcroze Techniques in Music Education	Inactive
MUS	76912	Applied Music-Graduate Guitar	Inactive
NURS	20160	Nursing Process	Inactive
NURS	30063	Spiritual Care of Patients	Inactive
NURS	40057	Case Management in Healthcare Agencies	Inactive
NURS	70748	Advanced Methods for Nursing Research: Program Evaluation in Nursing	Inactive
PADM	60474	Health Care Reimbursement	Inactive
PAS	33203	Kiswahili Conversation	Inactive
PAS	40080	Pedagogy for Pan-African Studies	Inactive
PAS	43320	Politics of Culture	Inactive
PEB	10315	Intermediate Billiards	Inactive
PEB	10802	Fitness Swimming	Inactive
PEB	10907	Intermediate Tennis	Inactive
PEB	10916	Intermediate Racquetball	Inactive
PEB	11025	Cross Country-Varsity	Inactive
PEB	13013	Canoeing	Inactive
PEB	13023	Rock Climbing	Inactive
PEB	13024	Beginning Kayaking	Inactive
PEB	13027	Winter Backpacking	Inactive
PHIL	21003	Ethics in Contemporary Contexts	Inactive
PHIL	30005	Contemporary Moral Issues	Inactive
PHIL	61084	Research Ethics	Inactive
PHY	75302	Statistical Mechanics II	Inactive
PLCT	12004	Properties of Plastic Materials	Inactive
PLCT	12005	Radiation Polymer Technology I	Inactive
PLCT	22000	Assembly and Finishing of Plastics	Inactive
PLCT	22001	Plastics Product Design	Inactive

Hold Courses Inactivated Effective for Spring 2015 *continued*

PLCT	22002	Plastics Tool Design	Inactive
PLCT	22005	Plastics Manufacturing	Inactive
PLCT	22006	Radiation Polymer Technology II	Inactive
PLCT	22007	Polymer Irradiation Technology	Inactive
POL	60104	Cultural Context of American Politics	Inactive
POL	70104	Cultural Context of American Politics	Inactive
POL	70375	Public Personnel Administration	Inactive
POL	70376	Labor Management Relations in the Public Sector	Inactive
POL	70378	Municipal Management and Administration	Inactive
POL	70381	Methods in Public Administration	Inactive
POL	70382	Seminar in Public Administration	Inactive
POL	70474	Health Care Reimbursement	Inactive
PSYC	60171	Family Interaction and Psychopathology	Inactive
PSYC	60372	Psychotherapy for Specific Disorders	Inactive
PSYC	60374	Group Psychotherapy	Inactive
PSYC	60610	Psychology of Adulthood and Aging	Inactive
PSYC	61133	Sensation and Perception	Inactive
PSYC	61894	College Teaching of Psychology	Inactive
PSYC	70171	Family Interaction and Psychopathology	Inactive
PSYC	70372	Psychotherapy for Specific Disorders	Inactive
PSYC	70374	Group Psychotherapy	Inactive
PSYC	70436	Psycholinguistics	Inactive
PSYC	70468	Memory and Cognition	Inactive
PSYC	70610	Psychology of Adulthood and Aging	Inactive
PSYC	71013	Drugs and Behavior	Inactive
PSYC	71133	Sensation and Perception	Inactive
PSYC	71506	Social Cognition	Inactive
PSYC	71656	Factor Analysis	Inactive
PSYC	71657	Field Research Methods and Program Evaluation	Inactive
RADT	24000	Medical Terminology	Inactive
RHAB	88129	Advanced Assessment in Rehabilitation	Inactive
RHAB	88188	History and Systems of Rehabilitation Psychology	Inactive
RUSS	22260	Russian Morphology and Vocabulary Building	Inactive
RUSS	32350	Russian Prose	Inactive

Hold Courses Inactivated Effective for Spring 2015 *continued*

RUSS	32354	Russian Drama	Inactive
RUSS	62001	Graduate Research and Writing in Russian	Inactive
SOC	32610	Birth, Death, and Migration	Inactive
SOC	42870	Interdisciplinary Seminar in Social Gerontology	Inactive
SOC	52870	Interdisciplinary Seminar in Social Gerontology	Inactive
SOC	62216	Advanced Techniques in Research	Inactive
SOC	62324	Epidemiologic Methods in Health Research	Inactive
SOC	62434	Sociology of Communication	Inactive
SOC	62543	Family Analysis	Inactive
SOC	72216	Advanced Techniques in Research	Inactive
SOC	72324	Epidemiologic Methods in Health Research	Inactive
SOC	72434	Sociology of Communication	Inactive
SOC	72543	Family Analysis	Inactive
SPA	10001	Auditory Comprehension: Skills and Strategies	Inactive
SPA	20202	Voice, Articulation and Phonetics	Inactive
SPA	40104	Communication Disorders in Children and Adolescence	Inactive
SPA	43300	Speech of the Hearing Impaired	Inactive
SPA	43506	Special Issues in Audiology	Inactive
SPA	50104	Speech and Language Rehabilitation	Inactive
SPA	53300	Speech of the Hearing-Impaired	Inactive
SPA	53506	Special Issues in Audiology	Inactive
SPA	63104	Advanced Audiometry	Inactive
SPA	63105	Amplification	Inactive
SPA	63107	Anatomy and Physiology of the Hearing Mechanism	Inactive
SPA	63202	Audiotory Electrophysiology	Inactive
SPA	63205	Advanced Amplification	Inactive
SPA	63301	Pediatric Audiology	Inactive
SPA	63502	Advanced Aural Rehabilitation	Inactive
SPA	63504	Psychoacoustics	Inactive
SPA	64350	Augmentative Communication and Language Programming	Inactive
SPA	64351	Clinical Management in Speech Pathology and Audiology	Inactive
SPA	64352	The Supervisory Process in Speech Pathology/Audiology	Inactive
SPA	64353	Communication Programming for Children With Multiple Disabilities	Inactive
SPA	64355	Environmental Language Programming	Inactive

Hold Courses Inactivated Effective for Spring 2015 *continued*

SPA	64506	Instrumentation	Inactive
SPA	73104	Advanced Audiometry	Inactive
SPA	73105	Amplification	Inactive
SPA	73107	Anatomy and Physiology of the Hearing Mechanism	Inactive
SPA	73202	Auditory Electrophysiology	Inactive
SPA	73205	Advanced Amplification	Inactive
SPA	73301	Pediatric Audiology	Inactive
SPA	73502	Advanced Aural Rehabilitation	Inactive
SPA	73504	Psychoacoustics	Inactive
SPA	74350	Augmentative Communication and Language Programming	Inactive
SPA	74351	Clinical Management in Speech Pathology and Audiology	Inactive
SPA	74352	The Supervisory Process in Speech Pathology/Audiology	Inactive
SPA	74353	Communication Programming for Children With Multiple Disabilities	Inactive
SPA	74355	Environmental Language Programming	Inactive
SPA	74506	Instrumentation	Inactive
SPAN	28207	Business Spanish I	Inactive
SPAN	28208	Business Spanish II	Inactive
SPAN	28209	Field Study	Inactive
SPAN	28212	Studies in Grammar	Inactive
SPAN	48340	Medieval Spanish Poetry	Inactive
SPAN	48351	Minor Works of Cervantes	Inactive
SPAN	48352	Medieval Spanish Prose	Inactive
SPAN	48354	Neoclassicism and Romanticism	Inactive
SPAN	48356	Golden Age Prose	Inactive
SPAN	48358	Nineteenth-Century Novel	Inactive
SPAN	48360	Twentieth-Century Spanish Drama	Inactive
SPAN	48364	Generation of ’98 and After	Inactive
SPAN	48366	The Novel of the Mexican Revolution	Inactive
SPAN	48372	Spanish-American Novel I	Inactive
SPAN	48373	Spanish American Novel II	Inactive
SPAN	48374	Modern Spanish American Drama	Inactive
SPAN	48423	Spanish-American Indian Discourse	Inactive
SPAN	58340	Medieval Spanish Poetry	Inactive
SPAN	58351	Minor Works of Cervantes	Inactive

Hold Courses Inactivated Effective for Spring 2015 *continued*

SPAN	58352	Medieval Spanish Prose	Inactive
SPAN	58354	Neoclassicism and Romanticism	Inactive
SPAN	58356	Golden Age Prose	Inactive
SPAN	58358	19th-Century Novel	Inactive
SPAN	58360	20th-Century Spanish Drama	Inactive
SPAN	58364	Generation of '98 and After	Inactive
SPAN	58366	The Novel of the Mexican Revolution	Inactive
SPAN	58372	Spanish-American Novel I	Inactive
SPAN	58373	Spanish-American Novel II	Inactive
SPAN	58374	Modern Spanish-American Drama	Inactive
SPAN	58423	Spanish-American Indian Discourse	Inactive
SPAN	68001	Spanish Literary Research and Writing	Inactive
SPAN	68201	Reading Spanish for Graduate Students	Inactive
SPAN	68202	Reading Spanish for Graduate Students	Inactive
SPSY	60166	Observational Analysis of Classroom Interactions	Inactive
SPSY	67918	Problems in Research Interpretation	Inactive
SPSY	70166	Observational Analysis of Classroom Interactions	Inactive
SPSY	77918	Problems in Research Interpretation	Inactive
SRM	65031	Social Psychology of Sport and Recreation	Inactive
SRM	75031	Social Psychology of Sport and Recreation	Inactive
TECH	22100	Training Topics in Technology	Inactive
TECH	31055	Plastics Technology I	Inactive
TECH	42300	Radiation Detection Technology	Inactive
TECH	42500	Laboratory in Radiation and Materials	Inactive
TECH	46020	Applications of Artificial Intelligence Products	Inactive
TECH	61001	Organization and Administration of Industrial Education	Inactive
TECH	61006	Instructional Strategies for the Multiple Activity Laboratory	Inactive
TECH	61051	Technology Education for the Elementary School	Inactive
TECH	62001	Control Theory	Inactive
TECH	62301	Electronic Communication System	Inactive
TECH	62302	Fiber Optics	Inactive
TECH	63200	Computer-Controlled Systems	Inactive
TECH	64011	Technical Programming	Inactive
THEA	41017	Reader's Theatre	Inactive

Hold Courses Inactivated Effective for Spring 2015 *continued*

THEA 51726 Theatre Management ..... Inactive
THEA 57174 Principles of Dance Composition I ..... Inactive
THEA 61497 Production Colloquium ..... Inactive
VCD 24001 Product Design ..... Inactive
VCD 38008 Photo-Design Techniques ..... Inactive
VCD 44001 Exhibition Design ..... Inactive
VCD 56005 Visual Form and Kinetics Graphics ..... Inactive

Hold Courses Inactivated Effective for Fall 2015

CTTE 36020 Occupational Experience: Technology ..... Inactive
CTTE 36021 Occupational Experience: Manipulative ..... Inactive

Updates to 21 April 2014 EPC Agenda

Course proposal is withdrawn:
IAKM 61081 Capstone Experience (3) to:
61198 ..... Revise

The following courses were reported initially as effective for fall 2015; they are effective spring 2015:

IAKM 60104 Usability I (3) ..... Revise
IAKM 60105 Information Technologies (3) ..... Revise
IAKM 60106 Content Strategy I (3) ..... New
IAKM 60114 Usability II (3) ..... Revise
IAKM 60116 Content Strategy II (3) ..... New
IAKM 60120 User Experience Design Principles and Concepts (3) ..... Revise
IAKM 60121 User Experience Design in Practice (3) ..... Revise
IAKM 60122 Professional Portfolio Design and Assessment (1) ..... New
IAKM 60340 Business Narrative and Storytelling (3) ..... New
IAKM 60402 Legal Issues in Health Informatics (3) ..... Revise
IAKM 60403 Health Information Systems (3) ..... Revise
IAKM 60410 Health Records Management (3) ..... Revise
IAKM 60411 Clinical Analytics (3) ..... Revise
IAKM 60412 Clinical Decision Support (3) ..... Revise
IAKM 60413 Change Management in Health Informatics (3) ..... New
IAKM 60414 Human Factors and Usability in Health Informatics (3) ..... New
IAKM 60415 Health Informatics Inquiry and Assessment (3) ..... New
IAKM 80104 Usability I (3) ..... Revise
IAKM 80105 Information Technologies (3) ..... Revise
IAKM 80106 Content Strategy I (3) ..... New

Updates to 21 April 2014 EPC Agenda *continued*

The following courses were reported initially as effective for fall 2015; they are effective spring 2015:

IAKM 80114 Usability II (3) ..... Revise

IAKM 80116 Content Strategy II (3) ..... New

IAKM 80120 User Experience Design Principles and Concepts (3) ..... New

IAKM 80121 User Experience Design in Practice (3) ..... New

IAKM 80340 Business Narrative and Storytelling (3) ..... New

IAKM 80402 Legal Issues in Health Informatics (3) ..... Revise

IAKM 80403 Health Information Systems (3) ..... Revise

IAKM 80410 Health Records Management (3) ..... Revise

IAKM 80411 Clinical Analytics (3) ..... Revise

IAKM 80412 Clinical Decision Support (3) ..... Revise

IAKM 80413 Change Management in Health Informatics (3) ..... New

IAKM 80414 Human Factors and Usability in Health Informatics (3) ..... New

IAKM 80415 Health Informatics Inquiry and Assessment (3) ..... New

Updates to 19 May 2014 EPC Agenda

Item listing revision of the Podiatric Medicine [PM] major within the Doctor of Podiatric Medicine [DPM] degree reported initially the total hours to program completion as increasing from 185 to 210; the total hours are increasing to 206.

Course reported initially as a revision; it is an establishment:
CLI 80460 Clerkship Rotation I (4)

Course reported initially as a revision effective fall 2014; it is an inactivation effective spring 2015:
CLI 80496 Clerkship Rotation (4)

Educational Policies Council
Minutes of the Meeting
Monday, 19 May 2014

Ex-Officio Members present: Faculty Senate Chair Paul A. Farrell; Deans Sonia Alemagno, James L. Blank, James K. Bracken, Barbara A. Broome, John R. Crawford, Donald F. Palmer, Eboni J. Pringle (represented by Assistant Dean Charity L. Snyder), Robert G. Sines, Deborah F. Spake, Mary Ann Stephens, Wanda E. Thomas; Senior Associate Dean Vincent J. Hetherington; Associate Deans Joanne M. Arhar, Raymond A. Craig, Janis H. Crowther, John R. Graham, LuEtt J. Hanson, Ralph Lorenz, Donald R. Williams, William T. Willoughby; Assistant Dean Elizabeth A. Sinclair; Director Robert A. Walker (represented by Academic Program Coordinator Susan R. Peti)

Ex-officio Members not present: Provost Todd A. Diacon; Deans Douglas L. Steidl, Stanley T. Wearden; Associate Deans Catherine E. Hackney, Isaac Richmond Nettey; Assistant Dean Thomas E. Klingler

Faculty Senate-Appointed Representatives present: Thomas Janson, Jonathan V. Selinger, Roberto M. Uribe-Rendon, Donald L. White

Faculty Senate-Appointed Representatives not present: Vanessa J. Earp, Richard Feinberg, Donald (Mack) Hassler, Mary K. Kellermann, Fred T. Smith, Terrence L. Uber, William C. Ward III, Christopher A. Was

Council Representatives present: Gregory M. Blase, Jessie Carduner, Pamela K. Evans, Jonathan P. Fleming, Rosemary Gornik, Ann F. Jacobson, Mary A. Mooney, Timothy A. Roberts, Denice Sheehan, Fred T. Smith

Council Representatives not present: Tina D. Bhargava, Thomas W. Brewer, Kathleen Browne, Michael W. Chunn, John C. Duncan, William E. Hauck, Eric D. Johnson, Andrew Lepp, John A. Marino, Marilyn Norconk, John H. Thornton

Observers present: Scout Nelson McCully

Observers not present: Michelle A. Crisler

Consultants and Guests present: Susan M. Augustine, Julie A. Gabella, Jennifer S. Kellogg, Gail M. Rebeta, Linnea A. Stafford, Melody J. Tankersley, Therese E. Tillett, Whitney E. Wenger

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Associate Provost Melody J. Tankersley called the joint meeting of the Educational Policies Council to order at 3:25 p.m., on Monday, 19 May 2014, in the Governance Chambers, second floor of Kent Student Center.

Action Item 1: Approval of the minutes of 21 April 2014.

There were no corrections or objections to the minutes; they were approved unanimously.

Action Item 2: Establishment of Cooperative Education Program that will allow eligible undergraduate students to augment their academic study at Kent State University with an approved semester of fulltime, career-related employment while still remaining a full-time student.

Associate Provost Tankersley explained the importance of a Cooperative (Co-Op) Education Program to the committee. The program would allow students to engage in full-time work-related experience that applies to their major without having to take a full course load to keep their full-time student status. The co-op experience will be an entire semester long, so while students are not taking classes, they would still be allowed to live on campus and enjoy the benefits of being a Kent State University student.

Associate Director Gregory M. Blase made a motion for approval of the item, which was seconded by Professor Roberto M. Uribe-Rendon.

Professor Tom Janson enquired about the 0-credit course. Associate Provost Tankersley explained that, traditionally, establishment of 0-credit courses has been denied because the student would still be taking a course in a regular classroom as well as have a full load of coursework. The co-op course will not carry academic credit or a grade, since the student will be working full-time, in a paid position that will last for a full semester. However, the course will count toward full-time enrollment and the Experiential Learning Requirement. The student will not be paying the regular tuition for the course; instead the student will pay a special flat fee that will be applied to the student's account to maintain full-time enrollment status.

Dean Wanda E. Thomas asked how a 0-credit course will affect the student's financial aid package. Associate Provost Tankersley explained that students will not be eligible to receive financial aid or certain scholarships for the term in which they are on a co-op semester.

Associate Dean LuEtt J. Hanson asked if the student will be allowed to register for a class while taking the co-op course. Associate Provost Tankersely answered that the Provost's Office still needs to look into what the student can and cannot do while participating in the co-op.

With no further questions or comments, the item was passed unanimously by the council.

Action Item 3: Revision of Admission–Transfer Graduate Student policy to provide clarification on the transfer of credit into master's, doctoral and EdS degrees; the transfer of credit that was earned at Kent State University; and the conditions surrounding the transfer of credits (e.g., role of the student, time limits, impact on the student's GPA). Name of policy changes to Transfer of Graduate Credit.

Dean Mary Ann Stephens said that the Transfer Graduate Student policy was unclear regarding what can be transferred and apply to a Kent State degree. The new policy now includes the Educational Specialist (EdS) degree; substantial change is the conditions that surround the graduate hours.

Dean Donald F. Palmer's motion to move the item was seconded by Associate Dean John R. Graham.

Faculty Senate Chair Paul A. Farrell asked for clarification of the total hours allowed to be transferred. Dean Stephens explained that under both the old and the new policy, Kent State allowed for 12 credit hours to be transferred to a Kent State degree from another institution. However, the new policy states that those transferred credit hours must not have been used for a previously awarded degree, and each graduate program area has the authority to accept (or not) the transfer credit hours.

EPC members had no further questions or comments and passed the item unanimously.

Action Item 4: Revision of six academic policies to clarify and update information and language as they pertain to graduate students, and not to change the policies' intent. The policies are Admission–Former Kent State Student, Admission–Non-Degree Student, Course Repeat Policies, Enrollment–Graduate, Time Limits for Graduate Degrees and Transient Work at Another University.

Dean Stephens informed the committee that this action item was merely housekeeping. She then moved the item for approval, seconded by Associate Dean William T. Willoughby. The item was passed unanimously by the council.

Action Item 5: Revision of Placement Testing policy due to the uniform statewide standards established by the Ohio Board of Regents to determine testing thresholds for remediation-free status. Name of policy changes to University Readiness Standards.

Assistant Dean Charity L. Snyder explained that the revision to the Placement Testing policy is to align with the new threshold scores to place student in college-level courses for mathematics, English and reading/study strategies that are being set by the Ohio Board of Regents' state-wide remediation-free standards.

Assistant Dean Snyder's motion to approve the item was seconded by Program Director Pamela K. Evans and passed unanimously by the council.

Discussion Item 1: Schedule of meetings for the Graduate EPC and Undergraduate EPC for academic year 2014-2015.

Curriculum Services Director Therese E. Tillett explained that when the EPC was separated into two councils (2009), the two councils met on the same Monday at the same time, in different locations, with the exception of joint meetings in November and May. That led to conflicts with some members wanting/needing to attend both council meetings. The past academic year was the first time that the two councils were scheduled on different Mondays, which has caused scheduling issues for the provost and for Faculty Senate Executive Committee meetings.

After some discussion on the subject, including examination of whether there is still a need for two separate councils, Associate Dean Donald R. Williams moved that for academic year 2014-2015, the EPC meet once a month as a whole, seconded by Associate Dean Hanson. EPC members unanimously passed the item, with the amendment for the EPC to meet in the Governance Chambers as the set-up in room 310 is unconducive for a large-group discussion.

Associate Provost Tankersley requested questions or comments for any of the information items, lesser action items or remaining courses listed on the agenda. Hearing none, her request for a motion to adjourn was accepted. The meeting was adjourned at 4:15 p.m.

Respectfully submitted,

Jennifer S. Kellogg
Academic Program Coordinator, Curriculum Services
Office of the Provost

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **15-Jul-14** Curriculum Bulletin _____

Effective Date **Spring 2015** Approved by EPC _____

Department **Faculty Professional Development Center**

College **PR - Provost**

Proposal **Revise Institute**

Proposal Name **revised center's name to Center for Teaching and Learning**

Description of proposal:

Since 1998, the Faculty Professional Development Center (FPDC) has been offering programing to assist with the professional expectations of faculty members at Kent State University. This center, formed through a collaborative relationship between the American Association of University Professors (AAUP) and the university administration, has not experienced significant changes in budget, structure and/or function over the past 15 years. In June 2013, Provost Todd Diacon requested that, through the proper shared governance processes, appropriate faculty members and administrators examine the current direction of the center and consider clarifying the mission and focus.

The FPDC Re-Design Steering Committee was formed to meet this purpose. The committee members were nominated by deans, chairs and directors, Faculty Senate and AAUP. The core working group considered all elements of the center, including name, focus, location, staffing, and consulted with faculty colleagues throughout the process. In an effort to include as many perspectives as possible, an advisory group to the steering committee, consisting of other nominated faculty colleagues as well as professional development individuals from within and outside the university, periodically provided feedback and insight as the ideas and suggestions were created. The committee has recommended a variety of changes that are included in this documentation.

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):

Faculty and adminstrators (94) from various units across the unversity participated on the steering and/or advisory committee. The AAUP and Faculty Senate were consulted at various times in the process.

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 revise the name of the Faculty Professional Development Center to the Center for Teaching and Learning to reflect the center's shift in focus

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.**

   The Faculty Professional Development Center was established in 1998 as an independent university structure to support scholarship and scholars. Since then, the center has seen little change in its structure, budget and function. In 2013, at the request of the provost, a steering committee was formed and charged with examining the direction, mission and focus of the center.

   After a careful analysis of the university support for faculty, as well as feedback from faculty and internal and external professional development educators, the steering committee identified that there is no direct unit at Kent State that provides teaching and learning support for faculty. The center, due to a broad focus and small staff, was not able to provide the in-depth support for teaching and learning that faculty were requesting. By shifting the focus of the center to teaching, learning innovation and educational support, and increasing dedicated resources, the center better serves faculty and students through improved learning environments. A name change to the Center for Teaching and Learning represents the re-conceptualized center.

   The report of the steering committee is attached to the end of this proposal.

2. **Centrality and coherence to the mission and strategic directions of the university and other academic units.**

   The mission of Kent State is to "discover, create, apply and share knowledge" in its service to its students, Ohio, the nation and the global community. This aligns with the re-focused mission of the center to provide opportunities for faculty to learn, grow and lead, as well as to support community members if the process of enhancing Kent State's environments of learning to promote student success.

   All of Kent State's academic units provide some form of teaching and learning opportunities. Having a support structure to help with this mission is critical. Additionally, improvement for student learning is mentioned extensively in the Academic Affairs Strategic Plan. This newly refocused center will be critical to the implementation of these stated goals and objectives.

3. **Comparative advantage versus other structures.**

   The previous Faculty Professional Development Center was under-staffed, with two full-time professionals, one part-time support staff and student workers, to provide the wide range of services that it offered to the whole university. With this more direct and specific focus, the current staffing and structure recommended by the steering committee will be able to better serve the faculty. As noted by the committee, an independent unit that focusses specifically on

improving teaching and learning does not current exist at Kent State. Having such a center will provide faculty with focused services that will help to improve classroom practices and student learning. Housing this center under another unit would diffuse the mission of helping faculty to improve student learning.

4. What makes the unit particularly appropriate for Kent State University.

Centers for teaching and learning are normative practices at universities with similar size and mission as Kent State. Given the broad range of faculty roles and responsibilities, support for teaching and assistance in researching student learning are important elements to increase student success rates.

5. Demand for the unit and for the graduates of the unit.

During the last academic year, the following faculty interactions were conducted by the FPDC:

- Mild interactions (large workshops/lectures, short meetings) 475
- Moderate interactions (small group workshops/trainings) 105
- Intense interactions (one-to-one sessions, peer reviews) 44

Most of these faculty interactions were focused on teaching and learning. With a more clear and stated focus, it is expected that these interactions will increase.

6. Duplication and interrelatedness of the unit's program(s) within the university, state, and region.

As noted in the attached report, the steering committee carefully examined faculty professional support throughout the university and identified that a unit specifically focused on teaching and learning was needed. Additionally, the committee also conducted and extensive examination of 32 other centers (attached list) from the region and throughout the country to identify best practices. This extensive review helped to solidify the types of services the committee suggests the re-conceptualized center should offer.

7. Efficiency and effectiveness of the unit in leveraging existing resources and expanding new resources.

The current staffing of one director, three faculty developers/leaders and two staff support allows for an easy shift to this new focus. All current professional consultants have a background in college teaching and learning and will be able to provide the services identified in the committee report. Additionally, with a more clearly defined focus and a name that better reflects the work of the center, identifying fundraising opportunities will be an easier task.

8. Administrative reporting structure.

The reporting structure will remain the same as the current Faculty Professional Development Center. The center director will report to the associate provost for faculty affairs.

9. Space and capital budget needs.

There are no required space and capital budget needs to refocus and rename the center. However, to expand services and meet the issues addressed in the steering committee report, expanding the staffing of the center would increase the quality and amount of services available to faculty.

10. A proposed operating budget with any one-time resource needs.

There is no proposed budget change in this recommendation.

11. Evaluation procedures including academic assessment procedures.

The evaluation procedures will follow the current practice. This includes an annual report to the Provost's Office, the center's Advisory Board and, as requested, to the Faculty Senate.

12. A timetable for proposal implementation.

Tentative Approval Timeline:

Senior VP and Provost:	August 2014
Educational Policies Council:	August 2014
Faculty Senate:	September 2014
Board of Trustees:	December 2014
Implementation:	January 2015

FPDC Re-Design Steering Committee Report

Summary

Since 1998, the Faculty Professional Development Center has been offering programing to assist with the professional expectations of faculty members at Kent State University. This center, formed through a collaborative relationship between the American Association of University Professors (AAUP) and the university administration, has not experienced significant changes in budget, structure and/or function over the last fifteen years. In June 2013, Provost Todd Diacon requested that, through the proper shared governance processes, appropriate faculty members and administrators examine the current direction of the center and consider clarifying the mission and focus.

The Faculty Professional Development Re-design Steering Committee was formed to meet this purpose. The committee members were nominated by Deans, Chairs and Directors, Faculty Senate, and AAUP. The core working group considered all elements of the center including name, focus, location, staffing, etc. and consulted with faculty colleagues throughout the process. In an effort to include as many perspectives as possible, an advisory group to the steering committee, consisting of other nominated faculty colleagues as well as professional development individuals from within and outside the university periodically provided feedback and insight as the ideas and suggestions were created.

This report outlines the changes recommended by these two groups. The more significant recommendations include: a) the re-focus of the center's mission towards teaching and learning, b) significant increase in the staffing of the center to support expanded offerings, c) the creation of a virtual university-wide clearinghouse of information to ease faculty access to the support services available, and d) adjustments to the center's advisory council to be more representative of the current structure of the university.

Steering Committee Members

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Donald White	dlwhite@kent.edu

Center History

The Faculty Professional Development Center (FPDC) had its beginnings in the collaborative efforts of the Faculty Professional Development Study Committee (FPDSC), a body initiated by the American Association of University Professors (AAUP), developed with the Administration, and put forth in the

contract agreement signed in April, 1993. In their report, based on two and one-half years of study, the committee drew attention to the many and diverse forms of support for faculty professional development in existence at Kent State University, most notably the University Research Council (URC) and the University Teaching Council (UTC). The report contained suggestions for strengthening some of these efforts, for making all efforts more broadly known and available, and for creating other opportunities as needed. The committee offered a conceptual framework for faculty professional development and recommended the creation of the Center. The report was presented to the President and to the Faculty Senate for discussion. President Cartwright and Senate Chair Robert Johnson created a planning committee to provide detailed recommendations on housing, staff, budget and reporting. In February of 1997, the planning committee submitted its report. By late August 1998, a director was appointed and in September the Center and its staff began formal operations (http://www.kent.edu/fpdc/index.cfm).

Committee Process

The Faculty Professional Development Re-design Steering Committee first began in October 2013 by examining and reviewing the faculty development services currently available at Kent State University. This process revealed that faculty support services are vast and varied but are not housed and/or organized in a user friendly manner that allows for easy access and identification of support. The committee also identified that teaching and learning support was not the specific focus of any one of these support services. Finally, the committee recognized that many of these services grew out of the work of particular individuals rather than strategic and organized planning. At this point the committee examined previous reviews of the current center as well as recent scholarship from the field of faculty development in order to identify current trends, practices, and perspectives that needed to be considered within the redesign process. This provided the committee with a conceptual framework for analysis.

To identify a clearer picture of best practices within the field of faculty development, the steering committee and the advisory group conducted a two day on-line virtual discussion hosted by the Civic Commons. This virtual discussion featured center directors from a variety of institutions including Penn State, Ohio State, Ohio University, Virginia Tech, Miami University, and Indiana University-Purdue University Indianapolis. Thirty-two different faculty participated in the conversations with over fifty unique responses.

After the Civic Commons discussion, the steering committee and advisory group created over fifty value statements outlining the important services that should be supported by the center. Utilizing the Q-sort methodology, the steering committee reduced these value statements into four different perspectives that could be utilized in the center. Each of these four perspectives would prioritize different services in different ways. At that point the steering committee was able to identify fifteen critical services that would model best practices from the field.

In order to prioritize these services the Civic Commons was again utilized for a community ballot. This ballot asked participants to select then rank the top ten critical services each felt should be offered by the center. Points were assigned to the options as ranked (#1=10 points, #2=9, etc.). Eighty-one faculty participated in the voting process and the results are included (Appendix A). Once these critical services were identified, the committee was able to examine the appropriate support structure that would be needed to implement these services. Additionally, space and name considerations were also considered that would best support and reflect these services.

Community input was also gathered throughout the academic year through more traditional means. An information booth was utilized at the University Teaching Council's Annual Celebration of College Teaching Conference to gather suggestions and ideas from attendees. Also, information cards were available at the current center's main office in Moulton Hall for anyone to provide input into the re-design process and findings. Finally, the Faculty Professional Development Center co-hosted the university-wide April Faculty Club and again solicited input on the name of the center as well as other important suggestions on key services. All of this information was utilized to reach the final recommendations.

Committee Recommendations

1. In considering faculty development as a whole at Kent State University, the steering committee identified a core problem to be addressed by a new center: that the professional development opportunities at Kent State University are spread across the campus without a structure that is coherent to most faculty members. This has made accessing the resources extremely difficult for faculty and, therefore, many of the services are underutilized. In an effort to address this problem, the committee recommends a Virtual Faculty Portal be created that will serve as the clearing house for all faculty resources. This should be maintained by the new center and should serve as the entry point to address critical needs and issues related to their role as faculty.
2. After careful analysis of the current faculty development services provided university-wide, the committee identified that a unit that specifically focuses on teaching, learning innovation, and educational support is needed. Having this clear and specific focus on teaching and learning will help to improve the quality of offerings from the restructured center. The committee recommends that the Faculty Professional Development Center should be re-named to **The Center for Teaching and Learning** to clearly represent this new focus.
3. Further, the committee has identified that faculty development has developed into a field of study with a rich body of literature to inform practice. The committee suggests that the university utilize an outside panel of experts which consists of Directors from various centers across the country to serve as an external advisory board to the new center. This will ensure that the new center remains current in best practices from similar institutions.
4. The leadership model of the center in the past relied too heavily on one person. The committee encourages the university to find ways to build future faculty leaders for this center. This may include fellowships, special appointments, etc. to allow interested faculty members a chance to experience faculty development to see if this is a professional option.
5. As noted in previous center reviews, the current unit is understaffed (2 Fulltime Staff, 2 Student Workers, and 1 Part-time Administrative Support position). In an effort to meet the critical services outlined through the review process (see attached) the committee suggests that the following support structure be instituted:
    a. Director- Tenured faculty member from Kent State University.
    b. Three Faculty Developers/Leaders with different strengths/background in teaching/learning in higher education.
        i. Qualitative
        ii. Quantitative
        iii. Education Technology/Innovation
    c. Staff member to develop and maintain the Faculty Portal.
    d. Administrative Assistant/Support.

    The committee urges the administration to think of alternative/shared appointments so that the center personnel can be connected across the entire university.
6. The committee suggests that moving the center to a more centralized campus location would ease faculty access to the services. This move should only occur if the new space signals the central value of teaching

and learning within the university community and is an accommodating space for the new focus of the center. If not, the committee suggests leaving the center in the Moulton Hall location.

7. The committee also suggests slight modifications to the internal advisory body (currently FPDC Council Membership). These changes include:
    a. Office of the Provost appointments should include one member from the Kent campus and one member from the Regional Campuses.
    b. Add an Assistant/Associate Dean from the Regional Campuses to the Non-Voting Members of the council.
    c. Add a representative from the Office of Continuing and Distance Education to the Non-Voting Members of the council.
    d. Remove the current language of having a non-voting representative from University Libraries. University Library faculty can now be selected as voting members of the council.

Appendix A: Critical Services

Critical Services As Ranked by Faculty Input
Clearing House for Faculty Services
Support for Exploring, Testing and Implementing New Teaching Strategies
Research on Teaching
Conducting and Disseminating Research on Student Learning
Teaching Skills
Community Building
Technology Integration
Teaching Observations
1 to 1 Consultation
Career Development
Faculty Recognition
GTA Support
Mentoring
Adjunct Faculty Support
Work/Life Balance

Appendix B: FPDC Re-design Steering Committee Advisory Board

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Appendix C: Proposed New Mission Statement

The Center for Teaching and Learning has a primary mission to provide opportunities, leadership, and support for all faculty to grow in their scholarly and professional endeavors. The long term aim is to support community members in the process of creating, transforming, and/or maintaining Kent State University's environments for learning as spaces where all students can succeed.

The center's four main areas of service are to:

- Connect, network, and support continuity in opportunities for faculty to explore, research, and support student learning.
- Serve as a portal of all information and services related to faculty at Kent State University.
- Offer expertise and consultation related to specific areas of scholarship and professional issues related to teaching and learning.
- Provide peer review and guidance on teaching innovations and improvement.

CENTERS FOR REVIEW

UNIVERSITY	CENTER	CONTACT	CENTER WEBSITE
Bowling Green University	Center for Teaching and Learning	Karen Meyers 419-372-7874 meyersk@bgsu.edu	www.bgsu.edu/ctl
Carnegie Mellon University	Eberly Center for Teaching Excellence	Marsha Lovett 412-268-2896 lovett@andrew.cmu.edu	www-dev.eberly.cmu.edu/
Central Michigan University	Faculty Center for Innovative Teaching	Jim Therrell 989-774-3615 Therr1ja@cmich.edu	www.cmich.edu/office_provost/facit
Duquesne University	Center for Teaching Excellence	Laurel Willingham-Mclain 412-396-5177 willingham@duq.edu	www.duq.edu/about/centers-and-institutes/center-for-teaching-excellence
Eastern Michigan University	Bruce K Nelson Faculty Development Center	Peggy Liggit 734-487-2537 pliggit@emich.edu	www.emich.edu/facdev
Fort Hays State University	Center for Teaching Excellence and Learning Technologies	Susan M. Zvacek 785-628-4194 smzvacek@fhsu.edu	www.fhsu.edu/ctelt
Georgia State University	Teaching and Learning with Technology Center	A.Faye Borthick 404-651-4472 borthick@gsu.edu	www.gsu.edu/~wwwltc
Georgia State University	Teaching and Learning with Technology Center	A.Faye Borthick 404-651-4472 borthick@gsu.edu	www.gsu.edu/~wwwltc
Indiana University, Bloomington	Center for Innovative Teaching and Learning	Greg Siering 812-855-9174	citl.indiana.edu/
Indiana University, South Bend	University Center for Excellence in Teaching	Gwendolyn Mettetal 574-520-4507 gmetteta@iusb.edu	www.iusb.edu/ucet/contact-ucet
Iowa State University	Center for Technology in Learning and Teaching	Denise Schmidt-Crawford 515-294-9141 dschmidt@iastate.edu	www.ctlt.iastate.edu
Miami University of Ohio	Center for the Enhancement of Learning, Teaching, and University Assessment	Cecilia Shore 513-529-9266 shorec@miamioh.edu	www.units.miamioh.edu/celt/
Northeastern Illinois University	Center for Teaching and Learning	Edmund Hansen 773-442-4468 e-hansen@neiu.edu	www.neiu.edu/~ctl
Northern Arizona University	Faculty Professional Development Program	Larry Gallagher 928-523-7121 lawrence.gallagher@nau.edu	nau.edu/Faculty-Development
Ohio State University	Center for Advancement of Teaching	Alan Kalish 614-292-3644 kaslish.3@osu.edu	ucat.osu.edu/
Ohio University	Center for Teaching and Learning	Tim Vickers 740-593-2681 vickerst@ohio.edu	www.ohio.edu/ctl/aboutctl
Pennsylvania State University	Schreyer Institute for Teaching Excellence	Angela Linse 814-863-2599 Arl15@psu.edu	www.schreyerinstitute.psu.edu/resources
Southern Illinois University, Edwardsville	Excellence in Learning and Teaching Initiative	Ellen Lavelle 618-650-3636 elavell@siue.edu	www.siue.edu/~elavell

CENTERS FOR REVIEW

UNIVERSITY	CENTER	CONTACT	CENTER WEBSITE
Stanford University	Center for Teaching and Learning	Michele Marincovich 650-723-2208 marin@stanford.edu	teachingcommons.stanford.edu/ctl
University of Cincinnati	Center for the Enhancement of Teaching and Learning	Pamela Baker 513-556-1270 pamela.baker@uc.edu	www.uc.edu/cetl/about.html
University of Illinois, Springfield	Faculty Development Office	Bill Kline 217-206-6503 Wklin2@uis.edu	www.uis.edu/fdo/
University of Illinois, Urbana-Champaign	Center for Teaching Excellence	Ginger Mohr 217-333-66--3370 gmohr@illnois.edu	cte.illinois.edu/
University of Michigan	Center for Research on Learning and Teaching	Constance E. Cook 734-763-0159 cecook@umich.edu	www.crlt.umich.edu
University of Michigan, Flint	Thompson Center for Learning and Teaching	Jan Worth-Nelson 810-424-5493 janworth@umflint.edu	www.umflint.edu/tclt
University of Minnesota	Center for Teaching and Learning	David Langley 612-625-3343 langl029@umn.edu	www.umn.edu/ohr/teachlearn/about/staff
University of Tennessee, Knoxville	Tennessee Teaching and Learning Center	David W. Schumann, 865-974-1642 dschuman@utk.edu	tenntlc.utk.edu
University of Texas, Austin	Center for Teaching and Learning	Harrison Keller 512-232-8277 harrison.keller@austin.utexas.edu	ctl.utexas.edu/
University of Wisconsin-Milwaukee	Center for Instructional and Professional Development	Anthony Ciccone 414-229-6638 ciccone@uwm.edu	www.uwm.edu/cipd
Vanderbilt University	Center for Teaching	Derek Bruff 615-322-7290 derek.bruff@vanderbilt.edu	cft.vanderbilt.edu
Virginia Polytechnic Institute and State University	Center for Instructional Development and Educational Research	Peter Doolittle 540-231-3954 pdoo@vt.edu	www.cider.vt.edu
Western Michigan University	Office of Faculty Development	Dr. Andrea Beach 269-387-1725 andrea.beach@wmich.edu	www.wmich.edu/facdev/programs/sotl.html
Wright State University	Center for Teaching and Learning	Sarah Twill 937-775-2467 Sarah.twill@wright.edu	www.wright.edu/ctl

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **30-Jan-14** Curriculum Bulletin _____

Effective Date **Fall 2015** Approved by EPC _____

Department

College **RE - Regional College**

Degree **BS - Bachelor of Science**

Program Name **Respiratory Care** Program Banner Code **RSPC**

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

Proposal **Establish program**

Description of proposal:

The Bachelor of Science degree in Respiratory Care will be offered fully online through the Ashtabula Campus. It is designed as a completer program for certificed/registered respiratory therapists who hold an accredited associate degree in respiratory therapy/care. The program will enable students to expand their career options and gain skills and knowledge to enhance their current practice; it will also support the provision of the advanced level of care required by respiratory therapists in the future.

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 proposed BS degree will articulate 2+2 with Kent State's AAS degree in Respiratory Therapy Technology (and other similar accredited associate degrees in the country). Faculty, staff and administrators will be shared among the two programs.

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

Consulted on the program development were the senior program director of nursing and allied health, the senior academic program director of the College of Nursing, nursing faculty, AAS degree's Respiratory Therapy Advisory Committee, assistant academic dean for the Ashtabula Campus, Ashtabula Campus library services and business affairs.

REQUIRED ENDORSEMENTS

Yvonne George — 4/9/14
Department Chair / School Director

Susan J. Stocker — 4/15/14
Campus Dean (for Regional Campuses proposals)

Wanda Thomas — 5/5-/14
College Dean (or designee)

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

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

John R. Kasich, Governor
John Carey, Chancellor

Request for Approval

Submitted by
Kent State University

Establishment of a Bachelor of Science Degree in Respiratory Care

Date to come

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REQUEST

Date of submission: [date]

Name of institution: Kent State University

Degree/degree program title: Bachelor of Science degree in Respiratory Care

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: ttillet1@kent.edu

Delivery site: Fully online-only through the Ashtabula Campus

Date that the request was approved by the institution's governing board:
Approved by the Kent State University Faculty Senate on [date], and the Board of Trustees on [date]

Proposed start date: Fall 2015

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 (325 majors in 44 degrees and 61 certificate as of fall 2014)

Institution has Higher Learning Commission approval for online or blended/hybrid delivery: Yes

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 establish a Bachelor of Science degree in Respiratory Care, which will be offered as a fully online-only completer program for students who hold an accredited associate degree in respiratory therapy and are a certified or registered respiratory therapist. The degree program will be administered by Kent State's Regional College, and offered through the Ashtabula Campus.

Since fall 2008, Kent State has offered an accredited Associate of Applied Science degree in Respiratory Therapy Technology at the Ashtabula Campus. The proposed BS degree will offer a seamless 2+2 articulation for Kent State's associate degree and any other accredited associate degree in respiratory degree in the state and country.

SECTION 2: ACCREDITATION

2.1 Regional accreditation

Original date of accreditation:	1915
Date of last review:	2007 - 2008
Date of next review:	2014 (update this section before sending)

2.2 Results of the last accreditation review

Kent State University accreditation was reaffirmed by the North Central Association Higher Learning Commission on 28 February 2008. (update before sending) (www.kent.edu/aqip/upload/reaffirmation-of-accreditation-2008.pdf)

2.3 Notification of appropriate agencies

Kent State University has notified the Ohio Board of Respiratory Care, the American Association for Respiratory Care and the Commission on Accreditation for Respiratory Care (CoARC). See Appendix A for letters to those agencies.

CoARC awarded initial accreditation status to Kent State's AAS degree in Respiratory Therapy Technology in November 2012. This accreditation is valid for five years. After that, the program will be scheduled for review to obtain continuing accreditation status, valid for 10 years.

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.

The organizational structure for Kent State University Regional Campuses is in Appendix B. The organizational structure for the Ashtabula Campus is in Appendix C.

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 Respiratory Care is an initiative of the administration and faculty of the Ashtabula Campus and will be delivered online through that campus. Administratively, the degree will be housed in Kent State's Regional College, which also administers Kent State's associate degree in respiratory therapy technology. Staff and program faculty report to the academic program director. The academic program director reports to the assistant dean of the Ashtabula Campus, who in turn, reports to the campus' dean and chief administrator officer. Kent State's seven regional campus deans/CAO report to the dean of the Regional College, who reports to Kent State's senior vice president of academic affairs and provost.

Provide the title of the lead administrator for the proposed program and a brief description of the individual's duties and responsibilities. Describe the qualifications of this individual for the oversight of a distance education program. Include this individual's CV/resume as an appendix item.

Yvonne George, MEd, RRT, academic program director for the associate degree in respiratory therapy technology, will be the lead administrator for the proposed program. The program director is responsible for all aspects of the program, including all operational, administrative, instructional, managerial, financial, continuous review and analysis, planning, development and general effectiveness of the program. A registered respiratory therapist, Ms. George holds a master's degree in adult learning and development from Cleveland State University. She completed her Bachelor of Business Administration degree through a 100-percent online format and has instructor training in the Blackboard Learning System. Ms. George is enrolled in professional development in the area of education from the American Association of Respiratory Care's Leadership Institute. This training includes several lessons in the area of course development and also has lessons specific to distance learning, including the following:

- Internet-based classroom management systems
- Web-based instruction/distant learning
- Computer technology in the classroom

Ms. George completed a Quality Matters™ workshop at the Ashtabula Campus in April 2014 and is incorporating the Quality Matters™ standards into the development of the program and course design. Quality Matters™ is a professional development training for quality assurance in online education and known for its peer-based approach and continuous improvement in online education and student learning.[1] See Appendix D for a program director's job description and Ms. George's curriculum vitae.

[1] Quality Matters. MarylandOnline, 2013. Retrieved from www.qualitymatters.org

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

The Respiratory Therapy Advisory Committee supports the development and maintenance of the proposed program. Members of the committee meet once a year, and there are no term limits for appointments.

Name	Title	Organization
Denise Booth RRT	Adjunct Faculty and Clinical Preceptor	Kent State University – Ashtabula; Cleveland Clinic Foundation
Kathleen Deakins, MHA, RRT, NPS	Manager, Respiratory Therapy	Rainbow Babies and Children's Hospital
John Dickson RRT-NPS	Cardiopulmonary Supervisor	Cleveland Clinic Health System – Hillcrest Hospital
Carol Drennen MSN, RN	Senior Program Director for Nursing and Allied Health	Kent State University – Ashtabula
Eric Kaiser MD	Cardiothoracic Anesthesiologist	Cleveland Clinic Foundation
Debbie King MBA, RRT	Clinical Instructor	Cleveland Clinic Health System – South Point Hospital
Anthony Lacute JD, MBA	Vice President of Operations	Seeley Medical
Briana Moliantto RRT	Staff Therapist	Rainbow Babies and Children's Hospital
Gail Schroeder MPH, RT	Academic Program Director	Kent State University – Ashtabula
Melissa Shanley CRT	Manager, Respiratory Therapy	Ashtabula County Medical Center
Cyndi Shelton RRT	Clinical Preceptor	Lake Health TriPoint Hospital
Jay Shelton RRT, CPFT	Supervisor, Respiratory Therapy	Cleveland Clinic Foundation
Susan Stocker PhD, RN	Dean and CAO	Kent State University – Ashtabula
Dave Wheeler BS, RRT	Education Coordinator	Cleveland Clinic Foundation
Nicole Yax RRT, NPS	Supervisor, Pediatric Respiratory Therapy	Cleveland Clinic – Children's Hospital

4.2 Program development

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

The program aligns with the missions of Kent State University and its Regional College by preparing qualified professionals who learn a specialized body of knowledge that follows a professional code of ethics in practice. Respiratory therapists are employed in many areas of health care throughout northeast Ohio, including, but not limited to children's and adult hospitals, skilled nursing facilities, long term acute care facilities, homecare, sleep labs, pulmonary function laboratories, physician's offices and freestanding emergency rooms.

Graduates of the program will not only have a foundation of the full scope of practice in respiratory care, but will acquire the necessary skills to advance their careers in areas of leadership, management, education, research, disease management and sleep medicine.

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 U.S. Bureau of Labor Statistics' long-term employment projection, 2012-2020[2] reports a 28 percent increase for respiratory therapists (with 52,700 annual job openings), considered faster than the average increase for other employment over the same time span. The Bureau of Labor Statistics notes that while respiratory therapists need at least an associate degree, "employers may prefer applicants who have a bachelor's degree."[3]

In Ohio, respiratory therapy is considered a "high prospect" occupation, with an anticipated growth of 24 percent between 2010 and 2020.[4] Positions for medical and health services managers are also considered high prospect with a 16 percent growth during the same period. Ohio is ranked fifth in the nation for employment of respiratory therapists.[5] Additionally, research and statements from professional organizations in respiratory care support the need for programs such as this (see Appendices E, F, G).

Kent State conducted a needs assessment for the proposed program in December 2010 and again in November 2013. The survey was distributed to Northern Ohio hospital department managers and practicing therapists to determine if there is a need and/or interest for a completer baccalaureate. The assessment focused on understanding the following:

1. Need for respiratory therapists holding an associate degree to complete a bachelor degree in respiratory care;
2. Requirement of a bachelor's degree to practice in the profession;
3. Best format to offer the program (e.g., online, in class, weekends); and
4. Industry need for these graduates.

The results demonstrated that there was a need, and current therapists would return to school to complete a bachelor degree, and that the online format was most desirable (see Appendix H). In addition, Kent State reviewed current industry standards and needs for such graduates via professional organizations and review of current programs across the United States.

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.

Kent State's Respiratory Therapy Advisory Committee was formed for the purpose of advising and supporting the program from its inception. This advisory committee, comprising respiratory therapists, nurses, administrators and other professionals, has been consulted and supports the development of the proposed BS degree. The respiratory therapy academic program director has consulted with other academic institutions (e.g., Lakeland Community College, Cuyahoga Community College, Southern State Community College), all of whom have demonstrated their

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[2] U.S. Bureau of Labor Statistics, U.S. Department of Labor. Projections Central - State Occupational Projections. Retrieved from www.projectionscentral.com/Projections/LongTerm.
[3] U.S. Bureau of Labor Statistics, U.S. Department of Labor. Occupational Outlook Handbook, 2014-15, Respiratory Therapists. Retrieved from www.bls.gov/ooh/healthcare/respiratory-therapists.htm#tab-4.
[4] Ohio Job and Family Services. Ohio Job Outlook 2010-20. Retrieved from ohiolmi.com/proj/OhioJobOutlook.htm.
[5] U.S. Bureau of Labor Statistics, U.S. Department of Labor. Occupational Employment and Wages, May 2012. Retrieved from www.bls.gov/oes/current/oes291126.htm.

support of the program by beginning work on development of articulation agreements and/or sending letters of support. Respiratory therapy hiring managers in Northeast Ohio also have stated their shared belief in the necessity for this completer baccalaureate by declaring their desire to hire graduates from the program.

The proposed program also is supported by the American Association for Respiratory Care, the nationally recognized professional organization and experts in respiratory care practice. See appendix I for letters of support.

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 BS degree in Respiratory Care is designed not for entry-level positions in the field of respiratory care; rather, it is a program in which practicing therapists who graduated from an accredited program in respiratory therapy will be eligible to apply and complete a bachelor degree in approximately two years. Since Respiratory Care will be a completer degree program, it is unnecessary for Kent State to obtain special accreditation through the Commission on Accreditation for Respiratory Care (CoARC). See section 2.3 for more information on Kent State's accreditation with CoARC.

4.3 Collaboration with other Ohio institutions

Indicate whether any USO institutions within a 30-mile radius of your institution offer 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 30 miles of the university's Ashtabula Campus offers a 2+2 bachelor's degree program in respiratory care. Only four universities in Ohio offer a bachelor's degree recognized by CoARC: University of Akron, University of Toledo, Ohio State University and Youngstown State University. However, all four are entry-level programs for aspiring respiratory therapists. Kent State's program is designed for respiratory therapists who have already completed an entry-level program (typically an associate degree) and want to remain competitive in the job market. There appears to be a trend of health care facilities giving clinical placement preference to students in bachelor's degree programs over those in an associate degree.

Currently, only the University of Cincinnati in the University System of Ohio offers a fully online completer bachelor's degree in respiratory therapy.

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.

Kent State administrators have had several conversations with other educational institutions throughout the state of Ohio. These conversations included discussions about making articulations as easy as possible for transferring students. (Refer to section 4.2)

Ohio institutions offering an accredited respiratory therapy associate degree program:

- Bowling Green State University, Firelands
- Cincinnati State Technical Community College
- Collins Career Center
- Columbus State Community College
- Cuyahoga Community College
- Eastern Gateway Community College
- James A. Rhodes State College
- Kettering College
- Lakeland Community College
- Lorain County Community College (via Bowling Green State University)
- North Central State College
- Rio Grande Community College
- Shawnee State University
- Sinclair Community College
- Southern State Community College
- Stark State College
- University of Cincinnati, Clermont
- Washington State Community College

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.

Admission requirements for the BS degree in Respiratory Care program are the following: (1) active credential for certified respiratory therapist (CRT) or registered respiratory therapist (RRT), and (2) associate degree from a CoARC-accredited respiratory therapy/care program with a minimum 2.0 cumulative GPA. Applicants who are actively enrolled and in good standing in the second year of a CoARC-accredited entry-level associate degree in respiratory therapy/care or are actively enrolled and in good standing in the third year of a CoARC-accredited bachelor's degree in respiratory therapy/care may be conditionally enrolled in the program. Admission to the final semester of the program will require special approval to ensure students have completed the aforementioned admission requirements.

The admission criteria for the BS degree in Respiratory Care are more selective than that for other programs at Kent State's regional campuses, where it is open admission to anyone with a high school diploma or its equivalent. In addition, the criteria of a CRT or RRT credential and an accredited associate degree make the program's admission more selective than that for most bachelor's degree programs at the Kent Campus (outside of highly selective degree programs that call for a specific GPA, portfolio or audition, for example).

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).

Kent State's Transfer Center reviews and applies transfer coursework where appropriate as determined by state policies and faculty review. Since admitted students either will hold an associate degree or have been enrolled in an associate or bachelor's degree, their credits will transfer and be applied to the program. As the proposed BS degree is a 2+2 completer program, it is designed to provide seamless articulation with accredited associate degrees in respiratory therapy.

Kent State's residence policy requires that transfer students complete a minimum 30 semester hours (including 9 semester hours of upper-division coursework in the major) at Kent State to be awarded a Kent State bachelor's degree. The majority of courses in the Kent Core (general education requirements) are approved as Ohio Transfer Module courses. Credit earned through Advanced Placement, CLEP and Kent State's credit-by-exam are awarded for general education and other requirements and electives.

5.2 Student administrative services

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

The Ashtabula Campus administers student administrative services to students in the AAS degree in Respiratory Therapy Technology, and current services will be sufficient for the proposed BS degree. The Ashtabula Campus also offers the AAS degree in Physical Therapist Assistant Technology, which is offered online with limited face-to-face instruction.

5.3 Student academic services

Indicate whether the student academic services (e.g., career services, counseling, tutoring, ADA) 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 current student academic services available at Kent State's Ashtabula Campus will be adequate to support the program.

The proposed BS degree program will have one full-time administrator and one staff member—a program director/advisor and a program secretary—who also support the AAS degree in Respiratory Therapist Technology and are available by e-mail and telephone to provide online students with the necessary support and counsel.

The online design structure for the program's lecture and practicum courses are asynchronous to allow students to access course content and assignments at any time without the need for simultaneous instructor or peer involvement. Kent State University utilizes the Blackboard Learning System software to facilitate student-instructor interaction via the online communication tools within the course management system. This technology provides one central location for course instructional materials, assessments, assignments and communication using discussion boards, journaling, email, message boards and announcements as appropriate.

Faculty who will deliver the curriculum are available in both synchronous and asynchronous online formats and by telephone. Students are encouraged to contact course instructors with curriculum-related questions. Instructor contact information, online office hours and the availability of telephone conferencing are posted on each syllabus for online courses. Resources that are course-specific are made available through links or documents in the Blackboard course room.

Kent State's Online Technology Help Center (support.kent.edu) provides students with 24/7 technology support, software downloads, and hundreds of tutorials and online resources. The University Library (www.kent.edu/library) offers instructions and tutorial resources to assist students with off-campus access through Virtual Private Network (VPN) service or OhioLINK Authentication Service.

Ashtabula Campus' Academic Services Office provides appropriate accommodations and ADA-compliant materials in online courses to students with recognized and confirmed disabilities.

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 Respiratory Care is a completer program designed to continue professional growth of certified and registered respiratory therapists by providing the opportunity to learn and grow professionally in the areas of management, leadership, education, research, disease management and advanced clinical practice.

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 of the BS degree in Respiratory Care will be able to:

1. Incorporate theory, research, evidence and best practices to enhance practice.
2. Understand the function and organizational structure of the respiratory care department from a management perspective.
3. Understand leadership principles as a leader or team member.
4. Demonstrate techniques and strategies of teaching and learning of respiratory therapy utilized in various venues.
5. Identify a variety of sleep and breathing disorders and exhibit a fundamental understanding of the application and interpretation of sleep studies in the diagnosis of related disorders.
6. Understand the pathophysiology and management of several common diseases employing critical thinking and the development of care plans utilizing best practices.
7. Describe research methodology and design and their application to health science research and their application to everyday health care.
8. Exhibit knowledge in specified areas of advanced respiratory care practice.
9. Identify and analyze current contemporary issues in respiratory care and their impact on the profession and delivery of care.
10. Understand relevant and current healthcare policy and delivery systems.
11. Identify information management and information systems, technology and the human/technology interface utilized in professional healthcare practice.

Throughout the program, students will be coached in critical thinking and given opportunities to demonstrate learning through exams, class presentations and writing papers. Additionally, students will have the opportunity to apply course knowledge and develop skills learned in RSPC 41092 Practicum for Respiratory Care.

6.3 Course offerings/descriptions

Complete the following table to indicate the courses that comprise the program.

Course (number/name)	Cr hrs	Major/ Core/ Tech	Gen Ed (Kent Core)	Elective	OTM TAG CTAG	New/ Existing	Offered Online	Offered Hybrid	Offered On-Ground
PROGRAM REQUIREMENTS (33 credit hours)									
NURS 46000 Health Care Policy	3	✓				Existing	✓	✓	✓
RSPC 30000 Professional Practice in Respiratory Care	3	✓				New	✓		
RSPC 30002 Leadership and Management in Respiratory Care	3	✓				New	✓		
RSPC 30004 Educational Instruction in Respiratory Care	3	✓				New	✓		
RSPC 30006 Sleep Medicine and Polysomnography	3	✓				New	✓		
RSPC 40000 Disease Management in Respiratory Care	3	✓				New	✓		
RSPC 40002 Research Development in Respiratory Care *writing intensive*	3	✓				New	✓		
RSPC 40004 Advanced Practice in Respiratory Care	3	✓				New	✓		
RSPC 40006 Contemporary Issues and Trends in Respiratory Care	3	✓				New	✓		
RSPC 40075 Information and Patient Care Technology for Professional Nursing Practice	3	✓				Existing[6]	✓		
RSPC 41092 Practicum for Respiratory Care *experiential learning*	3	✓				New	✓		
ADDITIONAL PROGRAM REQUIREMENTS (20 credit hours) ***As this is a completer program for students with an associate degree, it is expected that courses in physics, chemistry, basic microbiology, general psychology, anatomy and physiology were successfully completed and transferred to Kent State (or earned as part of Kent State's associate degree). If any or all of those courses were not completed, they will be required to graduate with the BS degree in Respiratory Care.***									
Anatomy and Physiology	See chart on next page of Kent State offerings	5-6	✓			TAG/ OTM	Existing		✓	✓
Chemistry		3-4	✓			TAG	Existing	✓		✓
Microbiology		3-4	✓				Existing			✓
Physics		3-4	✓			TAG/ OTM	Existing	✓	✓	✓
PSYC 11762 General Psychology		3	✓			OTM	Existing	✓	✓	✓
Statistics Course, choose from: [7]		3-4	✓							
MIS 24056 Fundamentals of Business Statistics				✓		Existing	✓	✓	✓
PH 30002 Introductory Biostatistics				✓		Existing	✓	✓	
PSYC 21621 Quantitative Methods in Psychology I				✓		Existing	✓	✓	✓
SOC 32220 Data Analysis ***and***				✓		Existing	✓		✓
SOC 32221 Data Analysis Laboratory				✓			✓	✓	✓

[6] RSPC 40075 will be cross-listed/co-scheduled with existing NURS 40075, which is required in the Bachelor of Science in Nursing degree.

[7] The following statistics courses also are approved, but currently are not offered 100 percent online: MATH 10041 Introductory Statistics; MATH 12022 Probability and Statistics for Life Sciences; and MATH 30011 Basic Probability and Statistics.

UNIVERSITY REQUIREMENTS[8] (25 credits hours)									
US 10097 Destination Kent State: First Year Experience [9]	1		✓			Existing	✓	✓	✓
Kent Core Composition	6		✓		OTM	Existing	✓	✓	✓
Kent Core Mathematics	3-5		✓		OTM	Existing	✓	✓	✓
Kent Core Humanities and Fine Arts	9		✓		OTM	Existing	✓	✓	✓
Kent Core Social Sciences (not PSYC)	3		✓		OTM	Existing	✓	✓	✓
Kent Core Basic Sciences *fulfilled with biology, chemistry*	0		✓		OTM	Existing	✓	✓	✓
Kent Core Additional *3 credits may be fulfilled with physics*	3		✓		OTM	Existing	✓	✓	✓
OTHER REQUIREMENTS (42 credits hours)									
Transferred Associate Degree Credits and/or General Electives[10]	42			✓		n/a	✓	✓	✓
MINIMUM TOTAL CREDITS	**120**								

Additional program requirements if not completed in associate degree:

Anatomy and Physiology, choose from the following (5-6 credits):		
ATTR	25057	Human Anatomy and Physiology I (3) and
	25058	Human Anatomy and Physiology II (3)
		or
BSCI	11010	Anatomy and Physiology for Allied Health I (3) and
	11020	Anatomy and Physiology for Allied Health II (3)]
		or
	20020	Biological Structure and Function (5)
		or
EXSC	25057	Human Anatomy and Physiology I (3) and
	25058	Human Anatomy and Physiology II (3)
Chemistry, choose from the following (3-5 credits):		
CHEM	10050	Fundamentals of Chemistry (3)
	10054	General and Elementary Organic Chemistry (5)
	10060	General Chemistry I (4)
	10061	General Chemistry II (4)
Microbiology, choose from the following (3-4 credits):		
BSCI	20021	Basic Microbiology (3) *
	30171	General Microbiology (4) *
Physics, choose from the following (3-4 credits):		
PHY	12111	Physics for Health Technologies (3) *
	13001	General College Physics I (4)
	13002	General College Physics II (4)
	13011	College Physics I (2) ***and***
	13012	College Physics II (2)

* Course not part of the Kent Core.

[8] As this is a completer program for students with an associate degree, it is expected that students will transfer in general education courses that will fulfill many of these requirements.
[9] US 10097 is not required of transfer students with 25 credits or students age 21+ at time of admission.
[10] Number of elective credits required depends on meeting minimum 120 credit hours and 39 upper-division hours.

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.

Basic data sheets for the new RSPC courses are in Appendix J.

NURS 46000 HEALTH CARE POLICY (3)
Examines the organizational and societal context in which health care is delivered. Existing health care policy and delivery systems are examined, including historical perspectives, legislation, professional disciplines, organizations, health networks, forms of care delivery, consumer needs and economics and funding. The ability of the current health care system to serve all segments of the U.S. population is examined in depth as well as future forms of health care delivery. Global perspectives are also studied. Prerequisite: junior-level standing.

RSPC 30000 PROFESSIONAL PRACTICE IN RESPIRATORY CARE (3)
Course guides students in the area professional practice and the importance of evidence-based practice, continuing professional development, using theory to inform practice, being reflective, ethical and organized, and proactively plan a career as an advanced practitioner. Prerequisite: Respiratory Care (RSPC) major.

RSPC 30002 LEADERSHIP AND MANAGEMENT IN RESPIRATORY CARE (3)
Course allows students to utilize their knowledge and experience in understanding leadership as a team leader or team member in the practice of respiratory care. Management in respiratory care is explored, including hospital organization, department structure, outcomes, staffing, billing, budgeting and staff development, decision-making and effective communication. Prerequisite: Respiratory Care (RSPC) major.

RSPC 30004 EDUCATIONAL INSTRUCTION IN RESPIRATORY CARE (3)
Course will guide students in principles of curriculum planning, design, implementation and evaluation. Utilization of adult learning theories and incorporation of key concepts in the development and practice of respiratory therapy education in various settings. Prerequisite: Respiratory Care (RSPC) major.

RSPC 30006 SLEEP MEDICINE AND POLYSOMNOGRAPHY (3)
Course includes a fundamental overview of a variety of sleep disorders and breathing disorders that affect sleep. Topics include the identification of normal sleep and sleep disorders, methods of diagnosing sleep disorders and treatment options. Practice in comparing and evaluating the indications and contraindications for sleep studies and evaluating sleep study results in relation to types of respiratory sleep disorders. Prerequisite: Respiratory Care (RSPC) major.

RSPC 40000 DISEASE MANAGEMENT IN RESPIRATORY CARE (3)
An advanced course providing an understanding of the pathophysiology and management of cardiopulmonary disease and comorbidities. Critical thinking in the management of chronic disease and utilization of patient/therapist participation principles. Patient communication, evaluation, development of care plans and action plans utilizing evidence-based medicine, protocols and clinical practice guidelines. Prerequisite: Respiratory Care (RSPC) major.

RSPC 40002 RESEARCH DEVELOPMENT IN RESPIRATORY CARE (3)
Course introduces the respiratory care practitioner to research methodology and design, their application to health science research and the application of research to everyday health care. Prerequisite: Respiratory Care (RSPC) major.

RSPC 40004 ADVANCED PRACTICE IN RESPIRATORY CARE (3)
This course is an exploration into the traditional practice roles filled by respiratory therapists, the advanced practice roles that exist and those that are emerging within the profession and the career opportunities they represent for practitioners. Pre/corequisites: Respiratory Care (RSPC) major, admission to professional study.

RSPC 40006 CONTEMPORARY ISSUES AND TRENDS IN RESPIRATORY CARE (3)
Analysis of current contemporary issues and trends in respiratory care and their impact and influence on the profession. Pre/corequisites: Respiratory Care (RSPC) major, RSPC 40075, NURS 46000, and admission to professional study.

RSPC 40075 INFORMATION AND PATIENT CARE TECHNOLOGY FOR PROFESSIONAL NURSING PRACTICE (3)
(Cross-listed with NURS 40075) Focuses on the use of information management and information systems, technology and the human/technology interface utilized in professional nursing practice. Prerequisite: Respiratory Care (RSPC) major, and admission to professional study.

RSPC 41092 PRACTICUM FOR RESPIRATORY CARE (3)
An individually planned practicum that provides students the opportunity to explore real world application of program principles and practice options or to conduct research within the realm of respiratory care under the guidance of a registered respiratory therapy practitioner. Focus is on options for practice or enhancing practice through application of program principles. Student's practicum experience requires prior faculty approval before registration. Pre/corequisites: RSPC 40006, RSPC 40075, NURS 46000, admission to professional study and special approval.

6.4 Program sequence

See semester-by-semester sequence (roadmap) in Appendix K.

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

- [x] 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

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

- [x] 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).

All students will be required to complete RSPC 41092 Practicum for Respiratory Care. This course will require students to engage in an actual respiratory care practice setting, with an advanced-level respiratory care practitioner. The experience, which will require prior faculty approval, offers students an in-depth experience with advanced level respiratory care practitioners.

Unlike a respiratory therapy student's experience in clinicals where students primarily obtain skills practice, the purpose of this practicum is to allow students to go deeper into specific areas of respiratory care practice and apply the principles learned throughout the Respiratory Care program. Students will seek out a working respiratory therapy practitioner for the purpose of collaborating and gaining experience in a specialty area that may include department management, research or education. Students may work on such projects as improvement in delivery of care or processes through the application of evidence-based practice, teaching a college-level course, service learning or lab work with a respiratory therapy practitioner. Students will interact in this setting for the purpose of gaining real-world experience while journaling.

The practicum will meet the university's experiential learning requirement. Students will communicate with program faculty providing updates on progress and obtaining guidance on enhancing their experience. Students will also communicate with classmates in the online classroom on the progress of their experience to promote reflection.

SECTION 7: ASSESSMENT AND EVALUATION

7.1 Program assessment

Name of the unit/position responsible for directing assessment efforts and description of any committees or groups that assist the unit/position.

The academic program director, in conjunction with faculty, will coordinate the assessment of the Bachelor of Science degree in Respiratory Care. The director will be assisted by the faculty 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 assistant provost for accreditation, assessment and learning.

Description of the measurements used and frequency of data collection and data sharing.

Six months to one year after graduation, Respiratory Care graduates will be surveyed on the program, the quality of instruction, the curriculum, career preparation etc. In addition, the Respiratory Therapy Advisory Committee will be surveyed at the end of each academic year and consulted in regular meetings for feedback on the program from a professional and health-care industry perspective, and on the quality of job preparation for any graduates of the program that the committee members have hired.

Assessment data will be collected once each semester or each year as described above, analyzed in detail at the end of the spring semester, reported to the faculty of the Respiratory Care 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, academic program, campus assistant dean, campus dean, college dean and the Respiratory Therapy Advisory Committee. The results will guide curriculum revisions.

7.2 Measuring student success

Name of the unit/position responsible for directing these efforts and description of any committees or groups that assist the unit/position.

The academic program director will coordinate the assessment of the Respiratory Care degree program. The director will be assisted by the faculty, Respiratory Therapy Advisory Committee, 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 assistant provost for accreditation, assessment and learning.

Description of the measurements used.

The senior-level courses in the Bachelor of Science degree will be used to assess the combined mastery of student learning outcomes. Grades in individual courses will be used to assess the students' performance in that course.

Frequency of data collection and sharing.

Course evaluations will be administered at the end of each semester when the course is offered. Assessment data is collected once each semester or year as described above, analyzed in detail at the end of the spring semester, reported to the faculty and collected by the university for AQIP reporting.

How the results are used to inform the student as they progress through the program.

Students can view their final course grade for an individual course online using the university's FlashLine system and, in many cases, can see their intermediate grades in the course online through VISTA/Blackboard. The university's Graduation Planning System tracks student degree progress and identifies key dates by which courses must be completed for the student to graduate in four years. The Ashtabula Campus advisors will also assist students in this process.

Initiatives used to track student success after program completion.

The university will survey Respiratory Care graduates on career preparation six months to one year after graduation. In addition, the Respiratory Therapy Advisory Committee will be surveyed at the end of each academic year and consulted in regular meetings for feedback on the quality of job preparation for any graduates of the program that the committee members have hired.

SECTION 8: FACULTY

8.1 Faculty appointment policies

Describe the faculty designations available (e.g., professor, associate professor, adjunct, instructor, clinical) for the proposed program's faculty. In your response, define/describe the differences between the designations.

Lecturer: This rank is intended for persons initially hired as full-time, non-tenure-track 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, non-tenure-track

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

Assistant professor: A tenure-track assistant 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 tenure-track ranks in academia; accordingly, a faculty member must possess the terminal degree in the 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.

Full professor: As with the associate professorship, a faculty member must possess the terminal degree in the 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 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).

Nursing faculty teaching required courses NURS 46000 and RSPC 40075 will follow the College of Nursing requirements for appointment. Faculty teaching respiratory care (RSPC) courses must hold a minimum of a master's degree in a field relevant to the respiratory therapy profession, a current credential for certified/registered respiratory therapist and teaching experience; additional credentials may also be required, such as a registered polysomnographic technologist (RPSGT) depending on the course.

Describe institution's load/overload policy for faculty teaching in the proposed program.

Assignment to instructional overloads for additional compensation is neither a regular expectation nor an obligation of employment of a faculty member. An overload occurs when, and only when, a person exceeds the number of hours, which are listed as his/her load in his/her current contract. Payment for such assignments is made on the basis of the appropriate percentage of the faculty member's base annual contract salary (1/24 of base annual contract salary for each workload credit hour).

In instances when an overload assignment is authorized by the Office of the Dean, the assignment ordinarily may not exceed one additional course for a semester nor may overload compensation for an academic year exceed 25 percent of a faculty member's base academic year salary. Exceptions to this rule require prior written authorization from the Office of the Provost upon recommendation from the appropriate dean.

Indicate whether the institution will need to identify additional faculty to begin the proposed program. If additional faculty members are needed, describe the appointment process and provide a timeline for hiring such individuals.

Existing full and part-time faculty and staff are available to teach in the proposed program. The program will require one additional part-time instructor to teach RSPC 30006, which is a specialty area within respiratory care. The program may also require one additional part-time instructor to cover program curriculum if existing part-time faculty are unable to accept planned workloads due to personal preference.

8.2 Program faculty

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

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

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

Full-time: 0
Less than full-time: 1-2

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.

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 L for the Regional College faculty handbook.

Describe the mechanisms used to ensure that faculty members have the appropriate qualifications and support to teach successfully in an online environment. Include in your response the pedagogical and technical support provided for the design, production and management of online courses, as well as institutional support for all essential technology.

The program developers are aware that while the design of online programs and courses may be different from those on-ground, they must maintain the same high level of quality expected by the university. It is the intention of the program developers to ensure that the courses are designed to support learners in achieving the student learning outcomes of the program.

Pedagogical and technical support will be provided by program faculty (David Goswick, Megan Jacobson, Yvonne George) who will be trained in "Issues and Best Practices in Online Teaching" and "Preparing an Online Course for Delivery" professional development offered by Kent State's Office of Continuing and Distance Education. Technical support for the design, production and management will be provided by the educational technology designers on the Ashtabula Campus (Russ Porter, Shawn Melnik). Staff from the Office of Continuing and Distance Education will provide guidance and support to the program developers throughout the design process. Additionally, faculty will be offered on-going professional development in the area of best practices for presentation of online curriculum.

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).

Faculty listed below will teach the major requirements. See Appendix M for each faculty member's curriculum vita. The program requires a statistics course, and students may choose one from several units at Kent State taught by that unit's faculty (e.g., sociology, psychology, mathematics, public health, management and information systems) or have a transferred statistics course approved to be applied toward the degree.

* Experience teaching online courses and/or online professional development
** 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 faculty will teach	DL*	Load **
George, Yvonne	Staff/ Adjunct Lecturer	FT	AS, Respiratory Therapy, Cuyahoga Community College, 1987; MEd, Adult Learning and Development, Cleveland State University, 2012	8	RRT	RSPC 40006	AARC Leadership Institute "Developing RT Courses"; Quality Matters™	6
Goswick, David	Lecturer	FT	BSA, Respiratory Therapy, Ohio State University, 1996; MPA, Public Administration, Cleveland State University, 2006	8	RRT	RSPC 30002 RSPC 30004	Successfully developed online courses for AAS-RTT; Quality Matters™, summer 2014; four years' experience with Blackboard	30

Name of instructor	Rank or title	Full/ part	Degree, discipline, institution, year	Years teach	Additional expertise	Course faculty will teach	DL*	Load **
Guliano, James	Adjunct Lecturer	PT	MSN, Nursing, University of Akron, 1993	20	RN	RSPC 40075	Designed and developed curriculum for NURS 40075; incorporated principles of adult learning; utilized Blackboard as course media; completed numerous DL courses as a participant	3
Jacobson, Megan	Adjunct Lecturer	PT	BS, Respiratory Care, Boise State University, 2008; MS, Regulatory Affairs for Drugs, Biologics and Medical Devices, Northeastern University, 2011	1	RRT	RSPC 30000 RSPC 40000 RSPC 40002 RSPC 40004 RSPC 41092	Enrolled in Masters of Educational Technology at Boise State	12
Morris, Lora	Associate Professor	FT	MSN, Nursing, Ursuline College, 2002	10	RN	NURS 46000	Experience with Blackboard and a variety of instructional tools for discussion boards, critical thinking learning activities, content creation and camatasia recordings uploaded for lectures as supplemental learning tools; integrated discussion boards, learning activities and audio lecture recordings for NURS 46000; utilization of Google docs to integrate assignments for students to create professional portfolios	24
Open Position	Adjunct Lecturer	PT	Associate or bachelor's degree, respiratory therapy/care; master's degree required		RRT	RSPC 30006	Distance learning experience preferred.	3

SECTION 9: LIBRARY RESOURCES AND INFORMATION LITERACY

9.1 Library resources

Describe the involvement of a professional librarian in the planning for the program (e.g., determining adequacy of current resources, working with faculty to determine the need for additional resources, setting the budget for additional library resources/services needed for the program).

It has been determined that library resources are adequate for the start-up of this program. Many of the resources identified as necessary for the existing AAS degree in Respiratory Therapist Technology are core resources and will be necessary for a successful BS degree program.

Librarians for the Ashtabula Campus will continue to work directly with academic program leaders and staff to identify and acquire additional resources needed by the program. New publications in the field, available through Yankee Book Peddler Library Services, are reviewed on a systematic basis, and popular editions and materials are updated regularly to reflect the most current information available.

Describe the library resources in place to support the proposed program (e.g., print, digital, collections, consortia, memberships).

The Kent State Ashtabula Campus library currently maintains two professional print journals (*ARRC Times* and *Respiratory Care*) and a print and electronic collection of more than 200 books, e-books, videos and other materials related to respiratory disease and respiratory therapy. More than 700 items are available through KentLINK, the online catalog used by all libraries in the Kent State library system. A similar search in OhioLINK, a searchable catalog of materials from 89 academic libraries in the state, retrieved approximately 3,400 related items.

Kent State University Libraries subscribe to a number research databases—including, CINAHL (Cumulative Index to Nursing and Allied Health Literature), Medline, ScienceDirect—which provide digital access to over 45 journal publications covering respiratory disease, respiratory management and respiratory medicine. University Libraries is also a member of the Association of Research Libraries, a founding member of OhioLINK, and a member of the Center for Research Libraries.

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.

At present, there are sufficient resources for the proposed program. Program faculty will identify any gaps in the literature or resources for the library to consider for future purchase. Ongoing collection development will be funded from the current library budget.

9.2 Information literacy

Describe the institution's intent to incorporate library orientation and/or information literacy into the proposed program. In your response, describe any initiatives (e.g., seminars, workshops, orientations) that the institution uses or intends to use for faculty and students in the program.

Kent State Ashtabula librarians strive to educate students on finding and using information effectively and ethically. We do this by collaborating with faculty, working with students one-on-one and in classes, and developing engaging and innovative information literacy tools.

Students are first introduced to the library as part of brief information session in Inside Track, a required day long program for incoming students. Library services are further explored as part of Kent State's First Year Experience (US 10097) course. This instruction is conducted with the library during a one class session. Course and discipline specific resources are discussed in-depth. Several Kent Core courses such as ENG 11011 College Writing I and COMM 15000 Introduction to Human Communications (both offered online) include a librarian-led information literacy session as part of the course curriculum.

In the AAS Respiratory Therapy Technology degree program, librarians provide classroom information literacy sessions for one course (RTT 21012 Basic Research Development and Analysis), and staff have developed content appropriate LibGuides, a customized online research resource, for student use.

The library staff also provides orientation and instruction for new faculty.

SECTION 10: BUDGET, RESOURCES, AND FACILITIES

10.1 Resources and facilities

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

As this will be a fully online program, current facilities will be sufficient to support the program.

10.2 Budget/financial planning

Complete the table on the following page to describe the financial plan/budget for the first three years of program operation.

Fiscal Impact Statement for New Degree Programs

Fiscal Impact Statement for New Degree Programs

	Year 1	**Year 2**	**Year 3**	**Year 4**
I. Projected Enrollment				
Headcount full time (12 credit hours/semester)	8	16	16	16
Headcount part time (6 credit hours/semester)	2	4	4	4
Full-time equivalent (FTE) enrollment	7.2	14.4	14.4	14.4
II. Projected Program Income				
Tuition (paid by student or sponsor)	58,092	103,720	103,720	103,720
Expected state subsidy (figuring ½ STEM 4; ½ BAC 3)	30,863	71,174	71,174	71,174
Externally funded stipends, as applicable	n/a	n/a	n/a	n/a
Other income (described in narrative section below)	2,592	5,184	5,184	5,184
Total Projected Program Income	**91,547**	**180,078**	**180,078**	**180,078**
III. Program Expenses				
New Personnel *Percentages below represent the BS degree as opposed to AAS degree* Instruction (technical, professional and general education) Full: one at 0.30 Part Time: two at 0.50 each Non-instruction (indicate roles in narrative section below) Full Time: one at 0.33 (director); one at 0.10 (secretary) Part time: none	67,619	69,648	71,737	73,889
New facilities/building/space renovation	n/a	n/a	n/a	n/a
Scholarship/stipend support	n/a	n/a	n/a	n/a
Additional library resources	n/a	n/a	n/a	n/a
Additional technology or equipment needs	n/a	n/a	n/a	n/a
Other expenses (if applicable, describe in narrative section below)	3,727	7,453	7,677	7,907
Total Projected Expense	**71,346**	**77,101**	**79,414**	**81,796**

Budget Narrative:

It is anticipated that with a 7.2 FTE, the proposed BS degree in Respiratory Care will be sustainable from year to year. The expenses listed reflect percentages of time that faculty and staff will devote to the program (the remainder is time devoted to the AAS degree in Respiratory Therapy Technology).

Other income is a fee of $12 per credit hour assessed to each student enrolled in a course designated as distance learning.

Other expenses comprise Ashtabula Campus overhead of 10 percent for a fiscal year 2013 rate per FTE enrollment.

APPENDICES

Appendix	Description
A	Notification of appropriate agencies
B	Organizational chart for the Kent State University Regional Campuses
C	Organizational chart for Kent State University at Ashtabula
D	Curriculum vita and job description for academic program director Yvonne George
E	U.S. Bureau of Labor and Statistics market analysis
F	Projections Central long-term projections
G	Documentation from respiratory care professional organizations
H	Results from a needs assessment for a BS degree in Respiratory Care
I	Letters of support for the proposed program
J	Basic data sheets for the respiratory care (RSPC) courses
K	Semester-by-semester sequence (roadmap) of the respiratory care curriculum
L	Regional College faculty handbook
M	Curriculum vitae for faculty members

Kent State University is committed to continual support of the delivery of the Bachelor of Science degree in Respiratory Care. 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

PROPOSED 2015 CATALOG COPY

Respiratory Care - B.S.

College Regional College

Campus(es) Ashtabula, Online

Department Regional College

Description The Bachelor of Science degree in Respiratory Care is a fully online completer program designed to continue professional growth of certified and registered respiratory therapists by providing the opportunity to learn and grow professionally in the areas of management, leadership, education, research, disease management and advanced clinical practice.

Career Opportunities The U.S. Bureau of Labor Statistics' long-term employment projection, 2012-2020, reports a 28-percent increase for respiratory therapists (with 52,700 annual job openings), faster than average among all occupations nationwide.

In Ohio, respiratory therapy is considered a "high prospect" occupation, with an anticipated growth of 24 percent between 2010 and 2020. Positions for medical and health services managers are also considered high prospect with a 16-percent growth during the same period. Ohio is ranked fifth in the nation for employment of respiratory therapists. (Source: Ohio Department of Jobs and Family Services)

Admission Requirements Applicants must hold a credential for certified respiratory therapist (CRT) or registered respiratory therapist (RRT) and an associate degree from a CoARC-accredited respiratory therapy/care program with a minimum 2.000 cumulative GPA. Applicants who are actively enrolled and in good standing in the second year of a CoARC-accredited entry-level associate degree in respiratory therapy/care or are actively enrolled and in good standing in the third year of a CoARC-accredited bachelor's degree in respiratory therapy/care may be conditionally enrolled in the program.

Progression Requirements: To advance to professional study of the program, students must meet the following:

- Completion of all prerequisite coursework with minimum cumulative 2.000 GPA
- Official transcript of associate degree and successful completion of CRT or RRT exam for students conditionally admitted

Graduation Requirements Minimum 120 credit hours with 39 upper-division hours. Minimum 2.000 major GPA and 2.000 cumulative GPA.

Program Learning Outcomes *Graduates of this program will be able to:*

1. Incorporate theory, research, evidence and best practices to enhance practice.
2. Understand the function and organizational structure of the respiratory care department from a management perspective.
3. Understand leadership principles as a leader or team member.
4. Demonstrate techniques and strategies of teaching and learning of respiratory therapy utilized in various venues.
5. Identify a variety of sleep and breathing disorders and exhibit a fundamental understanding of the application and interpretation of sleep studies in the diagnosis of related disorders.
6. Understand the pathophysiology and management of several common diseases employing critical thinking and the development of care plans utilizing best practices.
7. Describe research methodology and design and their application to health science research and their application to everyday health care.
8. Exhibit knowledge in specified areas of advanced respiratory care practice.
9. Identify and analyze current contemporary issues in respiratory care and their impact on the profession and delivery of care.
10. Understand relevant and current healthcare policy and delivery systems.
11. Identify information management and information systems, technology and the human/technology interface utilized in professional healthcare practice.

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Respiratory Care - 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]	1
II.	**MAJOR PROGRAM REQUIREMENTS (33 credits)** ***Courses count in major GPA***			
Type	**Course**		**Title**	**Credits**
	NURS	46000	Healthcare Policy	3
	RSPC	30000	Professional Practice in Respiratory Care	3
		30002	Leadership and Management in Respiratory Care	3
		30004	Educational Instruction in Respiratory Care	3
		30006	Sleep Medicine and Polysomnography	3
		40000	Disease Management in Respiratory Care	3
WIC		40002	Research Development in Respiratory Care [2]	3
		40004	Advanced Practice in Respiratory Care	3
		40006	Contemporary Issues and Trends in Respiratory Care	3
		40075	Information and Patient Care Technology for Professional Practice	3
ELR		41092	Practicum for Respiratory Care	3
III.	**ADDITIONAL PROGRAM REQUIREMENTS [3] (82 credits)**			
Type	**Course**		**Title**	**Credits**
KSS/DD	PSYC	11762	General Psychology [4]	3
	Anatomy and Physiology, choose one series from the following: [4]			5-6
KBS	ATTR	25057	Human Anatomy and Physiology I (3) ***and***	
KBS		25058	Human Anatomy and Physiology II (3)	
			or	
KBS	BSCI	11010	Anatomy and Physiology for Allied Health I (3) ***and***	
KBS		11020	Anatomy and Physiology for Allied Health II (3)]	
			or	
KBS	BSCI	20020	Biological Structure and Function (5)	
			or	
KBS	EXSC	25057	Human Anatomy and Physiology I (3) ***and***	
KBS		25058	Human Anatomy and Physiology II (3)	
	Chemistry, choose from the following: [4]			3-5
KBS	CHEM	10050	Fundamentals of Chemistry (3)	
KBS		10054	General and Elementary Organic Chemistry (5)	
KBS		10060	General Chemistry I (4)	
KBS		10061	General Chemistry II (4)	
	Microbiology, choose from the following: [4]			3-4
	BSCI	20021	Basic Microbiology (3)	
		30171	General Microbiology (4)	
	Physics, choose from the following: [4]			3-4
	PHY	12111	Physics for Health Technologies (3)	
KAD		13001	General College Physics I (4)	
KAD		13002	General College Physics II (4)	
KAD		13011	College Physics I (2) ***and***	
KAD		13012	College Physics II (2)	
	Statistics, choose from the following: [5]			3-4
	MIS	24056	Fundamentals of Business Statistics (3)	
	PH	30002	Introductory Biostatistics (3)	
	PSYC	21621	Quantitative Methods in Psychology I (3)	
	SOC	32220	Data Analysis (3) ***and***	
		32221	Data Analysis Laboratory (1)	
Kent Core Composition				6
Kent Core Mathematics and Critical Reasoning				3-5
Kent Core Humanities and Fine Arts (minimum one course from each)				9
Kent Core Social Sciences (SOC 10250 recommended; cannot be from PSYC)				3
Kent Core Additional				3
Associate degree coursework and general electives [6]				42
			MINIMUM TOTAL	**120**

1. US 10097 is not required of transfer students with 25 credits or students age 21+ at time of admission.
2. Minimum C grade is required to satisfy writing-intensive course requirement.
3. As this is a completer program for students with an associate degree, it is expected that courses in physics, chemistry, basic microbiology, general psychology, anatomy and physiology and general education (e.g., composition, mathematics, humanities and fine arts) were successfully completed and transferred to Kent State (or earned as part of Kent State's associate degree). If any or all of those courses were not completed, they will be required to graduate with the B.S. degree in Respiratory Care.
4. Prerequisite coursework required with minimum 2.000 cumulative GPA to advance to the professional study of the program.
5. The following statistics courses also are approved, but currently are not offered 100 percent online: MATH 10041 Introductory Statistics; MATH 12022 Probability and Statistics for Life Sciences; and MATH 30011 Basic Probability and Statistics.
6. Number of elective credits required depends on meeting minimum 120 credit hours and 39 upper-division hours.

Roadmap: Respiratory Care - Bachelor of Science

RE-BS-RSPC

Regional College

Catalog Year: 2015-2016

draft

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

Critical	Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	Type	Term Taken
Prerequisites to the Major (59 Credits)							
CoARC-accredited associate degree in respiratory care/therapy and active credential for Certified Respiratory Therapist (CRT) or Registered Respiratory Therapist (RRT)							
	Prerequisite Coursework [1]	26					
	Coursework from Associate Degree in Respiratory Care/Therapy	33					
Semester One [16 Credits]							
Courses selected in this semester should be in consultation with advisor to determine outstanding requirements							
	US 10097 Designation Kent State: First Year Experience [2]	1					
	Statistics Course [3]	3					
	Kent Core Additional	3				KAD	
	Kent Core Composition	3				KCM	
	Kent Core Humanities or Fine Arts	3				KFA/KHUM	
	Kent Core Social Sciences (recommended SOC 12050)	3				KSS	
Semester Two [15 Credits]							
Admission to professional phase includes completion of all prerequisites and a cumulative 2.000 GPA							
!	**RSPC 30000 Professional Practice in Respiratory Care**	**3**	■		■		
!	**RSPC 30002 Leadership and Management in Respiratory Care**	**3**	■		■		
!	**RSPC 30004 Educational Instruction in Respiratory Care**	**3**	■		■		
!	**RSPC 30006 Sleep Medicine and Polysomnography**	**3**	■		■		
	Kent Core Humanities or Fine Arts	3				KFA/KHUM	
Semester Three [15 Credits]							
!	**NURS 46000 Healthcare Policy**	**3**	■		■		
!	**RSPC 40002 Research Development in Respiratory Care**	**3**	■	**C**	■	**WIC**	
!	**RSPC 40004 Advanced Practice in Respiratory Care**	**3**	■		■		
!	**RSPC 40075 Information and Patient Care Technology for Professional Practice**	**3**	■		■		
	General Elective (upper division) [4]	3	■				
Semester Four [15 Credits]							
!	**RSPC 40006 Contemporary Issues and Trends in Respiratory Care**	**3**	■		■		
!	**RSPC 40000 Disease Management in Respiratory Care**	**3**	■		■		
!	**RSPC 41092 Practicum for Respiratory Care**	**3**	■		■	**ELR**	
	Kent Core Additional	3	■			KAD	
	General Elective (upper division) [4]	3	■				

Graduation Requirements Summary

Minimum Total Hours	Minimum Upper-Division Hours	Minimum Kent Core Hours	Minimum	
			Major GPA	Overall GPA
120	39	36	2.000	2.000

1. Prerequisite coursework (26 credit hours): As part of the student's associate degree, it is expected that courses in physics, chemistry, basic microbiology, general psychology, anatomy and physiology and general education (e.g., composition, mathematics, humanities and fine arts) were successfully completed and transferred to Kent State (or earned as part of Kent State's associate degree). If any or all of those courses were not completed, they will be required to graduate with the BS degree in Respiratory Care.

Kent Core Composition (3)	CHEM 10050 Fundamentals of Chemistry (3) ***or*** CHEM 10054 General and Elementary Organic Chemistry (5) ***or*** CHEM 10060 General Chemistry I (4) ***or*** CHEM 10061 General Chemistry II (4)
Kent Core Humanities or Fine Arts (3)	
Kent Core Mathematics and Critical Reasoning (3)	
ATTR 25057 Human Anatomy and Physiology I (3) ***and*** ATTR 25058 Human Anatomy and Physiology II (3) ***or*** BSCI 11010 Anatomy and Physiology for Allied Health I (3) ***and*** BSCI 11020 Anatomy and Physiology for Allied Health II (3)] ***or*** BSCI 20020 Biological Structure and Function (5) ***or*** EXSC 25057 Human Anatomy and Physiology I (3) ***and*** EXSC 25058 Human Anatomy and Physiology II (3)	PHY 12111 Physics for Health Technologies (3) * ***or*** PHY 13001 General College Physics I (4) ***or*** PHY 13002 General College Physics I (4) ***or*** PHY 13011 College Physics I (2) ***and*** PHY 13012 College Physics II (2)
	PSYC 11762 General Psychology (3)
BSCI 20021 Basic Microbiology (3) * ***or*** BSCI 30171 General Microbiology (4) *	

* Course does not fulfill Kent Core

2. US 10097 is not required of transfer students with 25 credits or students age 21+ at time of admission.

3. Statistics course (3-4 credit hours), choose from the following:*

MIS 24056 Fundamentals of Business Statistics (3)	SOC 32220 Data Analysis (3) ***and*** SOC 32221 Data Analysis Laboratory (1)
PH 30002 Introductory Biostatistics (3)	
PSYC 21621 Quantitative Methods in Psychology I (3)	

* The following courses also are approved, but currently are not offered 100 percent online: MATH 10041 Introductory Statistics; MATH 12022 Probability and Statistics for Life Sciences; MATH 30011 Basic Probability and Statistics

draft

4. Number of elective credits required depends on meeting minimum 120 credit hours and 39 upper-division hours.

University Requirements Summary

Type	Categories	Course(s) Satisfying Category	Remaining Requirements
KCM	**Kent Core I. Composition** Enrollment based on placement test	visit www.kent.edu/catalog/kent-core	6
KMC	**Kent Core II. Mathematics and Critical Reasoning** Enrollment based on placement test	visit www.kent.edu/catalog/kent-core	3
KHU	**Kent Core III. Humanities** Minimum one course from humanities in Arts and Sciences; may fulfill diversity requirement	visit www.kent.edu/catalog/kent-core	3
KFA	**Kent Core IV. Fine Arts** Minimum one course from the fine arts; may fulfill diversity requirement	visit www.kent.edu/catalog/kent-core	3
KFH	**Kent Core V. Humanities or Fine Arts** One additional course from either the humanities or fine arts category, may fulfill diversity requirement.	visit www.kent.edu/catalog/kent-core	3
KSS	**Kent Core VI. Social Sciences** Must be selected from two curricular areas; may fulfill diversity requirement	PSYC 11762	3
KBS	**Kent Core VII. Basic Sciences** Must include one laboratory	BSCI 20020 or (BSCI 11010 and 11020) or (ATTR 25057 and 25058) or (EXSC 25057 and EXSC 25058) and CHEM 10050 or CHEM 10054 or CHEM 10060 or CHEM 10061	0
KAD	**Kent Core VIII. Additional** May fulfill diversity requirement	PHY 13001 or PHY 13002 or (PHY 13011 and PHY 13012)	3
DD	**Domestic Diversity Course Requirement** Either domestic or global diversity must be from Kent Core	PSYC 11762	fulfilled
DG	**Global Diversity Course Requirement** Either domestic or global diversity must be from Kent Core	visit www.kent.edu/catalog/diversity	one course
ELR	**Experiential Learning Requirement** Either course or non-course experience approved by the appropriate faculty member	RSPC 41092	fulfilled
WIC	**Writing-Intensive Course Requirement** Minimum C (2.000) grade	RSPC 40002	fulfilled

University Hospitals
Case Medical Center

March 20, 2014

Dr. Wanda Thomas
Associate Provost
Kent State University
Office of the Provost
P.O. Box 5190
Kent, Ohio 44242

Dear Dr. Thomas,

We strongly support the development of your Bachelor of Science in Respiratory Care completion program, soon to be offered at Kent State University at Ashtabula. Respiratory therapists (RTs) are specialists in the area of airway management and breathing support for patients and are relied upon by Physicians and Nurses to deliver exemplary patient care.

The recent changes within the profession have only increased the need for Bachelor prepared therapists. Effective January 2015, the credential required to practice in the State of Ohio will be the RRT (Registered Respiratory Therapist). The three major national organizations of the profession, the Commission on Accreditation for Respiratory Care, the National Board for Respiratory Care and the American Association for Respiratory Care (AARC) have agreed that development of baccalaureate programs are important for the advancement of the profession. The AARC's 2015 and Beyond Project has determined that for RTs to provide proper necessary care, a Bachelor degree is necessary and will be required for entry level practice by the year 2020.

The recent changes in healthcare have increased the need for institutions to improve patient outcomes and Bachelor prepared therapists have advanced critical thinking skills and are skilled in incorporating best practices into the care therapists provide patients.

Should the profession transition to a Bachelor degree for practice level profession the need for this completion program will be vital to enable Associate level therapists to complete their education. Because this program will be offered online, I know that current practitioners will be interested in exploring this new opportunity.

Again, we wholeheartedly support this new program and look forward to the opportunity to hire graduates from this program..

Sincerely,

Steven Slaughter

Steven Slaughter
Manager Respiratory Therapy
University Hospitals Case Medical Center

SOUTHERN STATE
COMMUNITY COLLEGE

March 4, 2014

Dr. Wanda Thomas
Associate Provost
Kent State University
Office of the Provost
P.O. Box 5190
Kent, Ohio 44242

Dear Dr. Thomas,

We strongly support the development of your Bachelor of Science in Respiratory Care completion program, soon to be offered at Kent State University at Ashtabula; respiratory therapists (RTs) are specialists in the area of airway management and breathing support for patients and are relied upon by Physicians and Nurses to deliver exemplary patient care.

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Should the profession transition to a Bachelor degree for practice level profession the need for this completion program will be vital to enable Associate level therapists to complete their education. The online format for this program is most desirable among professional therapists looking to complete their education. Southern State Community College has a strong tradition of working with our university partners to create seamless pathways for our graduates to obtain a Bachelor degree. We look forward to sharing this exciting opportunity with our students.

Please keep me updated on the status of the program.

Sincerely,

Kevin Boys, Ed.D
President

February 27, 2014

Dr. Wanda Thomas
Associate Provost
Kent State University
Office of the Provost
P.O. Box 5190
Kent, Ohio 44242

Dear Dr. Thomas,

We support the development of your Bachelor of Science in Respiratory Care completion program, soon to be offered at Kent State University at Ashtabula; respiratory therapists (RTs) are specialists in the area of airway management and breathing support for patients and are relied upon by Physicians and Nurses to deliver exemplary patient care.

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Should the profession transition to a Bachelor degree for practice level profession the need for this completion program will be vital to enable Associate level therapists to complete their education. Again, we wholeheartedly support this new program and look forward to the opportunity to hire graduates from this program. Because this program will be offered online, I know that current staff will be interested in exploring this new opportunity.

Please keep me updated on the status of the program.

Sincerely,

Sam Miihlbach
Respiratory Therapy Manager
The MetroHealth System

Ashtabula County Medical Center
ACMC Healthcare System

An affiliate of
Cleveland Clinic

February 27, 2014

Dr. Wanda Thomas
Associate Provost
Kent State University
Office of the Provost
P.O. Box 5190
Kent, Ohio 44242

Dear Dr. Thomas,

We are pleased to support the development of your Bachelor of Science in Respiratory Care completion program, soon to be offered at Kent State University at Ashtabula. As changes in healthcare have increased the need for institutions to improve patient outcomes, Bachelor prepared therapists have the advanced critical thinking skills and the abilities to incorporate best practices that are needed to provide the best quality care to patients.

Respiratory therapists (RTs) are specialists in the area of airway management and breathing support for patients and are relied upon by Physicians and Nurses to deliver quality patient care. In the past, Ashtabula County Medical Center has worked closely with Kent State Ashtabula on the development of competent and caring professionals that are well equipped for the working environment. We know that at Bachelor's degree program will only enhance the already exemplary Respiratory Care Professionals that Kent State Ashtabula has been graduating and that we have been employing.

The recent changes within the profession have only increased the need for Bachelor prepared therapists. Effective January 2015, the credential required to practice in the State of Ohio will be the RRT (Registered Respiratory Therapist). The three major national organizations of the profession, the Commission on Accreditation for Respiratory Care, the National Board for Respiratory Care and the American Association for Respiratory Care have agreed that development of baccalaureate programs are important for the advancement of the profession.

If the profession is transitioned to a Bachelor level profession, the need for this program will be vital to enable Associate level therapist's the opportunity to complete their education. Currently there are approximately 444 schools across the country that offer a degree in Respiratory Therapy of which only 11% (49) offer a Bachelor degree.

Again, we enthusiastically support this new program and look forward to the opportunity to hire graduates from Kent State University at Ashtabula..

Sincerely,
Melissa A. Shanley; CRT, BSM/ Director of Respiratory Therapy
Ashtabula County Medical Center

2420 Lake Avenue
Ashtabula, OH 44004

Phone 440.997.2262
Fax 440.997.6644
www.acmchealth.org

AMERICAN ASSOCIATION FOR RESPIRATORY CARE
9425 North MacArthur Blvd., Suite 100, Irving, TX 75063, (972) 243-2272, Fax (972) 484-2720
http://www.aarc.org, E-mail: info@aarc.org

April 22, 2013

David Goswick, MPA, RRT
Director, Respiratory Therapy Technology Program
Kent State University/Ashtabula
3300 Lake Road West
Ashtabula, OH 44004

Dear Mr. Goswick,

I want to take this opportunity to offer the support of the American Association for Respiratory Care (AARC) for your 2+2 Bachelor of Science degree in Respiratory Care (BSRC). The AARC has gone on record to promote the advanced level credential (RRT) for the Respiratory Therapist as well as advanced degrees in Respiratory Care or other Health Science. As you know, the AARC launched an initiative called 2015 and Beyond and your goal is in step with this vision for the future. A seamless transition via a 2+2 option will allow for an easier access to higher education. It appears that you are providing this in your program.

This option, once available for the Registered Respiratory Therapist, should be well-received by the profession and I applaud you for your foresight in considering an option that allows graduates of a CoARC accredited associate degree program in respiratory care to advance to a BSRC. Please feel free to contact me if you have any questions regarding the foregoing or if I can be of any assistance.

Sincerely,

Thomas Kallstrom, MBA, RRT, FAARC
Executive Director/Chief Executive Officer
American Association for Respiratory Care

Lakeland
Community College
7700 Clocktower Drive, Kirtland, Ohio 44094-5198 • 440/525-7000

January 28, 2013

To Whom it may concern;

I am happy to write a letter of support for Kent State University, Ashtabula campus Respiratory Care Program. When this program was first proposed I had serious concerns about another two-year program in northeast Ohio. What I really wanted to see was a bachelors program in Respiratory Care offered online. The area really needs this opportunity especially in light of the new goals for the AARC, and I am very happy to see it is coming from the Kent State University campus.

Lakeland Community College has an affiliation agreement with the KSU Ashtabula campus in place and adding the respiratory program will be a simple addition. I currently serve as a liaison for the two colleges through Lakeland's Holden University Center partnerships.

David and Amy are capable and fine instructors; both taught with this program before accepting positions at Kent State University. I look forward to working with them in the future.

Sincerely,

Catherine Kenny

Catherine Kenny, Ph.D., R.R.T.
Director,
Respiratory Therapy Program

Development of Baccalaureate and Graduate Degrees in Respiratory Care

A White Paper From the AARC Steering Committee of the Coalition For Baccalaureate and Graduate Respiratory Therapy Education

Background

Introduction

Being a respiratory therapist in the 21 st century has become a highly complex occupation. The results of twenty years of expanded clinical research have empowered respiratory therapists with additional therapeutic techniques, medications, and medical devices used to evaluate and treat patients with increasingly complex cardiopulmonary disorders. Educators have been challenged to expand their curricula to prepare students for these new responsibilities. 1-9 Progressively more respiratory therapists are expected to assess and quantify their patient's cardiopulmonary status, to provide appropriate respiratory care by applying patient care protocols, and to evaluate the medical and cost effectiveness of their care. 10-12 Critical thinking, decision-making, and competence to perform these responsibilities have become expected of most therapists, and many roles of the advanced therapist have become expected at entry-level. 13-15

Respiratory therapists have often promoted the expansion of services in their communities, such as diagnosis and treatment of sleep disorders, health promotion and disease prevention patient education, pulmonary rehabilitation, disease specific case management, and life support outside of the intensive care unit. Changes in health care policy, regulation, and reimbursements have required therapists to adopt these expanded roles, work more independently in settings across the continuum of care, and collaborate as partners on the health care delivery team. Although experienced therapists have adapted well to the changing and increasing demands, problems have emerged:

- Producing new therapists with the knowledge and skills expected of a modern respiratory therapist has become increasingly difficult within the confinement of 2 years of post-secondary education. 16,17
- With less than a baccalaureate degree, respiratory therapists are often not recognized as professionals by government agencies, third party payers, the uniformed services, labor unions, and others.
- Recruitment of students has declined in recent years, creating severe shortages of therapists. 18-20
- Severe budget deficits have required some state governments to limit associate degree curricula in community colleges to 60 semester hours limiting what can be taught.

Historical Development

During the latter half of the 20 th century, the respiratory care profession evolved from an on-the-job trained workforce to a college educated and licensed profession. Consistent with this evolution, education and training of therapists began as apprenticeships, and hospital-based programs became organized and awarded certificates of study. The first on-the-job hospital-based inhalation therapy schools were unable to provide adequate numbers of graduates. By the mid-1960's new programs began in vocational-technical schools and the community colleges which mushroomed across the United States. Growth of educational programs in community and technical colleges helped fill the demand for therapists during years of unprecedented growth into the 1980's. Innovative educators with new teaching strategies were able to maximize the compact 2-year time-frame. As the educational needs of new therapists increased, the need for expanded curriculum shifted the responsibility for professional preparation of therapists to colleges and universities that awarded academic credit and degrees. Throughout this period, the demand for therapists exceeded the supply, and the pressure to meet workforce needs may have contributed to an artificially short course of study with artificially low academic awards as compared to other health professions.

Recognizing the need to plan for future change, during the 1990s the American Association for Respiratory Care organized educational consensus conferences and supported research on the future scope of practice and education of therapists. 21-23 These efforts contributed to the growing recognition of the need for an associate degree minimum academic preparation for entry-level therapists for 2002. As expectations accelerate for therapists to analyze and evaluate patient needs, to plan and provide care, to participate effectively on professional interdisciplinary teams, and to provide patient and caregiver education, the need to expand opportunities for baccalaureate and graduate education has become evident. 24 In recent years, respiratory care educational programs at the baccalaureate level have increased by 75% with 57 such programs identified in 2002.

Rationale

Profound and extensive changes have occurred regarding medicine's delivery systems, economic and governmental constraints, and societal expectations. Over time, the profession of respiratory care has adapted quickly to new technologies and practices which the founding fathers had never considered. 25,26 There has been the birth of critical care medicine, pulmonary rehabilitation, and neonatology, as well as advances in cardiovascular diagnostics, sleep-disorders, and emergency transport. The advent of therapist-driven protocols, emphasis on patient outcomes and evidence-based medicine reflect this continuing transformation into the 21 st century. 27,28 Consequently, respiratory care departments and educational programs have been required to constantly upgrade in order to keep pace with escalating demands on new graduates. Preparation of educated and skilled practitioners in adequate numbers has been a concern over most of the profession's first fifty years.

There has always been a core of baccalaureate degree programs, primarily at academic medical centers. In 1970 there were seven of these programs, and currently there are about sixty. The need for a greater number of baccalaureate and graduate respiratory care programs appears to be based on multiple evolutionary factors.

The clinical work has become more technically complex:

Respiratory care has evolved from conducting limited, task-based technical functions, to performing an array of services requiring more complex cognitive abilities and patient management skills. Consequently the body and complexity of knowledge and skills needed for clinical practice continues to increase and shows no sign of abating. The National Board for Respiratory Care (NBRC) examinations have reflected this theme, and questions now emphasize higher levels of cognition beyond recall and application. Earlier versions of the examinations did not include technical advances such as pulse oximetry, noninvasive ventilation, and computer-interfaced medical hardware that are now considered to be routine.

There is a greater demand for respiratory care at alternate sites

There is an increasing level of non-technical professional abilities that reflect greater levels of responsibility, accountability and authority. 29 Respiratory care continues to incorporate more specialized and diverse services beyond the traditional bedside caregiver role and has moved to alternative care sites. Therapists are becoming more involved in public health, outpatient care, private office practice, end-of-life and palliative care, smoking cessation, home care and as case managers for asthma, COPD and cystic fibrosis clinics. Therapists are, and will continue to be, more involved in providing patient education, and coordinating care in cost-effective approaches and multiple settings. To meet these future needs, educational programs will need to move beyond traditional teaching in hospital wards and ICUs.

There is increased need for non-technical skills

Professional competence goes beyond developing skills to perform technical tasks. Patient care is interactive, humanistic, and impinges on affective and moral dimensions. Practice is now participatory and involves interpretation and deductive reasoning. 28 There is need to develop these additional skills. 29,30 Educational programs that incorporate the liberal arts allow students to face future medical delivery changes, wavering economies and an unsure job market. Meeting such challenges is more certain for practitioners with the ability to write well, speak clearly and think more critically. Some Department managers now look to employees that are caregivers, but also have skills to assist in management tasks, patient and staff development education, and research. The current and future health care environment is creating demand for coordinators and planners instead of only bedside caregivers. Therapists participating in formal teaching or staff development are required to achieve baccalaureate or graduate degrees.

There is a growing educational gap between respiratory care and other health professions

In a delivery system that is based on interdisciplinary teamwork, educational differences are important. Physical therapy, pharmacy, audiology and other professions have raised educational standards to baccalaureate or higher since the mid-1960's. For example, pharmacy has moved from the BPharm to the PharmD as the entry level within the past 10 years. Physical therapy has moved from the BS to the MS within about the same time frame, and will require the doctoral degree within a few years. Physician assistant studies have mandated a master's degree entry level, and occupational and physical therapy currently require a master's degree as entry level. The

perception of respiratory care as a potential career choice by both young people and adults may be influenced by its minimum educational standards for entering clinical practice. 31 Failure to provide an adequate education level can negatively impact that perception, suggesting a more technical and less professional career. Governmental agencies, legislators, third-party payers, and the military services all use the baccalaureate degree as a method of professional recognition.

The AARC advocated an increase in the minimum education requirements a decade ago, 22,23 and the 1995 PEW Commission Report, Critical Challenges: Revitalizing the Health Professions for the 21 st Century, reiterated much of AARC report's findings. 32 The Commission spoke to innovation, restructuring and flexibility in both practice and professional medical education. It also urged multi-skilling and streamlining of service delivery instead of continued specialization.

Most notable in this discussion was the PEW Commission's recommendations for nursing, which has maintained two levels of education (AS & BS) for one entry-to-practice credential as a registered nurse (RN). This has been reflected in respiratory cares' two levels of education, (AS & BS) for the registered respiratory therapist (RRT) credential. Among the recommendations for nursing are:

- Recognize the value of the multiple entry points to professional practice available to nurses through preparation in associate, baccalaureate and masters programs; each is different, and each has important contributions to make in the changing health care system.
- Consolidate the professional nomenclature so that there is a single title for each level of nursing preparation and service.
- Distinguish between the practice responsibilities of these different levels of nursing, focusing associate preparation on the entry level hospital setting and nursing home practice, baccalaureate on the hospital-based care management and community-based practice, and masters degree for specialty practice in the hospital and independent practice as a primary care provider. Strengthen existing career ladder programs in order to make movement through these levels of nursing as easy as possible.
- Encourage the expansion of the number of masters level nurse practitioner training programs by increasing the level of federal support for students.

For 30 years various groups within the nursing profession have repeatedly recommended the baccalaureate degree as the minimum registered nurse educational entry-level. The American Nursing Association has maintained this position since 1965. In 1996 24% of nurses held a diploma, 34% held an associate degree and 31% a BSN. Presently about 40% hold a baccalaureate or higher nursing degree. However, opposition from state nursing associations, physicians and hospital administrators has been blamed for the failure to adopt the recommendation. 33

Setting education levels for practice entry has been an economically, politically and emotionally charged issue for many medical professions. Future challenges will more likely be met by leveraging greater support for baccalaureate and graduate respiratory care education.

How Do We Move Ahead?

On January 10, 2003 the AARC issued a Landmark Statement on Education and Credentialing.

To support a stronger profession, the AARC, CoARC, and NBRC have all approved a statement to encourage advanced education and credentialing for respiratory therapists. While reiterating their support for associate degree programs, the groups want to ensure the profession of respiratory care is positioned for the future by encouraging pursuit of advanced training, education and credentials by the individuals in this country practicing respiratory care." 36

Respiratory Care: Advancement of the Profession Tripartite Statements of Support

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 facilities 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. Accordingly, the agencies representing the profession (American Association for Respiratory Care), program accreditation (Committee on Accreditation for Respiratory Care), and professional credentialing (National Board for Respiratory Care) together support the following as essential for the continued growth and advancement of the profession.

- The RRT credential is the standard of excellence for respiratory therapists. Evidence-based research documents the value of critical thinking, problem solving and advanced patient assessment skills. Therefore we encourage all respiratory therapists to pursue and obtain the Registered Respiratory Therapist (RRT) credential. • We support the development of baccalaureate and graduate education in respiratory care and encourage respiratory therapists to pursue advanced levels of education.
- We have complete confidence in the professional credentialing system. The three agencies will cooperate in evaluating the results of national job analysis research to insure that the credentialing system remains current and appropriate as the profession evolves. We recognize the NBRC's obligation to administer job related, validated credentialing examinations based on the results of national job analysis research as mandated by the "Standards for Educational and Psychological Testing" (1999) published by the American Educational Research Association, American Psychological Association, and the National Council on Measurement in Education. Job analysis research is also guided by Section 1607.14 of the Technical Standards for Validity Studies from the Federal Government's Uniform Guidelines on Employee Selection Procedures. These guidelines are found within Title 29 – Labor within the Code of Federal Regulations (29CFR1607.14). In addition, the NBRC must maintain its compliance with the standards for accreditation of certification programs developed by the National Commission for Certifying Agencies (NCCA).
- The three agencies recognize the importance of effective recruitment and retention strategies to recruit and retain respiratory therapists for the health care workforce, and qualified respiratory therapy students. We encourage the use of existing resources available from the three agencies.
- The three organizations will cooperate in evaluating examination pass rates for entry level and advanced practice programs and for associate and baccalaureate degree programs to assure that the educational requirements for admission both to the educational programs and to the examination system are appropriate.

- We encourage the development of appropriate career ladders and pay differentials based on the advanced practice credential (RRT) and education beyond the Associate Degree.
- We strongly support faculty development activities specific to educational methodology. 37

As evidenced by this Tripartite statement it is clear that community colleges are, and will continue to be, important partners in providing respiratory care education. A plan that does not use the resources they can provide will be unnecessarily limited in scope. The AARC must facilitate the development of workable articulation and bridge agreements between community colleges and 4-year colleges. These articulations may take the form of moving students from an associate degree in respiratory therapy to a BSRT, or they may use a model where students receive two years of preparatory course work at a community college before transferring to a 4-year college to complete their bachelor's degree. Community colleges could also partner with 4-year colleges and graduate schools to provide sites for distance education. Other options for expanding baccalaureate and graduate education certainly exist and should be explored.

Currently respiratory care programs tend to have small class sizes but high fixed costs. Of the 12,183 students who graduated from advanced practitioner respiratory care programs during the years 1998 through 2000, 1773 (14.6%) were at the baccalaureate level. 34 If we are to make it attractive for educational institutions to establish new baccalaureate and graduate programs, we must rethink this model. Models that can accommodate larger classes of baccalaureate level students without a substantial increase in program costs should be explored. Because laboratory and clinical courses are usually the limiting factor for enrollment, they should be the initial targets for remodeling. We must look to other therapy-based allied health professions that successfully accommodate large enrollments in their educational programs and examine how their approach might be adapted for respiratory therapy.

If the respiratory care profession is to move ahead we must make a concerted effort to increase the number of graduate programs. The demand for such programs will increase as we increase the number of baccalaureate program graduates. However, at present, the vast majority of respiratory therapists who seek graduate degrees must do so in another field such as education or physiology. We must develop more graduate degrees that are specific to respiratory care if we are to meet the need for clinical specialists, researchers, faculty, and professional leaders.

The need for graduate education in respiratory care

Currently, there are only a handful of graduate degree programs with majors in respiratory care in the U.S. Because of this, leadership training in clinical specialty areas, research, management, and education has been provided at the baccalaureate level or not at all. This has resulted in a dearth of qualified individuals able to fulfill the need for trained practitioners to teach, perform management and supervision, assist with research, and fulfill other professional leadership roles. Respiratory therapists with graduate education and training are needed to fill the demand for future educators, managers, researchers, and clinical specialists. A tremendous demand for respiratory care services is projected over the next fifteen years. This projected shortage is due to the aging of the population, increases in respiratory diseases (including asthma and COPD), increases in the general population, and advances in technology and treatment. Coupled with an increase in demand for services and personnel, the current generation of educators and leaders in respiratory care will be

retiring. There is a major need for the respiratory profession to prepare advanced level respiratory therapists who have a foundation for leadership in the areas of education, management and supervision, and clinical practice. There are over 300 college or university-based respiratory care educational programs in the U.S. and approximately 2,700 respiratory therapists are employed as educators by colleges, universities, and health care agencies. Nationally, the vacancy rate for instructors/educators was 9.8% in year 2000, and graduates of the existing Master's degree programs in respiratory care are sought after by colleges and universities to fill faculty vacancies. In addition, about 11% of the respiratory care workforce is employed in management and supervision (11,685 FTEs in year 2000) and the anticipated demand for managers and supervisors is also expected to increase. 35

Graduate education in respiratory care is needed to advance the science and practice of respiratory care by providing a link between the sciences, clinical research and practice; increase knowledge within the discipline; provide for interdisciplinary collaboration and research; and train future faculty for the profession. The goals of graduate respiratory care educational programs may include:

- To prepare advanced level respiratory therapists for clinical practice.
- Provide leadership training in the areas of management, supervision, education and research.
- Develop clinical specialists in the areas of adult critical care, pediatric critical care, neonatal critical care, pulmonary function technology and cardiopulmonary diagnostics, polysomnography, and other clinical areas, as needed.
- Prepare future faculty for college and university based respiratory care educational programs.
- Develop individuals who can formulate appropriate questions, organize and test hypotheses, and apply research results to the practice of respiratory care.
- Prepare clinical practitioners with advanced knowledge and skills in basic and clinical sciences.
- Prepare leaders, who are able to plan, develop, and deliver high quality, cost-effective health care services.

Conclusion

There is a need to increase the number of respiratory therapists with advanced levels of training and education to meet the demands of providing services requiring complex cognitive abilities and patient management skills. Therefore the AARC strongly encourages the continuing development of baccalaureate and graduate education in respiratory care, to include:

- Traditional BS degree programs
- Associate degree to baccalaureate degree articulation and bridge agreements with area community colleges
- Distance education for BS degree programs offered at the community college level
- Promotion of Master of Science in Respiratory Care degree programs for the development of leadership in the areas of management, education, research, and clinical specialization.

Contributors

CoBGRTE Steering Committee:

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AARC Ad Hoc Committee to Review the White Paper in Baccalaureate and Graduate Education:
Margaret F. Traband, Med, RRT, Chair
John D. Hiser, MEd, RRT, CPFT, FAARC
Susan Rinaldo Gallo, MEd, RRT

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Back

Respiratory Care: Advancement of the Profession Tripartite Statements of Support

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 facilities 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. Accordingly, the agencies representing the profession (American Association for Respiratory Care), program accreditation (Committee on Accreditation for Respiratory Care), and professional credentialing (National Board for Respiratory Care) together support the following as essential for the continued growth and advancement of the profession.

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- We support the development of baccalaureate and graduate education in respiratory care and encourage respiratory therapists to pursue advanced levels of education.

- We have complete confidence in the professional credentialing system. The three agencies will cooperate in evaluating the results of national job analysis research to insure that the credentialing system remains current and appropriate as the profession evolves. We recognize the NBRC's obligation to administer job related, validated credentialing examinations based on the results of national job analysis research as mandated by the "Standards for Educational and Psychological Testing" (1999) published by the American Educational Research Association, American Psychological Association, and the National Council on Measurement in Education. Job analysis research is also guided by Section 1607.14 of the Technical Standards for Validity Studies from the Federal Government's Uniform Guidelines on Employee Selection Procedures. These guidelines are found within Title 29 – Labor within the Code of Federal Regulations (29CFR1607.14). In addition, the NBRC must maintain its compliance with the standards for accreditation of certification programs developed by the National Commission for Certifying Agencies (NCCA).

- The three agencies recognize the importance of effective recruitment and retention strategies to recruit and retain respiratory therapists for the health care workforce, and qualified respiratory therapy students. We encourage the use of existing resources available from the three agencies.

- The three organizations will cooperate in evaluating examination pass rates for entry level and advanced practice programs and for associate and baccalaureate degree programs to assure that the educational requirements for admission both to the educational programs and to the examination system are appropriate.

- We encourage the development of appropriate career ladders and pay differentials based on the advanced practice credential (RRT) and education beyond the Associate Degree.

- We strongly support faculty development activities specific to educational methodology.

Ohio | Board of Regents
University System of Ohio

John R. Kasich, Governor
John Carey, Chancellor

LETTER OF INTENT

Date of submission: *to come*

Name of institution: Kent State University

Intent: To establish a General Business major within the Bachelor of Business Administration degree

Primary institutional contact for this request:

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

Institution type (please check all that apply):

- ☒ Public
- ☐ Private, non-profit
- ☐ Out-of-state
- ☐ For-profit

Type of request (please check all that apply):

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

Alternative Delivery Options (please check all that apply):

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

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

Approved by the Educational Policies Council on 18 August 2014; full proposal will be reviewed/approved by the Kent State Board of Trustees at later date.

Projected date full proposal will be submitted: March 2015

Projected start date of the proposed program: Fall 2015

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

   Kent State University's College of Business Administration offers a Business Undeclared pre-major that does not lead to a degree. The college proposes to eliminate that non-degree major in consideration of Complete College Ohio and create a General Business major within the Bachelor of Business Administration (BBA) degree. The new General Business major will serve two populations: (1) incoming students who are interested in business, but are undecided about what to declare and (2) students who left a university before earning a degree and now wish to return to complete one.

   The College of Business Administration presently offers eight discipline-focused BBA degree programs: Accounting, Business Management, Computer Information Systems, Economics, Entrepreneurship, Finance, Marketing and Managerial Marketing. A General Business major will complement the current offerings while also aiding students who need a more flexible program to graduate.

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

   The College of Business Administration is sensitive to nation-wide and state initiatives to increase the number of college graduates. Programs that do not have an ending point, such as Business Undeclared, are in direct conflict with the goals of Complete College Ohio. The college also must be mindful of the fact that many entering students have no idea of the precise business field they will pursue. The three most popular majors that incoming business students tell university administrators and faculty that they want are (1) management, (2) business and (3) accounting, in this order. Yet, Kent State does not offer a "business" major. In eliminating the Business Undeclared non-degree program, the college understands a need to offer students the option they want – a general business major that will give them the time they need to decide on the specific discipline or an advanced interdisciplinary business program from which they can graduate.

   The first two years of all the college's BBA degree programs comprise the same curriculum regardless of major. Therefore, students in the General Business major can take first two years to determine if they want to continue on and graduate with that major or pursue a specialized business field in another major without delaying graduation due to missed program requirements.

   Instructional delivery of the General Business major will be 50 percent online, with face-to-face on the Kent Campus for the first two years and online for last two years. The online delivery will serve students who stop out and who, when they decide to return, have little flexibility in their schedule due to full-time work, family obligations and/or location.

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

   Existing university faculty and staff can support the proposed new degree program as the curriculum for the first two years of the program are the same as the college's other BBA degree programs. Requirements for the last two years of the program will be flexible, using existing courses within the college and within the university.

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 existing administrative structure will support the proposed request.

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

   No additional library services and resources will be needed.

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

   Not additional resources listed about will be needed.

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

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

Respectfully,

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

Advanced Physical Education Pedagogy
Post-Graduate (MEd) Online Program
University of Wollongong & Kent State University

Program Development Plan

1. Designation of the new program (i.e., degree name and title), rationale for that designation, definition of the focus of the program and a brief description of its disciplinary purpose and significance.

   This graduate level program is a joint degree program offered collaboratively by Kent State University (KSU) and the University of Wollongong (UOW) in New South Wales, Australia. It will culminate in a Master of Education (MEd) degree in Advanced Physical Education Pedagogy (APEP). The program is 100% on line, and is aimed at practicing teachers and/or athletic coaches who are seeking further expertise in their field of study but who, for various reasons, might find the on line environment preferable to face to face instruction. In addition, as an online program, both institutions will be able to attract students who are place-bound. Both institutions have faculty that are insufficient in number to offer an entire graduate program, yet can do so in combination with each other. Faculty members at the two institutions are professional colleagues who have previously collaborated on research publications and grant proposals.

2. Description of the proposed curriculum.

   Undergraduate programs within the physical education and coaching fields typically focus on the basics of planning, implementation, and assessment of instruction, with less emphasis on broader issues related to pedagogy. These issues, including matters of leadership, teaching/coaching theory, and curriculum/program development are best addressed at the graduate level with students who already have experiences from which to draw. Hence the graduate program outlined in the table below is thirty-six (36) graduate credits, with an equal number of courses to be taken at each institution. Each KSU course is worth 3 graduate credits, while each UOW course is worth 6 credit points, with one KSU course being equal to one UOW course in terms of contribution to the overall degree. It should be noted that the equivalent of 36 credit hours is required for a Master's degree by the state of New South Wales in Australia.

   All courses are on line and, with two exceptions (the Adapted PE and Applied Pedagogy courses) all are currently offered. The Adapted PE and the Advanced Pedagogy are currently in development. The instructional focus of each course is identified in the right hand column of the table. The curriculum was developed through the collaborative efforts of faculty members at each institution, and coordinated by Dr Steve Mitchell at KSU and Dr Dana Perlman at UOW.

Advanced Physical Education Pedagogy
Post-Graduate (MEd) Online Program
University of Wollongong & Kent State University

Subject/Course	Institution	Comments	Instructional Focus
EDGZ921 – Introduction to Research and Inquiry OR EDUC 65511 – Research in Educational Services	UOW or KSU	Taken at either university	Development of significant research questions, research methodology, data analysis
EDGP935 – Leadership and Management in PE, Sport and Recreation	UOW		Leadership and management theory and application to PE, sport and recreation
EDGPXXX – Applied Pedagogy in PE, Sport and Recreation*	UOW		Implementation and evaluation of PE pedagogy
EDGP930 – Theoretical and Practical Bases of Teaching and Coaching	UOW		Pedagogical theory and applications to PE teaching and athletic coaching
CI 65XXX – Adapted Physical Education*	KSU		PE teaching for individuals with disabilities
CI 65025 – Contemporary Issues in Sport Pedagogy	KSU		Societal issues, including race, gender and politics, as they pertain to PE and sport
CI 65055 – Curriculum Development in Sport Pedagogy	KSU		Curriculum models and curriculum/program development and evaluation
Elective I	UOW or KSU	Taken at either university	
Elective II	UOW or KSU	Taken at either university	
Elective III	UOW or KSU	Taken at either university	
Elective IV	UOW or KSU	Taken at either university	
EDGZ906 - Minor Project** OR CI 67096 – Individual Investigation in Curriculum & Instruction**	UOW or KSU	Taken at either university	

Possible Electives:	**Notes:**
KSU 1. ITEC 57427 Technology and Learning 2. ITEC 57430 Computer Applications in Education 3. ITEC 57400 Selection and Utilization of Educational Media 4. ITEC 67437 Web Development for Educators. **UOW** 5. EDGP990 – Practicum in the Learning Environment 6. EDGP910 – Theoretical Aspects in Outdoor Education 7. EDGP912 – Facilitation in Outdoor Education 8. EDGP934 – Cultural Politics in Sport	*Online courses to be developed **Capstone experience **+Overall an equal number of courses must be taken at each institution**

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

   The program will be jointly administered by the two institutions, but students will graduate only from the institution to which they originally apply for program admission. That university will also be responsible for transfer evaluation, advising, communications, and the issuing of transcripts and diplomas. Program faculty at both institutions will agree on admissions criteria and students will be admitted into the program at the institution to which they apply. Regular (weekly) and ongoing communication between program coordinators will be essential regarding the frequency of course offerings, program admissions, and curriculum review.

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

   Many systems, both in the United States and overseas, require graduates in education programs to pursue further study culminating in a Master's degree. These students often are then required to take on leadership roles in school districts, and in this case also sports programs, these leadership roles requiring an understanding of data handling and interpretation, program development and evaluation, and critical issues impacting the field. In 2009, Ohio restructured its teacher licensure system and established a new career ladder for educators. The new four-tiered system provides opportunities for teachers to advance in their professional careers and serve as school improvement leaders, without leaving the teaching profession. The senior professional educator license and lead professional educator license are advanced steps on the career ladder, and both require a Master's degree. (http://education.ohio.gov/Topics/Teaching/Educator-Licensure/Audiences/Senior-Professional-Educator-and-Lead-Professional)

   To our knowledge there are no similar programs in Ohio, and certainly none that also provide an international perspective for students. This perspective is inevitable in this program where half the courses taken will be from an overseas institution and in which it is anticipated that international students will seek admission (see below).

5. Prospective enrollment.

   We anticipate initial enrollment of about twenty students, half of whom would gain admission at each of the two institutions (ten at each). Students will be recruited both in Australia and the USA, but also internationally from regions where faculty contacts make it possible to advertise the program and more likely that students will enroll (e.g. the Caribbean, Europe and the UK in particular, Japan, South Korea). Faulty at both institutions see this as an opportunity to increase international collaborations at a time when the world is becoming a smaller place, largely due to the impact of technology. Thus an on line program allows for the efficient use of this technology in a global collaboration.

6. Special efforts to enroll and retain underrepresented groups.

   The international nature of the program makes it more likely that students from underrepresented groups will apply, and increased efforts will be made to recruit from such groups by selective advertising and recruitment at conferences. Efforts will also be made within the USA to recruit from groups such as ethnic/racial minorities, students with disabilities, and veterans.

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

   Current faculty and facilities are both available and adequate for this program. At Kent State it would require more frequent graduate level offerings, but only to the extent of one graduate course per semester. With five full-time faculty members, this is sustainable. UOW currently offers a graduate degree in Physical and Health Education. The joint program with KSU will require the creation of one new course that will be replaced with a current course. The current structure and staffing of the PHE program will not create any workload issues.

   Academic advising, particularly regarding course registration, will be provided by the student's "home" institution. Technology support is available at the college level at KSU through the Office of Technology and Distance Education, part of the Instructional Resource Center. UOW has extensive experience in teaching through flexible learning and distance strategies. It has a well-established reputation for online teaching both within Australia and internationally and has twice been named as the Good Universities Guide Australian University of the Year. UOW currently offers online Masters degrees, Graduate Diplomas and Graduate Certificates worldwide. As an experienced distance education provider the University has a full range of routines and services in place to support the IT-based components of the program including developed user guides, and access to assistance where required through University Information Technology Services and dedicated Faculty e-learning support staff. As part of the normal orientation to programs such as this, participants will be advised regarding suitable IT equipment issues and trained in University protocols for access and use of the University systems.

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

   No new facilities or staff would be necessary.

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

   There would be no additional costs. At KSU all necessary courses will be covered by the existing faculty. Existing library resources are sufficient at both universities, faculty members are in place, and each university has a program coordinator.

   Relationship to Strategic Plan.

   At KSU, the College of Education, Health and Human Services has as part of its strategic plan the intent to increase international activities. Specifically, there is an opportunity to make this a College-wide area of strength and for us to be recognized locally and nationally as a global College. Strategies identified in the plan to achieve this include:

   a. Increase study abroad opportunities for students while also exploring funding support for these activities.
   b. Recruit more international students, particularly into target programs we have identified as high demand programs for international students.
   c. Increase the number of international programs. In order to help with this, we will develop an inventory of exportable graduate programs that can be delivered in several different formats for international audiences.
   d. Increase international content throughout the curriculum. Support the internationalization of the curriculum by assisting faculty/students in finding the international dimensions of their discipline.
   e. Support collaborative research with international colleagues and on international themes.
   f. Support the international exchange of scholars.
   g. Expand our relationships with universities having similar interests from throughout the world

   This proposed collaborative master's degree program clearly addresses the goal of increasing international activities, and adopts many of the strategies identified in a-g above. Likewise the KSU strategic plan includes the goal of "Engaging with the World Beyond our Campuses" and suggests strategies such as:

   a. Incorporate global perspectives into all of our educational, research and service initiatives
   b. Forge strategic partnerships that add significant value
   c. Build and enhance the Kent State brand regionally, statewide, and nationally
   d. Further develop and expand student and alumni relations
   e. Increase the presence of international students and scholars at Kent State
   f. Increase Kent State student participation in study abroad programs
   g. Implement proactive federal and state government affairs initiatives.

   Again, the proposed collaborative with UOW incorporates many of the strategic plan strategies identified in a-g above.

Advanced Physical Education Pedagogy
Post-Graduate (MEd) Online Program
University of Wollongong & Kent State University

OVERVIEW

This graduate level program is a joint degree program offered collaboratively by Kent State University (KSU) and the University of Wollongong (UOW) in New South Wales, Australia. It will culminate in a Master of Education (MEd) degree in Advanced Physical Education Pedagogy (APEP). The program is 100% on line, and is aimed at practicing teachers and/or athletic coaches who are seeking further expertise in their field of study but who, for various reasons, might find the on line environment preferable to face to face instruction. In addition, as an online program, both institutions will be able to attract students who are place-bound. Both institutions have faculty that are insufficient in number to offer an entire graduate program, yet can do so in combination with each other. Faculty members at the two institutions are professional colleagues who have previously collaborated on research publications and grant proposals.

NEW PROGRAM NEEDS ANALYSIS AND FACULTY CREDENTIALS

1. Establish a need for the proposed program.

Many systems, both in the United States and overseas, require graduates in education programs to pursue further study culminating in a Master's degree. These students often are then required to take on leadership roles in school districts, and in this case also sports programs, these leadership roles requiring an understanding of data handling and interpretation, program development and evaluation, and critical issues impacting the field. In 2009, Ohio restructured its teacher licensure system and established a new career ladder for educators. The new four-tiered system provides opportunities for teachers to advance in their professional careers and serve as school improvement leaders, without leaving the teaching profession. The senior professional educator license and lead professional educator license are advanced steps on the career ladder, and both require a Master's degree. (http://education.ohio.gov/Topics/Teaching/Educator-Licensure/Audiences/Senior-Professional-Educator-and-Lead-Professional)

2. Projected student and graduate data.

We anticipate initial enrollment of about twenty students, half of whom would gain admission at each of the two institutions (ten at each). Students will be recruited both in Australia and the USA, but also internationally from regions where faculty contacts make it possible to advertise the program and more likely that students will enroll (e.g. the Caribbean, Europe and the UK in particular, Japan, South Korea). Faculty at both institutions see this as an opportunity to increase international collaborations at a time when the world is becoming a smaller place, largely due to the impact of technology. Thus an on line program allows for the efficient use of this technology in a global collaboration. Initial enquiries about the program from our own graduates suggest that several KSU alumni, currently teaching both in and outside of Ohio, will be among the first applicants to the program.

3. Communication with business and industry.

Potential employers are primarily school districts, though most program participants will already be employed and seeking further education as a means of obtaining advanced professional licensure. This will vary depending on the licensure requirements in each participant's state or country.

4. Faculty credentials and capacity.

Five full-time Kent State faculty members will be involved in teaching the Physical Education Pedagogy courses within this program. All have terminal degrees, and all are active in scholarship and service to the profession at either the state or national level, and in some cases both. The faculty members are:

Dr Jennifer Fisette (EdD, University of Massachusetts). Associate professor, with tenure
Dr Jennifer Gorecki (PhD, University of South Carolina). Assistant professor, non-tenure track
Dr Insook Kim (PhD, Ohio State University). Assistant professor, tenure track
Dr Steve Mitchell (PhD, Syracuse University). Full professor, with tenure
Dr Takahiro Sato (PhD, Ohio State University). Associate professor, with tenure

The above listed faculty members are a diverse group. Dr Kim is from South Korea, Dr Sato from Japan, and Dr Mitchell is a dual national (UK/USA). Though it is not possible for five faculty members to be representative of the entire student body in an international collaborative program, this group comes close.

Current faculty numbers and facilities are both available and adequate for this program. At Kent State it would require more frequent graduate level offerings, but only to the extent of one graduate course per semester. With five full-time faculty members, this is sustainable. UOW currently offers a graduate degree in Physical and Health Education. The joint program with KSU will require the creation of one new course that will be replaced with a current course. The current structure and staffing of the PHE program will not create any workload issues.

DRAFT

AMENDMENT TO THE MEMORANDUM OF UNDERSTANDING
BETWEEN
KENT STATE UNIVERSITY, OHIO, USA
AND
UNIVERSITY OF WOLLONGONG, NSW, AUSTRALIA

JOINT OFFERING OF A MASTER OF EDUCATION DEGREE
IN ADVANCED PHYSICAL EDUCATION PEDAGOGY

1. **Overview:** The purpose of this amendment between Kent State University (hereinafter "KSU") in Ohio, United States of America, and the University of Wollongong (hereinafter "UoW") in New South Wales, Australia, is the development of a collaborative graduate degree program and curriculum.

2. **Program, Administrative Units and Audience**

   2.1. **Program:** Master of Education (hereinafter "MEd") degree in Advanced Physical Education Pedagogy (hereinafter "APEP")

   2.1.1. Full degree program will be offered in a 100-percent web-based (online only), asynchronous environment. There will be no required on-campus sessions.

   2.1.2. Establishment of program approved to be in effect for DATE by KSU's Faculty Senate (DATE) and Board of Trustees (DATE) and by the Ohio Board of Regents (DATE). **KSU to provide dates.**

   2.1.3. Establishment of program approved to be in effect for DATE by UoW's _____. **UoW to provide names of approving body(ies) and date(s).**

   2.2. **Administrative Units:**

   2.2.1. KSU: School of Teaching, Learning and Curriculum Studies in the College of Education, Health and Human Services.

   2.2.2. UoW: School of Education in the Faculty of Social Sciences.

   2.3. **Audience:** Practicing teachers and/or athletic coaches who are seeking further expertise on broader issues related to pedagogy, including matters of leadership, teaching/coaching theory and curriculum/program development.

3. **Definitions**

   3.1. **"Home students"** shall mean students attending the university from which they intend to graduate with a degree.

   3.2. **Visiting students"** shall mean students attending the host university as guests (non-degree) in order to complete coursework required for graduation at their home institution.

   3.3. **"Home university"** shall mean the university that has agreed to receive the visiting students from the home university.

   3.4. **"Host institution"** shall mean the university that has agreed to receive the visiting students from the home university.

4. Program Management and Quality Assurance

4.1. **Program management:**

4.1.1. Program will be jointly administered by the two universities, but students will graduate only from the university to which they applied and were admitted to the MEd degree (home university).

4.1.2. The students' home university will be responsible for transfer credit evaluation, advisement, review of degree progress, issuing of the diploma, granting of the degree and financial aid and/or scholarships.

4.1.3. Regular and ongoing communication between program coordinators at both universities is essential regarding the frequency of course offerings, program structure, program admissions, faculty credentials and curriculum review and revision. The program coordinators agree to one formal meeting (via phone, video conference or in person) per semester and additional meetings as necessary.

4.1.4. Program coordinators/contacts from KSU: (These coordinators/contacts are subject to change at the discretion of the employing institution. Contact information is provided for convenience, and such persons are not parties to this agreement.)

Stephen A. Mitchell, PhD
Professor, Physical Education
School of Teaching, Learning, and Curriculum Studies
College of Education, Health and Human Services
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+1-330 -672 -0229

Catherine E. Hackney, PhD
Associate Dean, Administration and Graduate Education
College of Education Health and Human Services
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+1-330-672-0552

4.1.5. Program coordinators/contacts from UoW: (These coordinators/contacts are subject to change at the discretion of the employing institution. Contact information is provided for convenience, and such persons are not parties to this agreement.)

Dana J. Perlman, PhD
Senior Lecturer, Physical and Health Education
School of Education
dperlman@uow.edu.au
+61-2-4221-3885

UoW to provide additional contact if appropriate.

4.1.6. Syllabus for every course offered in each semester is provided to the other university prior to the commencement of the course. The syllabus offers a minimum scope and contents to be covered in each course. Each university must notify the other university of any changes or revisions made to the syllabus. Such syllabus may not be changed once the course has already started.

4.1.7. Faculty at both universities will receive on-going professional development in distance learning pedagogy at their respective university, subject to availability and applicable funding.

4.1.8. Instructors and courses are formally evaluated by students at the end of each semester and results of those evaluations are made available to the instructor for self-improvement and to the director/associate dean of the instructor's respective school. The focus of the evaluation is on the usefulness and importance of course content and coursework, qualification(s) and accessibility of instructors, grading instruments and study/research environment. These evaluations must be retained by the respective university for a period consistent with the record retention schedules of that university.

4.2. **Quality assurance:**

4.2.1. Both universities will collaborate fully in the development of the program's mission, objectives and structural design.

4.2.2. All course syllabi will be reviewed and approved by faculty at both universities, and will continue to be reviewed every three years by faculty at both universities.

4.2.3. KSU faculty teaching in the program will be reviewed by UoW using established UoW procedures.

4.2.4. UoW faculty teaching in the program will be reviewed by KSU using established KSU procedures.

4.2.5. Samples of students' culminating project will be exchanged and reviewed for quality, subject to a signed FERPA (Family Educational Rights and Privacy Act) release from the student.

4.2.6. Faculty from both universities will regularly review and refine the program's curriculum and admission and graduation criteria—with approval from both universities using their standard curriculum review and approval process—in response to internal and external assessment outcomes and in the context of national and international disciplinary standards.

5. **Recruitment and Admission:** Applications for admission to the degree program will be made to the home university. Each host university agrees to admit the students from the other institution as visiting (non-degree) students.

5.1. **Recruitment:** The program coordinators from each university will work together to create a common set of recruitment materials. However, each university is responsible for its own marketing of the program.

5.2. **Admission requirements to the home university:** Program faculty at both universities will agree on the admission criteria, and qualified applicants will be admitted to the degree program at the university to which they apply. In the event of a dispute over the admission criteria, both universities retain, at all times, the ultimate authority over their own admission and subsequent academic decisions.

5.2.1. Bachelor's degree from either an institution accredited by one of the six regional accrediting bodies in the United States (with a minimum 3.000 cumulative grade point average); or from an Australian institution; or from an institution recognized from a higher education accreditation commission so deemed in the country from which the student's bachelor's degree is granted.

5.2.2. Goal statement documenting applicant's experience in teaching or coaching in physical education and/or sport environments and explaining how the program will be of professional benefit.

5.2.3. Two letters of recommendation.

5.2.4. Proof of English proficiency. All applicants whose education has been primarily outside the United States must have 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. Students should check the requirements at the university to which they submit their formal application for a list of appropriate tests, minimum test score requirements and applicable exceptions.

5.2.5. Applicants who do not meet the minimum university and/or program admission 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, grade point average in the major and/or other experiences that are clearly indicative of strong academic ability.

5.3. **Admission procedures to the home university:** Students will follow regular application procedures to gain admissions into a degree at the home university.

5.3.1. KSU: http://www.kent.edu/admissions/apply

5.3.2. UoW: https://smp.uow.edu.au/app/servlet/Student

5.4. **Admission requirements and procedures to the visiting university:**

5.4.1. Students admitted into the degree program at their home university will be automatically approved for visiting student status (non-degree designation) at the visiting university.

5.4.2. The host university receives a record of admission and copies of all application materials from the home university.

5.5. **Application fees:** Students applying to the home university will be responsible for application fees as determined by that university. Each university agrees to waive the application fees for visiting students in this program.

6. Description and Structure of Curriculum

6.1. **Curriculum description:**

6.1.1. The MEd degree in APEP, outlined in the table below, comprises eight required courses and four elective courses, with an equal number of courses to be taken at each institution.

6.1.2. Each KSU course is worth 3 graduate credit hours, while each UoW course is worth 6 credit points, with one KSU course being equal to one UoW course in terms of contribution to the overall degree.

6.1.3. The equivalent of 36 credit hours is required for a master's degree by the State of New South Wales in Australia.

6.1.4. Courses for the program come from the following discipline areas:

6.1.4.1. At KSU: Instruction Technology (ITEC), Curriculum and Instruction (CI) and Evaluation and Measurement (EVAL)

6.1.4.2. At UoW: Physical and Health Education (EDGP) and Research Methodology and Project (EDGZ)

6.1.5. All courses are offered fully online in an asynchronous platform and, with one exception (UoW's Applied Pedagogy course), all are currently offered.

Subject/Course	University	Instructional Notes
EDGZ 921 - Introduction to Research and Inquiry **or** EVAL 65511 - Research in Educational Services	UoW or KSU	Introduction to and examination of purposes and practice of qualitative and quantitative research questions, research methodology, data analysis in education and related areas.
EDGP 930 - Theoretical and Practical Bases of Coach Education	UoW	Analysis of current coaching theory and practical applications related to pedagogical issues, time management and coaching in Australia and in other countries.
EDGP 935 - Leadership and Management in Physical Education, Sport and Recreation	UoW	Leadership and management theory and application related to physical education and sport and recreation in education and training organizations.
EDGP 936 - Applied Pedagogy in Physical Education, Sport and Recreation	UoW	*To be developed.*
CI 65025 - Contemporary Issues in Sport Pedagogy	KSU	Investigation and study of current problems, issues and trends in sport pedagogy.
CI 65037 - Adapted Physical Education	KSU	Prepares physical education teachers to provide safe, appropriate, and individualized accommodations to students with disabilities.
CI 65055 - Curriculum Development in Sport Pedagogy	KSU	The analysis, development and design of curricular theory and practice in physical education and sport; and an examination of current and future issues in curriculum implementation.
EDGZ 906 - Minor Project **or** CI 67096 - Individual Investigation in Curriculum and Instruction	UoW or KSU	Capstone project/research (culminating experience), planned with and directed by a graduate faculty member.
Electives (four courses)	UoW or KSU	See listing below

Recommended Electives:

Two courses from KSU:

- ITEC 57427 - Technology and Learning
- ITEC 57430 - Computer Applications in Education
- ITEC 57400 - Selection and Utilization of Educational Media
- ITEC 67437 - Web Development for Educators

Two courses from UoW:

- EDGP 910 – Theory and Practice in Outdoor Education
- EDGP 912 - Facilitation Technique in Outdoor Education
- EDGP 934 - Cultural Politics of Sport, Leisure and Physical Education
- EDGP 990 - Practicum in the Learning Environment

6.2. Curriculum structure:

6.2.1. Program is structured to be completed in two years for full-time students.

6.2.2. Courses will be offered in each university's spring semester, which will allow students to take coursework continuously with two breaks each year (from late November to early January and from late May to early July).

Year 1 Suggested Sequence *

Semester 1: UoW Spring (July to November)

- EDGP 935
- EDGP 936
- ENGZ 921 (UoW students only)
- UoW elective

Semester 2: KSU Spring (January to May)

- EVAL 65511 (KSU students only)
- CI 65055
- CI 65037

Year 2 Suggested Sequence *

Semester 3: UoW Spring (July to November)

- EDGP 930
- EDGZ 906 (UoW students only)
- UoW elective

Semester 4: KSU Spring (January to May)

- CI 65025
- CI 67096 (KSU students only)
- KSU elective
- KSU elective **

* To complete the program in two years, students follow the sequence of 1-2-3-4 if they start with semester 1, or follow the sequence of 2-1-4-3 if they start with semester 2.

** To lighten the course load in semester 4, KSU students could take an elective course in semester 2 if preferred.

7. Course Registration and Maintenance of Student Records:

7.1. Course registration:

7.1.1. All students will enroll register for courses at the university that is offering them through the standard registration process and deadlines used by that university.

7.1.2. Students enrolled in the program will remain as active students at their home university while simultaneously enrolled at the host university and will be regarded as non-degree seeking at the host institution.

7.1.3. Students must enroll in at least one (1) KSU course per calendar year to maintain active student status at KSU.

7.2. Maintenance of student records:

7.2.1. KSU's Office of Graduate Student Services in the College of Education, Health and Human Services will hold records relating to students' personal details and academic performance in order to administer the program.

7.2.2. UoW's Office of _____ will hold records relating to students' personal details and academic performance in order to administer the program. **UoW to provide office name.**

7.2.3. In order to comply with data protection legislation, all students in the program (at KSU and UoW) will be required to confirm that they consent to the transfer of data between the two universities upon enrolling in the program.

7.2.4. Both universities recognize the responsibility of their respective laws to maintain student records in a confidential manner, and both universities agree to follow their respective laws and maintain the appropriate protection in regards to the access and retention of student records. Additionally, UoW agrees to the terms provided for in Addendum A.

7.2.5. Student transcripts will be issued by the host university for students enrolled as visiting students and transferred to the home university at the end of the academic semester in which the visiting student completed the coursework at the host university

8. Technology and Support for the Online Degree Program

8.1. Technology:

8.1.1. KSU will use its learning management system (currently Blackboard Learn) to allow students and faculty to participate in the courses delivered completely. The learning management system allows instructors to provide students with course materials, discussions, online exams, assignment drop box in an asynchronous environment.

8.1.2. UoW _____.
UoW to provide information on its technology for online learning.

8.2. Support:

8.2.1. KSU operates student technical support services for Windows and Mac operating systems and related hardware and the learning management system. The services are accessible online and by phone 24 hours a day, seven days week, including holidays. In addition, KSU's Office of Continuing and Distance Education provides preliminary academic advising for students enrolled in web-based courses.

8.2.2. UoW _____.
UoW to provide information on its support for online learning.

9. Tuition: UoW home students who enroll in coursework as visiting students at KSU will be assessed the non-Ohio-resident rate for tuition and fees. KSU home students who enroll in coursework as visiting students at UoW will be assessed _____.
UoW to provide information on tuition assessment.

10. Financial Aid: Each university agrees to disperse student financial aid in accordance to applicable laws and procedures.

10.1. Domestic (U.S.) KSU home students receiving federal financial aid must maintain full-time graduate status each semester and must complete an Ad Hoc Consortium Agreement with the Office of Student Financial Aid when registering for UoW courses as visiting students.

11. School-to-School Payments: All students will pay tuition and fees directly to their home university. Each university agrees to assess and collect the tuition and fees for the coursework at the host institution.

11.1. **KSU Billing Procedure:** Each UoW home student who attends KSU as a visiting student must complete the "Agreement to Pay Tuition on Behalf of a Third-Party" form that will authorize KSU to bill UoW directly for the tuition and other agreed-upon fees.

11.2. **UoW Billing Procedure**: Each KSU home student who attends UoW as a visiting student _____. **UoW to provide billing procedure information.**

12. Rules and Regulations, Student Services and Student Responsibilities:

12.1. **Rules and regulations:** Students shall be subject to the rules and regulations of both universities. Where there is a conflict between the rules and regulations, the rules and regulations of the student's home university will apply. In cases of policies pertaining to courses (e.g., registration, grading, plagiarism), UoW policies will apply to students in a UoW course, and KSU policies will apply to students in a KSU course.

12.2. **Student services:** While enrolled at either the home or host university, students will have access to full library services, student support services, technical support, course registration and grades, contact with faculty and other resources normally available to an enrolled student. As students in the degree program will be taking all coursework online, there is no expectation for use of services used by on-campus students, e.g., parking, residential services and access to laboratory, dining and recreational facilities.

12.3. **Student responsibilities:** Student are responsible for the following:

12.3.1. Pursuing successful completion of all courses required in the degree program, as well as knowing their academic record, including student schedule each semester and academic progress toward program completion.

12.3.2. Being familiar with the current academic calendar of both the home and host university, including, but not limited to, deadlines for course registration, course withdrawal and application for graduation.

12.3.3. Notifying both home and host universities of current and accurate mailing address, phone number and e-mail address, and reading and responding promptly to all communications from the universities.

12.3.4. Understanding and adhering to both home and host university's rules, regulations and policies.

12.3.5. Assuming liability for any and all expenses associated with the degree program, including, but not limited to, tuition and special fees at each university for the semester enrolled.

13. Course Transfer: All coursework taken at the host university will be pre-approved by the home university's program coordinator for transfer and degree applicability to the home university prior to the start of the semester that students enroll at the host university.

14. Grading:

14.1. While attending KSU (as home or visiting student), students will be graded using KSU's grading scale.

14.2. While attending UoW (as home or visiting student), students will be graded using UoW's grading scale.

14.3. At the completion of coursework, but prior to graduation, a weighted average across all courses taken at both universities, using the crosswalk below, will be computed to ensure that the minimum requirement for graduation has been met.

14.4. The university offering the course will have ultimate authority over regulations and procedures regarding instructor grading of its courses.

Grading Crosswalk

KSU Grading Scale	UoW Grading Scale
A – Superior Scholarship (4.000) A- – (3.700) B+ – (3.300)	HD – High Distinction (85% - 100%)
B – Average Performance (3.000) B- – (2.700) C+ – (2.300)	D – Distinction (75% - 84%)
C – Below Average Performance (2.000) C- – (1.700) D+ – (1.300)	C – Credit (65% - 74%)
D – Far Below Average Performance (1.000)	P – Pass (50% - 64%)
F – Failure (0.000) NF – Never Attended–Fail (0.000) SF – Stopped Attending–Fail (0.000)	F – Fail (0% - 49%)
F – Failure (0.000)	TF – Technical Fail
W – Withdrawal	**UoW to provide appropriate grade/mark**
Appropriate letter grade or S grade	CO – Complete
IP – In Progress	IPC – In Progress Coursework
IP – In Progress	IPR – In Progress Research
S – Satisfactory	S – Satisfactory
U – Unsatisfactory	U – Unsatisfactory
IN – Incomplete	WH – Withheld
IN – Incomplete	WHE – Withheld Extension
IN – Incomplete	WD – Withheld Deferred Exam
NR – Not Reported	ND – Not Declared
IN – Incomplete	WD – Withheld Deferred Exam
IN – Incomplete	WS – Withheld Supplementary Assessments

15. Graduation requirements and procedures: Students will earn the MEd degree in APEP from their home institution provided all requirements for graduation are satisfactorily met.

15.1. **Graduation requirements:**

15.1.1. KSU home students must complete a minimum of 36 credit hours, including 3 credits of culminating experience (minor project or individual investigation) and comprising half coursework at UoW and half coursework at KSU, with a minimum 3.000 cumulative GPA.

15.1.2. UoW home students must complete a minimum of 42 credit points, including 6 credit points of culminating experience (minor project or individual investigation) and comprising half coursework at UoW and half coursework at KSU.

15.1.3. Other rules and policies regarding graduation requirements and deadlines for application for graduation may be found online; at http://www.kent.edu/catalog for KSU and at http://www.uow.edu.au/handbook for UoW.

15.2. **Commencement ceremony:**

15.2.1. KSU home students will be invited and may choose to attend the graduation ceremony in Ohio, USA. Non-USA residents desiring to attend the graduation ceremony are encouraged to view the rules and regulations for visiting the United States as posted by the U.S. embassy or consulate located in their home country. KSU's Office of Global Education may provide assistance with the visa documentation from KSU international home students if required.

15.2.2. UoW home students will be invited and may choose to attend the graduation ceremony in New South Wales, Australia.

15.2.3. Visiting students are not earning a degree at their host university and, therefore, will not be invited and cannot attend the graduation ceremony at their host university.

15.3. **Diploma:** Students will be issued one graduation diploma by their home university only. Only the home institution will be represented on the diploma.

16. Review, Renewal and Termination of this Agreement

This Agreement will be effective upon its mutual signing and remain in effect for a period of five (5) years or until the expiration date of the original Memorandum of Understanding, and may be amended or extended upon written agreement by both parties. This Agreement may be cancelled by either party in writing with notice of 90 days, subject to modifications by amendment or subsequent individual program agreement. In the event that the agreement is not renewed or is terminated in any other way, any related activities in progress at the time of termination of this Agreement will continue until the current semester in which the termination takes place is completed.

The terms of the original MOU signed between the parties supersedes this amendment should any conflict arise between the terms of this amendment and the terms of the original Memorandum of Understanding.

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.

For: Kent State University

_____

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

For: University of Wollongong

_____

Professor Joe Chicharo
Deputy Vice-Chancellor (International)

ADDENDUM A

The University of Wollongong (UoW) will adhere to the State of Ohio breach notification requirements, Ohio Revised Code 1349.19, whereby, if UoW becomes aware of a breach of its electronic information systems, UoW should provide notification to Kent State University (KSU) in the most expedient time possible. UoW will notify KSU even if the breach does not directly impact KSU data or systems containing KSU data. Once notified that a breach has occurred, KSU may request UoW to provide information pertaining to what data was breached, and a listing of the UoW accounts impacted. With respect to security breaches that pertain to KSU data, KSU will be responsible for contacting individuals whose data was breached and will require that UoW give advance notice to KSU prior to releasing any information publicly regarding the breach.

In the course of providing services during the term of the contract, UoW may have access to student education records that are subject to the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g, et seq. and the regulations promulgated there under. Such information is considered confidential and is therefore protected. To the extent that UoW has access to “education records” under this contract, it is deemed a “school official,” as each of these terms are defined under FERPA. UoW agrees that it shall not use education records for any purpose other than in the performance of this contract. Except as required by law, UoW shall not disclose or share education records with any third party unless permitted by the terms of the contract or to subcontractors who have agreed to maintain the confidentiality of the education records to the same extent required of UoW under this contract.

UoW shall not retain copies of any data or information received from KSU once KSU has directed UoW as to how such information shall be returned to KSU and/or destroyed. Furthermore, UoW shall ensure that it disposes of any and all data or information received from KSU in a KSU-approved manner that maintains the confidentiality of the contents of such records (e.g. shredding paper records, erasing and reformatting hard drives, erasing and/or physically destroying any portable electronic devices).

TO: Educational Policies Council

FROM: Senior Vice President and Provost Todd A. Diacon

SUBJECT: Agenda for Monday, 20 October 2014
3:20 p.m., Governance Chambers, 2nd floor of Kent Student Center

DATE: Wednesday, 15 October 2014

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 Curriculum Services by Friday, 17 October 2014, to ensure that the materials are available at the meeting for review.

JOINT EDUCATIONAL POLICIES COUNCIL

ACTION ITEM

1. Approval of minutes of 18 August 2014.
   Attachment 1

GRADUATE EDUCATIONAL POLICIES COUNCIL

INFORMATION ITEM

College of Business Administration

Department of Management and Information Systems

1. Program development plan to establish a Master of Science degree in Business Analytics.
   Attachment 2

LESSER ACTION ITEMS

College of Arts and Sciences

Department of Geology

1. Revision of course requirements for the Applied Geology [APGL] major within the Doctor of Philosophy [PHD] degree. Revision includes removing GEOL 70080 and GEOL 70094; adding new course GEOL 70084; and increasing additional program requirements to 29-59 credit hours. Minimum total credit hours to program completion are unchanged at 60 for post-master's and 90 for post-baccalaureate.
   Effective Fall 2015
2. Revision of program requirements for the Geology [GEOL] major within the Master of Science [MS] degree. Revision includes removing GEOL 60080 and GEOL 60094; adding new course GEOL 60084; and increasing additional program requirements to 25 credit hours. Minimum total credit hours to program completion are unchanged at 32.
   Effective Fall 2015

UNDERGRADUATE EDUCATIONAL POLICIES COUNCIL

ACTION ITEMS

EPC Ad Hoc Committee for Academic Policies *(presented by Associate Provost Melody J. Tankersley)*

1. Revision of Course Repeat Policies for undergraduate students to (1) allow all repeated undergraduate courses, rather than only lower-division courses, to be eligible for reclaculation of the GPA; and (2) limit the number, to three, of overall attempts to a course before a student can no longer register for that course without departmental/college intervention.
   Effective Fall 2015 | Attachment 3: Proposal | University Comparison | Report

University Requirements Curriculum Committee *(presented by Dean Donald F. Palmer)*

2. Approval of Kent Core and/or Global Diversity designation for specified International Baccalaureate (IB) examinations.
   Effective Fall 2015 | Attachment 4

3. Endorsement of the Writing Intensive Course (WIC) requirement review report.
   Effective Fall 2014 | Attachment 5

LESSER ACTION ITEMS

College of Education, Health and Human Services

School of Health Sciences

1. Revision of admission requirements for the School Health Education [SHED] major within the Bachelor of Science in Education [BSE] degree. Current "16 units of college preparatory curriculum or a 21 ACT or 980 SAT score" is removed. All other admission requirements are unchanged.
   Effective Fall 2015

School of Lifespan Development and Educational Sciences

2. Revision of admission requirements for the Special Education [SPED] major within the Bachelor of Science in Education [BSE] degree. The current "16 units of college preparatory curriculum or a 21 ACT or 980 SAT score" is removed. All other admission requirements are unchanged.
   Effective Fall 2015

School of Teaching, Learning and Curriculum Studies

3. Revision of admission requirements for undergraduate teacher educator programs. The current "16 units of college preparatory curriculum or a 21 ACT or 980 SAT score" is removed. All other admission requirements are unchanged. This change affects majors listed below.
   - Early Childhood Education [ECDE] major within Bachelor of Science in Education [BSE] degree
   - Earth Science [ESCI] major within Bachelor of Science in Education [BSE] degree
   - Integrated Language Arts [INLA] major within Bachelor of Science in Education [BSE] degree
   - Integrated Mathematics [IMTH] major within Bachelor of Science in Education [BSE] degree
   - Integrated Science [INSI] major within Bachelor of Science in Education [BSE] degree
   - Integrated Social Sciences [INSS] major within Bachelor of Science in Education [BSE] degree
   - Life Science [LFSC] major within Bachelor of Science in Education [BSE] degree
   - Life Science/Chemistry [LSCM] major within Bachelor of Science in Education [BSE] degree
   - Middle Childhood Education [MCDE] major within Bachelor of Science in Education [BSE] degree
   - Physical Education [PEP] major—Health and Physical Education [HPE] and Physical Education Teacher Licensure [PEL] concentrations—within Bachelor of Science [BS] degree
   - Physical Science [PHSC] major within Bachelor of Science in Education [BSE] degree
   - Trade and Industrial Education [TIED] major within Bachelor of Science in Education [BSE] degree

   Effective Fall 2015

UNIVERSITY REQUIREMENTS CURRICULUM COMMITTEE

Courses Approved for Experiential Learning Requirement for Fall 2015

ANTH 38480 Archeological Analysis (3)
ANTH 48214 Politics of Culture (3)
ANTH 48830 Human Behavioral Ecology and Evolution (3)
BSCI 30275 Local Flora (4)
BSCI 40159 Molecular Biology Lab (3)
BSCI 40368 Wetland Ecology and Management (4)
BSCI 40374 Conservation Biology (4)
BSCI 40376 Tropical Field Biology and Conservation (5)
BSCI 40525 Wildlife Resources (3)
CHEM 30475 Organic Chemistry Laboratory I (1)
CLAS 41304 Latin Literature in Translation (3)
CLAS 41503 Greek Literature in Translation (3)
ENG 49091 Senior Seminar (3)
FR 33335 Introduction to French Theater (3)
FR 33336 Introduction to French Poetry (3)
FR 33337 Introduction to the French Novel (3)
FR 43240 Business and Special Texts: French (3)
GEOG 40191 Seminar in Geography (3)
GEOL 22000 Introductory Geology Seminar (1)
GER 41216 Contemporary German Culture (3)
GER 41230 Advanced Translation Practice: German (3)
GER 41330 Twentieth-Century German Authors (3)
GER 41365 Classic German Literature (3)
HIST 49091 Senior Seminar in History (3)
ITAL 35332 Recent Italian Literature (3)
MATH 41001 Introduction to Modern Algebra I (3)
MATH 41002 Introduction to Modern Algebra II (3)
MATH 42001 Introduction to Analysis I (3)
MATH 42002 Introduction to Analysis II (3)
MATH 42091 Seminar: Modeling Projects (3)
PAS 37010 Research Methods in Pan-African Studies (3)
PHY 12000 Introductory Physics Seminar (1)
PSYC 31574 Research Methods in Psychology (3)

Courses Approved for Experiential Learning Requirement for Fall 2015 *continued*

REL	11020	Introduction to World Religions (3)
REL	21021	Comparative Religion (3)
RUSS	32303	Modern Writers (3)
RUSS	32421	Russian Civilization (3)
RUSS	42230	Advanced Translation Practice: Russian (3)
SOC	32210	Researching Society (3)
SPAN	38350	Early Spanish Literature (3)
SPAN	38331	Recent Spanish Literature (3)
SPAN	38334	Early Spanish-American Literature (3)
SPAN	38335	Recent Spanish-American Literature (3)
SPAN	48230	Advanced Translation Practice: Spanish (3)

COURSE CHANGES

Course Changes Effective Spring 2015

SPA	65092	Clinical Practicum I in Speech Language Pathology (3) to: (2-3)	Revise
SPA	65192	Clinical Practicum II in Speech Language Pathology (3) to: (2-3)	Revise
SPA	65292	Clinical Practicum III in Speech Language Pathology (3) to: (2-3)	Revise
SPA	65392	Clinical Practicum IV in Speech Language Pathology (3) to: (2-3)	Revise
SPA	65492	Externship in Speech Language Pathology: Adult (8) to: (4-8)	Revise
SPA	65592	Externship in Speech Language Pathology: Pediatric (8) to: (4-8)	Revise
SPA	75092	Clinical Practicum I in Speech Language Pathology (3) to: (2-3)	Revise
SPA	75192	Clinical Practicum II in Speech Language Pathology (3) to: (2-3)	Revise
SPA	75292	Clinical Practicum III in Speech Language Pathology (3) to: (2-3)	Revise
SPA	75392	Clinical Practicum IV in Speech Language Pathology (3) to: (2-3)	Revise
SPA	75492	Externship in Speech Language Pathology: Adult (8) to: (4-8)	Revise
SPA	75592	Externship in Speech Language Pathology: Pediatric (8) to: (4-8)	Revise

Course Changes Effective Fall 2015

ADED	42357	Secondary Student Teaching (9) *Experiential Learning*	Revise
ADED	49525	Inquiry into Professional Practice (3)	Revise
AERN	45648	Theory of Flight Instruction (3)	Revise
BMS	50701	Clinical Neuroanatomy (3)	New
BMS	50702	Current Techniques in Behavioral Neuroscience (3)	New
BMS	70701	Clinical Neuroanatomy (3)	New
BMS	70703	Current Techniques in Behavioral Neuroscience (3)	New

Course Changes Effective Fall 2015 *continued*

GEOL	60084	Geology Graduate Student Orientation (1)	New
GEOL	70084	Geology Graduate Student Orientation (1)	New
HST	21095	Special Topics in Human Services Technology (1-3)	New
JMC	60000	Introduction to Graduate Studies in Journalism and Mass Communication (3)	Revise
ITAP	16650	Systems Studies for Medical Billing and Coding (1)	Inactive
ITAP	26651	Medical Billing Terminology (2)	Inactive
LIS	60637	Metadata Architecture and Implementation	Revise
LIS	80637	Metadata Architecture and Implementation	Revise
NURS	40075	Information and Patient Care Technology for Professional Nursing Practice (3)	Revise
POL	40992	Public Service (1-3) *Experiential Learning*	Revise
PHY	20096	Individual Investigation (1-6)	New
PSYC	43001	Clinical Neuroanatomy (3)	New
PSYC	43002	Current Techniques in Behavioral Neuroscience (3)	New
PSYC	43003	Neural Mechanisms of Learning and Memory (3)	New
PSYC	53001	Clinical Neuroanatomy (3)	New
PSYC	53002	Current Techniques in Behavioral Neuroscience (3)	New
PSYC	53003	Neural Mechanisms of Learning and Memory (3)	New
PSYC	62685	Research Methods in Psychological Science (3)	New
PSYC	72685	Research Methods in Psychological Science (3)	New
PSYC	73001	Clinical Neuroanatomy (3)	New
PSYC	73002	Current Techniques in Behavioral Neuroscience (3)	New
PSYC	73003	Neural Mechanisms of Learning and Memory (3)	New
PTST	11005	Physical Therapy Practice (1)	Revise
RPTM	26060	Introduction to Global Tourism (3) *Global Diversity*	Revise

Update to 18 August 2014 EPC Agenda

Revision of course requirements for the General [GENL] and Systems [SYST] concentrations in the Mechanical Engineering Technology [MERT] major within the Associate of Applied Science [AAS] degree. Effective Fall 2015

Item was incorrectly reported as 68 and 72 minimum total credit hours to program completion; should be 67 and 71, respectively.

Update to 19 May 2014 EPC Agenda

COOP 20092 Cooperative Education (Variable Title) (0) ..... New

Item was omitted from the listing of courses, effective fall 2014.

Agenda prepared by the Office of Curriculum Services

KENT STATE UNIVERSITY

Educational Policies Council
Minutes of the Meeting
Monday, 18 August 2014

Ex-Officio Members present: Faculty Senate Chair Donna (Lee) L. Fox-Cardamone; Deans James L. Blank, James K. Bracken, Barbara A. Broome, John R. Crawford, AnnMarie LeBlanc, Donald F. Palmer, Eboni J. Pringle, Douglas L. Steidl, Mary Ann Stephens, Wanda E. Thomas; Senior Associate Dean Vincent J. Hetherington; Associate Deans Joanne M. Arhar, Janis H. Crowther, John (Jack) R. Graham, LuEtt J. Hanson, Isaac Richmond Nettey, Cynthia R. Stillings, Donald R. Williams, William T. Willoughby; Assistant Dean Elizabeth A. Sinclair; Director Robert A. Walker

Ex-officio Members not present: Provost Todd A. Diacon; Deans Sonia Alemagno, Robert G. Sines; Associate Dean Catherine E. Hackney; Assistant Dean Thomas E. Klingler

Faculty Senate-Appointed Representatives present: Professors Thomas Janson, Fred T. Smith, Donald L. White; Associate Professors Christopher A. Was, Linda L. Williams

Faculty Senate-Appointed Representatives not present: Professors Richard Feinberg (alternate), Katherine A. Kerns, Roberto M. Uribe-Rendon; Associate Professors Anne B. Morrison (alternate), William C. Ward III; Assistant Professors Kimberly K. Garchar, Terrence L. Uber

Council Representatives present:, Associate Professors Jessie Carduner, Pamela K. Evans; Assistant Professors Tina D. Bhargava, William E. Hauck, Mary A. Mooney, Denice Sheehan

Council Representatives not present: Professors Kathleen Browne, Ann F. Jacobson, Marilyn Norconk; Associate Professors Thomas W. Brewer, Natalie Caine-Bish, Andrew Lepp, John A. Marino, John H. Thornton; Assistant Professors Gregory M. Blase, John C. Duncan, Jonathan P. Fleming, Eric D. Johnson

Observers present: Graduate Student Senate Vice Executive Chair Fritz Yarrison (represented by Scout Nelson McCully)

Observers not present: Undergraduate Student Government Academic Affairs Director Michelle A. Crisler

Consultants and Guests present: Susan M. Augustine, David M. Dees, Julie A. Gabella, Mary Ann Haley, Jennifer S. Kellogg, Katie J. Smith, Deborah F. Spake, Linnea A. Stafford, Melody J. Tankersley, Therese E. Tillett, Whitney E. Wenger

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Associate Provost Melody J. Tankersley called the meeting to order at 3:24 p.m., on Monday, 18 August 2014, in the Governance Chambers of the Kent Student Center. Associate Provost Tankersley welcomed EPC members, representatives, observers, consultants and guests to a new academic year, and informed the group that she would be chairing the August meeting in place of Provost Todd A. Diacon.

Action Item 1: Approval of minutes of 19 May 2014

Dean Donald F. Palmer moved for approval of the minutes, which was seconded by Associate Professor Pamela K. Evans. The motion passed unanimously.

Action Item 2: Revision of the name of the Faculty Professional Development Center to the Center for Teaching and Learning to reflect the center's shift in focus.

Associate Provost Tankersley explained that the name revision would better represent the mission of the center. The Faculty Professional Development Center began as a collaborative effort between the American Association of University Professors (AAUP), Faculty Senate and university administration; and has existed at Kent State University for the past 15 years. Associate Provost Tankersley stated that the center has changed little over time, and that it has been Provost Diacon's goal throughout the past year to develop the center into a contemporary service for faculty. She then thanked Center Director David M. Dees for his work in putting forth the proposal and asked if he had anything to add to her explanation. Director Dees had nothing further to add, thus Associate Provost Tankersley asked for a motion for approval of the item.

Associate Dean Donald R. Williams moved for approval of the item, which was seconded Senior Associate Dean Vincent J. Hetherington. With no further questions or discussion, the item passed unanimously.

Action Item 3: Establishment of the Respiratory Care (RSPC) major within the Bachelor of Science [BS] degree, to be offered fully online and administered by the Ashtabula Campus. Included in the proposal is establishment of 10 RSPC courses. The major is a two-year completer program for certified or registered respiratory therapists who hold an accredited associate degree in respiratory therapy. Minimum total credit hours to program completion are 120.

Dean Wanda E. Thomas moved for approval of the Respiratory Care major within the Bachelor of Science degree. She described how the program was created in response to area hospitals' need for advanced respiratory therapists, which reflects a national movement in that field. Dean Thomas added that the new program is designed for students who are already registered respiratory therapists. Dean Thomas introduced Yvonne George, who currently serves as the academic program director for the associate degree in respiratory therapy technology, to answer any questions about the proposed program.

An EPC member questioned faculty capacity to support a new major. Director George replied that, although one faculty position for the proposed bachelor's degree has not been filled yet, current program faculty are available to teach the new courses that are being developed to support the proposed degree program. A follow-up question focused on adequate funding to fill faculty vacancy, and Director George replied that the campus intends to hire an instructor to teach just one course, and it has the financial resources to do so.

Another member asked if Kent State offers a minor in respiratory care, to which Dean Thomas responded in the negative. There is an existing program at the associate degree level at Kent State's Ashtabula Campus.

In response to an inquiry of any relationship with Kent State's programs in speech pathology and audiology programs, Dean Thomas said there was no crossover between the areas.

Associate Provost Tankersley moved forward with the motion made by Dean Thomas. Interim Dean James L. Blank seconded the motion, and EPC members passed the item unanimously with no further questions or discussion.

Course Changes: Hold Policy for Courses Not Taught

Associate Provost Tankersley pointed out pages 7-30 of the agenda, which noted the Hold Policy for Courses Not Taught and listed courses that will be placed on hold or inactivated effective for spring 2015. She reminded members that Curriculum Services Director Therese E. Tillett had informed members of the policy and the courses to be placed on hold or inactivated. Associate Provost Tankersley assured members that they can contact the Office of Curriculum Services for assistance if they wish to offer any of the courses on the list.

Information Item 1: Publication of the 2014-2015 Curriculum Guidelines

Director Tillett brought copies of the 2014-2015 Curriculum Guidelines for members to take with them. She explained that it had been two years since the Curriculum Guidelines had been revised and pointed out a few additions and revisions, including more information about the role of the Office of Curriculum Services, a curricular calendar, updated details pertaining to the EPC, information about Robert's Rules of Order, an outline of roles and responsibilities in the curriculum process and "fun facts" listing how many programs Kent State has offered over the years as well as how many items and course changes have come before the EPC in the past several years.

Regarding curriculum development, Director Tillett explained that two mandates from the Ohio Board of Regents have been added to the 2014-2015 Curriculum Guidelines. The first is that a major must comprise a minimum of 30 semester hours in a particular discipline; the second is that a concentration (indicating in-depth knowledge in a particular area of a major) must include a minimum of 50 percent of the curriculum within the major. Director Tillett also announced that, per a discussion that took place at an Associate and Assistant (A&A) Deans meeting, minors would no longer require 9 credit hours of upper-division coursework. A&A Deans recognized that minors may be very broad in scope, or they may be very in-depth, so the restriction was eliminated.

A council member asked about the rationale of the decision made at A&A Deans. Associate Provost Tankersley added that an overarching upper-division requirement may be restrictive for minors that have an interdisciplinary focus, where the purpose is to introduce students to other fields. Director Tillett said that the decision to require upper-division hours in a minor could be made at the school, department or college level for the minors administered by that unit.

An EPC member stated that if A&A Deans had the recommendation to change the curriculum, the recommendation should have been presented at Faculty Senate for a vote. Director Tillett replied that the recommendation could be brought back to EPC and then Faculty Senate. She shared with members that approximately half of Kent State minors were not following the 9 upper-division hour requirement, and that the recommendation came as a result of a debate that spanned two meetings of A&A Deans. Associate Provost Tankersley requested a motion for the recommendation to be returned to A&A Deans so that it could be presented as a formal curricular change to EPC. Professor Janson moved for the recommendation to be returned, and Senator Williams seconded the motion. With no further questions or discussion, the recommendation was returned to A&A Deans.

Information Item 2: Letter of intent to establish General Business major within the Bachelor of Business Administration degree, to be offered 50 percent online (on-ground for first two years and online for last two years). The major will serve two populations: students interested in business but undecided about what to declare, and students who left the university before earning a degree and now wish to return to complete one

Dean Deborah F. Spake described dual rationales for the proposed major of General Business. The first rationale addresses the needs of students who are undecided within the College of Business Administration. Dean Spake explained that the college currently offers a non-degree major, Business Undeclared, which is an option for students who may enter the college unsure of the discipline in which they'd like to focus their studies. She stated that this major is problematic when availability of student financial aid is considered, because the program does not lead to a degree. Dean Spake expects that many freshman students may enter the college as General Business students, but eventually declare a specific discipline, like accounting or finance, within the first two years of coursework.

The second rationale addresses the needs of students who have left Kent State without earning a degree. The proposed General Business major will create an opportunity for the college to offer a major that enables students to return and earn a degree after completing the required coursework, regardless of the business discipline in which they began their studies. Dean Spake highlighted that the last two years of coursework for the proposed major will be offered fully online, and the major would not require any new faculty members to be hired.

An EPC member asked about the marketability of the new major. Dean Spake responded that other universities in the state offer degree-granting programs similar to the proposed major, and that Kent State would not be unique in offering this type of program. Another member wondered if businesses would hire students with a "general business degree," to which Dean Spake replied that the proposed degree would be under the same accreditation as other majors in the college.

Information Item 3: Program development plan to establish Advanced Physical Education Pedagogy major within the Master of Education degree, to be offered fully online and jointly with the University of Wollongong in New South Wales, Australia. The program will target practicing teachers and/or athletic coaches who are seeking further experience on broader issues related to pedagogy, including matters of leadership, teaching/coaching theory and curriculum/program development.

Professor Stephen A. Mitchell explained that the idea for a jointly offered, fully online Advanced Physical Education Pedagogy major within the Master of Education degree was initiated at the University of Wollongong. Professor Mitchell stated that a former Kent State faculty member, now working at the University of Wollongong, contacted him to discuss the opportunity to create the major as a collaborative offering between the two institutions. Professor Mitchell added that the fully online nature of the program may be attractive to graduate students across the globe, and that he has confirmed interest in the program with international faculty colleagues. Professor Mitchell stated that his goal is for the program to be effective for fall 2015.

An EPC member asked if there was a precedent for this kind of program at Kent State. Director Tillett stated that there Kent State participates in a couple of jointly offered degree programs and consortiums, but that there are no existing fully-online or on-ground collaborations of this kind with an international institution. Professor Mitchell opined that the University of Wollongong is a strong university to which to partner, and that if all aspects of the proposed program work together smoothly, there may be opportunities to explore joint offerings for other Kent State programs.

Discussion Item 1: Overview of CurricUNET, a curriculum development and approval management system.

Academic Program Officer Whitney E. Wenger, Office of Curriculum Services, gave EPC members an overview of CurricUNET, Kent State's new web-based curriculum development and approval management system. CurricUNET will centralize curricular maintenance and will be accessible to all faculty members at the university. Wenger explained that she would be visiting faculty and curriculum committee meetings in fall 2014 to introduce all university faculty members to CurricUNET, and that several CurricUNET training sessions will be held throughout the fall and spring semesters. Faculty who attend training sessions will be encouraged to use CurricUNET for curricular proposals starting fall 2014. The May 2015 EPC meeting will be the last EPC meeting for which the Office of Curriculum Services will accept paper proposals for programs and workflows for courses. The deadline for submissions for the May 2015 EPC meeting is 27 April 2015. After this date, all curricular proposals must be submitted through CurricUNET. Wenger provided an informational handout about CurricUNET, which included information about the upcoming visits to faculty meetings and training sessions.

An EPC member asked if there were any specific web browsers or platforms that should be avoided when using CurricUNET. Wenger stated that in her discussions with Governet, CurricUNET's parent company, she has not been told to avoid any specific browsers or platforms.

Senior Associate Dean Vincent J. Hetherington thanked Wenger and the Curriculum Services staff for visiting the College of Podiatric Medicine and introducing CurricUNET to the faculty.

A member asked if CurricUNET will help faculty communicate across programs when proposing curricular changes that may have an impact on other areas. Wenger briefly reviewed the Impact Report feature of CurricUNET and the option to notify program areas about proposed changes within the CurricUNET system. A follow-up question focused on the process being optional rather than automatic, and Wenger replied she would check into the possibility for the notifications to be sent by default, rather than as an option.

Another member asked if CurricUNET will eliminate the need for faculty to use Application Xtender (to view archived proposals). Academic Program Coordinator Jennifer S. Kellogg explained that all existing curriculum information has been loaded into CurricuNET, however if the faculty need to view historical proposal, ApplicationXtender and the Course Catalog Update Workflow will continue to house all archived proposal.

Academic Program Coordinator Kellogg stressed the importance of faculty attending training before attempting to log in to the CurricUNET system for the first time to create curricular proposals. However, a search function exists for anyone who wants to view what has been loaded into the system.

Associate Provost Tankersley requested questions or comments for any of the information items, lesser action items or remaining courses listed on the agenda. A council member asked about the definition of "equivalent" as written in Lesser Action Item 1 regarding revised admission requirements for the Master of Fashion degree (students who do not have an undergraduate degree in fashion or a related field must complete foundational coursework [FDM 10030, FDM 30260 or equivalent]). Director Tillett explained that "equivalency" in that context means that a student could take the specific Kent State courses listed or use another set of courses or experience deemed equivalent by the school to meet the admission requirement.

Hearing no additional questions or comments, Associate Provost Tankersley requested a motion to adjourn. Associate Professor Evans motioned to adjourn, seconded by Dean James L. Blank. The meeting was adjourned at 4:13pm.

Respectfully submitted,

Katie J. Smith
Academic Program Coordinator
Curriculum Services
Office of the Provost

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KENT STATE UNIVERSITY

COLLEGE OF BUSINESS ADMINISTRATION

KENT, OH 44242

Program Development Plan (PDP) for

Master of Science in Business Analytics (MSBA)

September 2014

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 College of Business Administration, Kent State University, proposes to establish a Master of Science in Business Analytics (MSBA). Analytics is the science of turning data into meaningful information a business could use for its competitive advantage. Demand for business analytics expertise transcends all areas of business including banking, healthcare, retail markets, manufacturing, finance and the public sector. As a diverse field that caters to the needs of equally diverse industries, business analytics programs are amalgamation of curricula from business, engineering, mathematics, information systems, statistics, and other cognate disciplines. Designating the degree at a master's level will enable the college to attract more mature students with either work experiences and/or strong STEM or business requisite baccalaureate proficiencies.

The College of Business Administration offers undergraduate majors in Accounting, Business Management, Computer Information Systems, Economics, Entrepreneurship, Finance, Managerial Marketing, and Marketing while graduate degrees are offered in MBA, EMBA, Masters in Accounting, and Masters in Economics, and Ph.D. in several concentrations. The proposed MSBA will draw from the college's diverse expertise in some of these disciplines to provide an interdisciplinary curriculum in business analytics. Graduates from the program will gain the knowledge that will enable them to glean meaningful information they need to provide business solutions from natural and often imperfect data.

There has always been need for data analysts. But, this need has become more acute in recent years due to proliferation of technologies, both for capturing and analyzing the data. Consequently, as sophistication in technology grows, the need for data analytics experts will continue to grow. At the present, there are substantially fewer experts in the field of data analytics than there are opportunities for them.

The disciplinary purpose of the program is to produce graduates that understand and are ready to implement business analytical methods in realistic business contexts. By being 'ready to implement' business analytical methods, we mean that the graduate is not only aware of the analytical methodologies in play but also has an understanding of the challenges involved in choosing the right problems or opportunities to address, selecting the best method(s) for analysis, interpreting the results into actionable solutions, and communicating and promoting the solution to stakeholders. Additionally, graduates of this program should be prepared to provide leadership throughout the entire process. The degree program, described in detail below, will provide opportunities for baccalaureate graduates from Business, Computer Science, Digital Sciences, Mathematics, Technology, etc. to advance and diversify their educational backgrounds in an emerging field with excellent potential for continued growth and employment.

2. Description of the proposed curriculum.

The proposed curriculum was developed through a combination of activities including bench-marking of leading programs (e.g. InformationWeek: 20 Top Analytics Programs[1]), workshops at international conferences (e.g. Decision Sciences Institute: Panel discussion on *Business Analytics Programs and Curricula)*[2], weekly reading of practitioner newsletters (e.g. *Data Science Central*[3]), vendor informational meetings (e.g. TDWI & IBM[4]), vendor workshops (e.g. SAP Analytics[5]), the Guide to the Business Analysis Body of Knowledge[6], invited talks at our *Center for Information Systems* (CIS) meetings on analytics from area practitioners[7], personal discussions with many interested parties in both the academic and practitioner circles, and analyzing the content of leading analytics textbooks.

The process of building the curriculum began with a review of InformationWeek's top 20 analytics programs list. The first differentiating characteristic noted was the difference between *business* analytics programs and *non*-business programs. As one would expect, the business analytics programs tend to include more managerial and business-

[1] http://www.informationweek.com/big-data/big-data-analytics/big-data-analytics-masters-degrees-20-top-programs/d/d-id/1108042?
[2] http://convention2.allacademic.com/one/dsi/dsi13/
[3] http://www.datasciencecentral.com/profiles/blogs/check-out-our-dsc-newsletter
[4] http://events.tdwi.org/events/solution-spotlight-ibm-2014/information/cleveland.aspx
[5] http://scn.sap.com/community/uac/blog/2014/04/01/sap-university-alliances-americas-faculty-summer-workshops-2014
[6] IIBA International Institute of Business Analysis. *The Guide to the Business Analysis Body of Knowledge: Version 2.0 Framework*
[7] CIS. (Nov 1, 2013), "Big Data." Joe Turk, Director for Technology Business Development, the Cleveland Clinic; Doug Meil, Chief Software Architect, Explorys; Gary Weber, IT Group Manager, Progressive.

oriented courses than the non-business analytics programs that are generally offered by schools of mathematics, statistics, and engineering. York University[8] in Toronto has a very good example of this type of program. In addition to a selection of data analysis and data management courses, they have courses titled: *Skills for Leadership*, *Analytics Consulting*, and *Case Analysis and Presentation Skills.* These courses clearly fall into our focal category of *Leadership and Decision-Making* and would not likely be present in a non-business analytics program. In our proposed curriculum, similar content can be found in the *Analytics in Practice*, *Business Analytics*, and *Capstone Project* courses. On the other-side, a non-business program that provides a good example of the alternative form is the Master of Science in Analytics (MSA) program offered by the Institute for Advanced Analytics at NC State[9]. It is unlikely that you would find a course specifically dealing with leadership and management in these more technically-oriented programs offered outside of business schools.

After initial benchmarking that provided the three focal categories of the program, other sources were used to support this framework and additionally revalidate the model. An "analytical body of knowledge" (BOK) was constructed through reviewing another (BOK) from a professional society (The International Institute of Business Analysis or IIBA) and cross-referencing this with other MSBA programs, skill lists from the program at Villanova as well as from professional websites and textbooks. This produced a list of technical, managerial, and software skills that were relevant to the program. The final result balances these skill sets in the curriculum within our three foci model. No program can hope to include a comprehensive treatment of all possible analytical skills so prioritization was also part of the final selection of skills and the course designs to impart them.

This proposal is for a Master's level degree program in Business Analytics. The program will require students to have completed a baccalaureate degree in STEM disciplines such as engineering, computer science, mathematics, the sciences, or in business where they would have gained the requisite background for the program. Otherwise, prospective applicants will be required to take prerequisite courses, commensurate to their background, before they could be admitted into the program as full time students.

The degree plan is a one-year 30 credit-hour full-time program with part-time options. Twenty-four (24) of the hours will be required and six (6) will be electives. The curriculum will be balanced with respect to the coverage of problem types within functional business areas. Irrespective of their area of specialization, instructors of required courses will be expected to pull examples from all of the various business foci. There are substantial numbers of public datasets available within each functional area, where instructors could select appropriate examples and project scenarios in consultation with appropriate departmental units. Finally, the balance of the functional area coverage may be customized by selecting appropriate electives. As the program grows, it is expected that additional functional-area offerings will be developed, though initially, electives will be selected from predominantly existing method-based courses as well as a set of the most relevant business courses. Optimally, some or all of the function-specific elective courses should be designed and staffed by faculty in those areas.

The proposed degree balances data management, analysis, and communication and leadership using SAP, Oracle, Hadoop, SAS, R and other tools to graduate consummate data analysts who will have both analytical skills and the know-how to use and frame the knowledge to support strategic business decisions. The framework for the MSBA curriculum and course descriptions are presented in Appendix A.

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

The College of Business Administration has five departments—Accounting, Economics, Finance, Management & Information Systems (M&IS), and Marketing & Entrepreneurship each headed by a Chair who reports to the Dean of the College.

The MSBA degree program will be housed in the M&IS department. A subcommittee of the College's Graduate Council, made up of graduate faculty from the home department, will oversee curricula matters and qualifications of faculty teaching in the program. All marketing and advising responsibilities for the program will rest with the home department in consultation with the College's Marketing and Public Relations Office and Associate Dean for Graduate Programs.

[8] http://www.schulich.yorku.ca/client/schulich/Schulich_LP4W_LND_WebStation.nsf/page/MScBA+Program+Length+and+Curriculum?OpenDocument

[9] http://analytics.ncsu.edu/

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.

In the past several years the general job outlook for various majors has been sporadic at best. However, job prospects for majors that are founded on educational fundamentals of STEM have been reasonably stable, with growth in areas such as analytics. The continuing need for target marketing by businesses has created data sources that were not possible only a few years ago. Data collection from web logs, smartphones, social media, business and sales transactions, among others, has created the new data mining industry, and demand for data analysts who can extract meaningful information from data. A Jobs Ohio[10] report that "data-driven marketing now accounts for about 3.3 percent of Ohio's gross domestic product…an industry that employs more than 20,000 Ohioans" buttresses the need for the proposed MSBA degree program. In a separate, recent survey of Northeast Ohio Employers, more than 90 percent indicated that they desire graduate business students to have proficiency in using statistical and analytical tools for data-driven decision making. In addition, analytic skills are among the top five desired by local employers.

Additionally, in a survey of Northeast Ohio businesses the respondents indicated that the cumulative increase in the number of analytics employees within their organizations would be by 97.5% over the next three years. In the intermediate to long-term time horizons 48% predict that employment opportunities will "increase dramatically", 48% predict it will "increase moderately", and 4% predict it will remain the same, while 0% believe the employment opportunities will contract. Other results from this survey can be found in Appendix A.

According to the U.S. Bureau of Labor Statistics[11] (BLS) 2022 projections, the fastest growing occupations include healthcare related professions, information technology, and data analytics (information security and marketing). But for medical practitioners like doctors, nurses, and therapists, the common thread among these occupations is data analytics. In the healthcare industry for example, there is strong need for collecting and analyzing patient information in all forms (text, voice, and video) on maladies, diagnosis, and treatment. The data complexity in this realm is exacerbated by government mandated healthcare laws and the deployment of electronic health records, which could be mitigated through analytics.

The BLS[12] 2012-2022 projections of *Job openings by occupational group* report show job openings (from both growth and replacement needs) of about 3,378,000 for healthcare practitioners and technical; 1,938,000 in healthcare support; and 1,308,000 in computer and mathematical fields. While the majority of these more than 6 million job openings are expected to be in actual healthcare service provision, a good proportion will be in support services that involve data analytics. With Ohio accounting for about 3% of the US GDP, about 180,000 of these job openings are likely to be in Ohio, with a good proportion being in data analytics. The 2012-2022 expected job growths in select areas that would have need for analytics is presented in Appendix B. The proposed MSBA degree program will provide graduates with the requisite knowledge they need to take advantage of these opportunities.

Similar Programs in Ohio

There are currently only two master's level analytics degree programs in Ohio (University of Cincinnati and Bowling Green State University), and an undergraduate specialization at The Ohio State and Bowling Green State Universities. Other ancillary programs also exist at the University of Akron (9 credit-hour MBA concentration), Cleveland State University (graduate certificate), and Case Western Reserve University (MS in Management-OR & SCM), which do not provide complete immersion as would a full master's degree program in business analytics. The proposed MSBA is designed to bridge this gap to meet the needs of students and employers in northeast Ohio. A table of these programs and their descriptions is presented in Appendix C.

5. Prospective enrollment.

The proposed MSBA degree program will provide working professionals and students from baccalaureate programs opportunities for advanced degree in business analytics. The program is also complimentary to STEM programs at other northeast Ohio universities that could serve as feeders.

Northeast Ohio is home to more than 50 hospitals including world-renowned Cleveland Clinic and University Hospitals, over 200,000 healthcare and bioscience workers, and other businesses such as the Good Year Tire and Rubber Company, First Energy Corporation, The Timken Company and several others that are potential sources for enrollment and

[10] Jobs Ohio, 2013/2014 annual report/Strategic plan
[11] http://www.bls.gov/news.release/ecopro.t04.htm
[12] http://www.bls.gov/opub/ooq/2013/winter/occupations.htm

employment of students of the MSBA program. Further, the more than 100,000 students in northeast Ohio colleges and universities provides another source for students who would want to gain knowledge in this burgeoning field of study in order to improve their marketability.

At the time of this writing the University of Cincinnati MSBA program enrolled about 100 students. Given the similarities between metropolitan Cincinnati and Cleveland, northeast Ohio population advantages noted earlier, feedback from our CIS group, and ongoing broader survey of interest in the MSBA degree program we expect to generate enrollment of about 30 students in the first year, 35 students in the second year, with excellent potential for continued growth. Our expectation is that at full capacity we would admit a cohort class of about 50 students each year.

It is reasonable to expect that much of the earlier enrollees for the MSBA degree program will most likely be baccalaureate degree graduates in business, computer science, digital sciences, and mathematics from Kent State University, similar and engineering programs from the University of Akron and Cleveland State University, and local businesses. More enrollments needed to sustain the degree program will come from marketing efforts to our PhD Project partner institutions, and other organizations and institutions across the country. The PhD Project is an organization established for the sole purpose of increasing the number of African American, Latino American, and Native American (AALANA) full-time tenure-track faculty in colleges of business.

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

Historically, underrepresented groups and women do not pursue degrees in STEM disciplines as much as they do in the arts and education. This is a national phenomenon that is not unique to Kent State University. In an effort to improve its ethnic diversity across its campuses Kent State University established the Division of Diversity, Equity and Inclusion, led by a Vise President, whose efforts to date have resulted in increased recruitment and retention of underrepresented groups. The MSBA degree program will gain from these successes and will be actively marketed to this group of students.

Furthermore, in recent years some organizations such as the PhD Project have embarked on efforts aimed at recruiting underrepresented groups into STEM-like disciplines. Kent State's College of Business Administration is a member of The PhD Project and has worked with that organization to advance its goals. The college will use its network of PhD Project member schools and non-member schools with predominantly AALANA and women population of students to market and recruit underrepresented groups. Also, the college has strong internship programs for master's level students and underrepresented groups are considered for awarding of scholarships.

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

Kent State University College of Business Administration is accredited by the AACSB and abides by that organization's strict standards for faculty qualifications and curricula rigor. With a Doctor of Philosophy (Ph.D.) degree in several disciplines the M&IS department faculty have the requisite expertise to offer the MSBA program.

Facility Resources for the Proposed MSBA

The home department (M&IS) for the proposed MSBA degree program is the largest of all five departments in the College of Business Administration. The department supports two majors (Business Management and Computer Information Systems) and various minors at the undergraduate level, and Ph.D. in Business Administration in four concentrations—Operations Management, Information Systems, Human Resources, and Business Strategy. The department does not currently offer a Master's level degree program but offers several courses in support of the Master of Business Administration (MBA) degree program, and several other masters' level concentrations.

Business analytics is a data, technology, and expertise enabled curriculum which requires appropriate resources for success. Kent State University has a world-class library with over 1 million volumes. It is a member of the OhioLink library exchange system and the campus is connected through wireless computer networks. The library and wireless computer networks offer our professors easy access to research monographs and journals. Each of our faculty also has high speed computers in their offices to enable easy access to these resources.

The College of Business Administration is a member of the SAP University Alliance, which gives our students and professors access to one of the leading Enterprise Resource Planning (ERP) systems in the world. Since the college partnered with SAP, SAP has been integrated into several programs in the college to expose our students to one of the professional ERP systems they are likely to face after graduation. Germane to the MSBA degree program is SAP-HANA, SAP's platform for Big Data Analytics, which the MSBA degree program faculty members have at their disposal. Other research and analytics tools available to faculty and students include SAS, JMP, R and STRATA. However, in order to maintain the technology, data and advising needs for students in the program general fees of $1,000 will be assessed on each student per year.

Faculty Resources for the Proposed MSBA

The M&IS department has a diverse core of 19 full-time faculty members, 7 of who have expertise in operations research and operations management, statistics, information systems, and supply chain management. This 7 faculty core has a combined teaching experience of more than 80 years and published more than 150 papers in the top research journals in their respective fields. Since additional courses will be required for the MSBA degree program, the college has committed to hiring 1 more tenure-track full time faculty member with established research and teaching records in business analytics, and 4 adjunct faculty members to augment the existing faculty core.

Other expertise in the college at the disposal of the department for the delivery of elective courses and discipline-based concentrations in the MSBA degree program includes more than 10 faculty members from marketing, economics, and finance, and several others from mathematics and computer science.

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

Five years ago Kent State University switched to the Responsibility Center Management (RCM) financial model where colleges and departments use business-type strategies to manage their operations. Under RCM, costs and revenues are taken into consideration when making decisions about the viability of existing or new programs. The MSBA degree program will be no exception and will undergo the same scrutiny as other programs. Since the establishment of this financial model, the College's RCM metrics have been consistently favorable. The college is committed to reinvesting some of those monies into faculty and curricula resources such as for the MSBA degree program.

The department has also been creative in managing and generating sustainable resources. It has performed well under the RCM financial model and is in a position to provide needed resources in support of the MSBA degree program. Further, the program has the full support of the College Dean and other departments in the college who have interest in, and continuing commitment to the program. As of now there are 7 faculty members in the MSBA degree program with one full time tenure-track and four adjunct faculty members planned. The need for more faculty resources will be assessed after the first two years of the program.

At the present, there is no plan for additional facility resources. But as noted, the College has the capacity to supply any needed resources and will do so when the need arises.

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

Kent State University has majors in mathematics, business, economics, computer science, information systems, marketing, finance and other disciplines that provide strong foundation for an analytics program. Although the proposed MSBA degree program and faculty core will be housed in the M&IS department, expertise for offering it will be drawn from across the campus and the northeast Ohio business community. For example, two of the required courses in the program are offered through the Computer Science Department, and some elective courses are offered through four other departments.

Drawing from its strong faculty base in mathematics, information technology, and business, the Kent State University MSBA degree program will offer its students the tools they need to take advantage of the growing employment opportunities in data analytics. The college has also committed $215,000 toward hiring more faculty members to augment existing faculty core, and provide advising and technology updates for the program. Additional resources will be made available as the program grows.

A five-year estimated budget for the MSBA degree program is shown in Appendix D. To the best of our knowledge and estimation, the program is expected to break-even by its second year of full operation, and progressively shows positive returns beyond that point.

The MSBA degree program has been approved by the College of Business Graduate Program Committee, the Associate Dean, and the Dean.

APPENDICES

A:	Description of proposed MSBA curriculum
B:	Evidence of need for the MSBA degree program
C:	Similar programs in Ohio
D:	Projected Five-Year Budget for the MSBA degree program

Appendix A:

Description of Proposed MSBA Curriculum

1. MSBA Degree Program Illustration

The proposed MSBA is different from similar programs in northeast Ohio because of the following:

- Balance of information and data management, data analysis, decision-making and leadership.
- Interdisciplinary curriculum includes required or elective courses from business functional areas, Computer Science, Digital Sciences, and Information Architecture & Knowledge Management.
- Distinctive faculty in leadership and organizational behavior adds to our ability to balance the technical and social/managerial aspects.
- Use of enterprise technologies: SAP Alliance (HANA, crystal reports, analytics modules), Oracle Academy (Enterprise level DBMS, analytics tools), Hadoop, SAS, JMP, R and others.
- Ability to focus on business functional areas or additional methods with electives.
- Emphasis on communication.

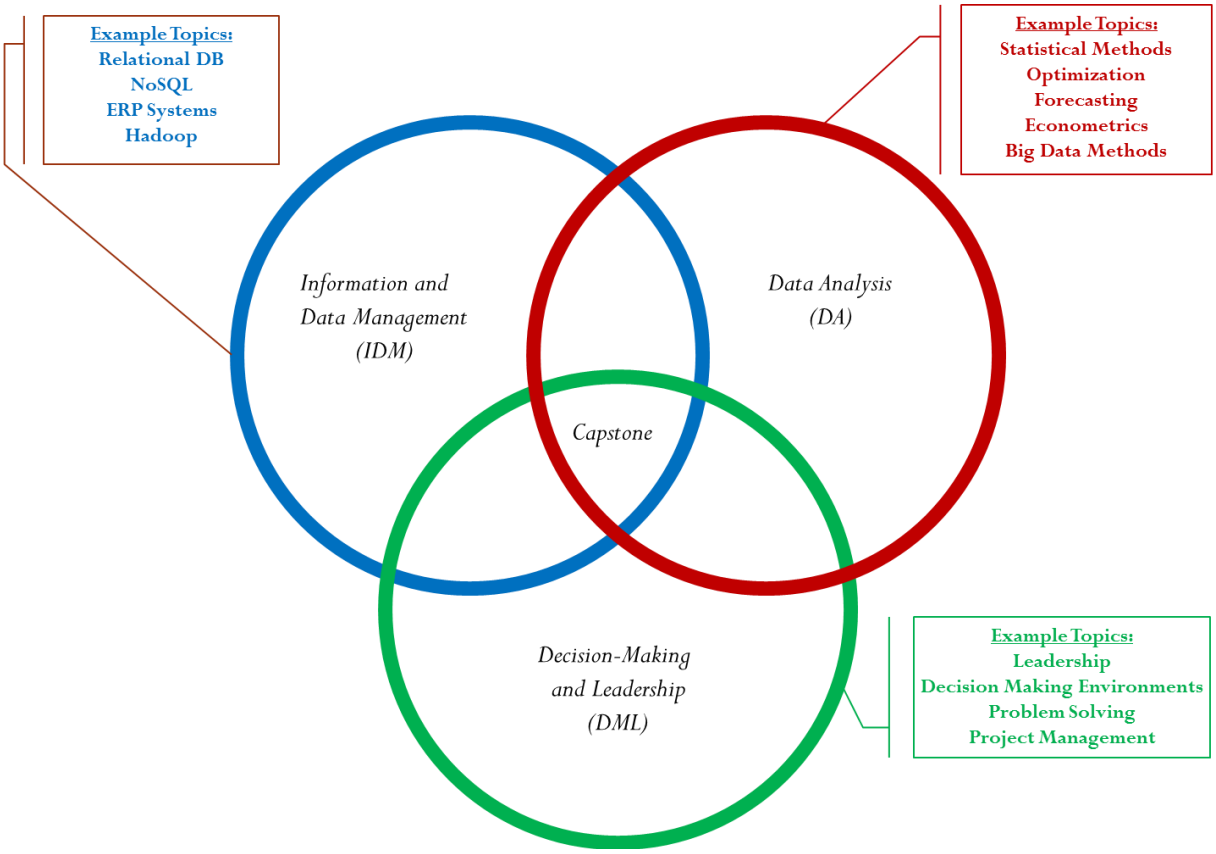

Figure 1 - MSBA Program Coverage

The courses in the curriculum have been designed to achieve a balance between the technologies, analytical methods, and the business and personal acumen needed in order to effectively implement analytical methods and interpret, communicate, and act on the results. The correct balance (note that an *equal* balance is not the goal) should provide a graduate from the program with both a firm grasp of the most important analytical techniques along with the knowledge of how they should be implemented, interpreted, and communicated in a variety of business contexts. The overall philosophy of the program is reflected in an observation made by Dave Clark, Vice President of Amazon.com:

"People who can do high level math are practically a commodity. People who can figure out which problem is the right one to solve and then apply high level math are both expensive and elusive. Those who can communicate effectively the answer in such a way managers can understand, priceless.[13]" Our goal for the MSBA degree program is to produce these "priceless" individuals.

The correct balance between these facets is achieved by formally defining the three facets of the program as Information and Data Management (IDM), Data Analytics (DA), and Decision-Making and Leadership (DML). This view of the curriculum allows each of the courses to be scrutinized with the goal that each of them embodies elements of all three facets. This is especially important in the courses focused on analytical methods where a potential trap to be avoided is over-focusing on the methods rather than exploring the full context of how the methods are used in business environments. Potential employers agree that these are important areas to include in the makeup of the program. In our survey of potential employers, they were asked to categorize each of the three facets as to its importance in the program. The percentage of respondents that selected each category is shown in the table below.

	Not Important	Somewhat Important	Important	Very Important / Critical
Information and Data Management (IDM)	0%	12.5%	50%	37.5%
Data Analysis (DA)	0%	8.7%	39.1%	52.2%
Decision-Making and Leadership (DML)	0%	8.3%	58.3%	33.3%

The balance the program strives for would be towards a mixture of 50% data analytics (DA) with the other 50% split evenly between both Information and Data Management (IDM) and Decision-Making and Leadership (DML). The data analytics portion contains the primary skills associated with analytics. It makes sense that the mix would emphasize this portion while still adequately addressing the important skills represented in the other two facets. Although this is conceptually appealing, we wanted to ensure that potential employers viewed the necessary mix in a similar fashion. In our survey of potential employers we described these three program facets and what percentage of a graduates knowledge should be aligned with each facet. Respondents could enter any percentage they wished as long as they totaled 100%. The results were: 40.83% of knowledge should be aligned with data analytics (DA), while 29.58% should be aligned with both Information and Data Management (IDM) and Decisin-Making and Leadership (DML). While the percentages are marginally different this lends support to the over philosophy of the program.

Information and Data Management includes technologies and methods used to collect, manipulate, and extract data from the extremely large, "messy", and unstructured data commonly refered to as "Big Data", as well as from traditional data sources. Data Analytics includes methods and software technologies for implementing those methods. Decision-Making and Leadership includes decision-making at all stages of analysis: from identifying and defining the problem, to identifying correct technologies and methods to employ, to interpreting the mathematical results and making sound business decisions based on those results. Finally, the Leadership component of this facet is a term that is used here in its broadest sense and encapsulates all the business acumen, communication, human, and other soft skills necessary to be an effective leader within an organization, thus facilitating the ability to achieve maximum benefits associated with the organization's analytics efforts. These communication and leadership skills are covered explicitly in the "Analytics in Practice" and "Business Analytics" required courses and will be 'practiced' in each of the methods-oriented courses as is described below. Additionally, electives such as "Leadership and Organizational Change" allow a student to go into even more depth.

The goal in the design of each of the courses listed below is that all three facets will be integrated into every course. The courses that are predominantly focused on methods should expend at least 10 to 20% of course time on business contextual elements that elevate "mathematical problems" to the level of "business cases". Starting with artificial and polished datasets and stopping with the mathematical conclusions should be strictly avoided. These courses should spend significant time exploring data sources, as well as extracting, modifying, and cleaning data that would be

[13] http://www.industryweek.com/articles/new_business_analytics_degree_aims_to_produce_problem_solvers_25653.aspx

required when encountering problems in the real world. Additionally, they should explore the business motivation behind and value of such analyses and, finally, they should explore how the mathematical conclusions inform the business problem and how the results of the analysis can best be communicated. Leadership, as was discussed earlier, is emphasized throughout the process. Leadership is not only reflected in the final conclusions, decisions, and solution implementation but throughout the process from problem identification through implementation and evaluation. Again, the need to incorporate full business cases and contexts in the methods-based courses is a requirement to achieving this goal. Focusing on only the mathematical portion of the process would exclude this critical component.

Simulating the organizational context of business analytics cannot really be accomplished without utilizing the same technologies that are likely to be encountered in real-world organizations. Hence, our memberships in the SAP University Alliance program and Oracle Academy give our students access to some of the premier enterprise-level analytical software available today. Instead of using predominantly MS Excel and statistical packages for demonstration and practice of analytical concepts, our students will interact with fully functional enterprise versions of the various software these vendors provide. Although you will not see SAP or Oracle names in any of our course descriptions or course names (the SAP Alliance actually prohibits that), they will be used pervasively within the coursework. Students will use SAP (as well as other technologies) for tasks such as data visualization, big data analytics (using the huge Sam's Club data warehouse provided through SAP), predictive analytics and data mining, OLAP analysis, reporting (Crystal Reports). In addition to these more exclusive technologies the program will also utilize open source and other proprietory software such as Hadoop, MapReduce, SAS, JMP, R (through SAP intergration and standalone), and others. As new technologies are constantly being developed, the program will actively seek out and incorporate these new technologies where appropriate and available.

The value of the program described above and detailed below is again supported by our survey of NE Ohio potential employers. When asked how they felt about the program overall on a scale from very negative to very positive, 96% were positive or very positive, 4% were neutral, while 0% were negative or very negative. Additionally, they were asked, "If you were responsible for hiring an entry-level employee for an analytics position in your organization, how interested would you be in interviewing graduates of this proposed program?" To this question their responses were, 70% were very interested, 22% were somewhat interested, and only 9% were not interested. Finally, the table below shows their responses on the importance of the courses proposed for the program.

Survey Question to Potential Employers:
"Please provide your opinion as to the importance of each course in the curriculum as a whole"

Course Title	***Not Important***	***Important***	***Critical***
Business Analytics	**0%**	**26.1%**	**73.9%**
Database Management & Database Analytics	**0%**	**60.9%**	**39.1%**
Data Mining Techniques	**0%**	**65.2%**	**34.8%**
Advanced Data Mining and Predictive Analytics	**0%**	**73.9%**	**26.1%**
Quantitative Management Modeling	**0%**	**82.6%**	**17.4%**
Analytics for Big Data	**0%**	**73.9%**	**26.1%**
Analytics in Practice	**0%**	**52.2%**	**47.8%**
Capstone Design in Business Analytics	**0%**	**47.8%**	**52.2%**

Table. Survey Results on Question of Importance within the Program

2. MSBA Course Descriptions

8-Three Credit-Hour Required Courses (24 Total Credit Hours) (25% IDM, 50% DA, 25% DML aggregate balance)

Business Analytics (MIS 64XXX)
This course provides an overview of business analytics and its appropriate applications in various industries and functional areas. Critical thinking, problem definition, problem solving, effective communication, and leadership are emphasized. Methods such as data visualization and descriptive, predictive, and prescriptive analytics are covered from a broad perspective. This course is applied, hands-on, and case-based. Cases emphasize the communication of quantitative solutions to lay people and required leadership during decision-making and implementation stages. Must be taken during the first semester of enrollment after acceptance into the program (20% IDM, 40% DA, 40% DML).

Database Management and Database Analytics (revision of MIS 64082)
The design, implementation and management of database management systems within organizations are studied from an applied perspective. Additional emphases include data warehousing, structured query language for analytics, and introductions to NoSQL databases and Big Data analytics. Must be taken during the first semester of enrollment after acceptance into the program (70% IDM, 20% DA, 10% DML).

Data Mining Techniques (CS 63015)
The course presents the concepts and techniques of data mining. Data mining is a process of discovering information from a large set of databases. This course takes a database perspective on data mining. Prerequisites: CS 53005 (fulfilled by MIS 64082) and MATH 50011. (10% IDM, 80% DA, 10% DML).

Advanced Data Mining and Predictive Analytics (MIS 64XXX)
This course extends the coverage of data mining and predictive analytics. Topics will focus on the applied use of these techniques in realistic settings. Example techniques include: neural networks, Multilayer Perceptron (MLP) networks, Radial basis functions networks, Support vector machines, Naïve Bayes classification, and others. Prerequisite: CS 63015 (10% IDM, 80% DA, 10% DML).

Quantitative Management Modeling (MIS 64019)
A variety of optimization and heuristic modeling techniques are explored. Decision-making environments, model selection, and interpretation are emphasized. Various linear and non-linear mathematical programming techniques are the primary topic but are supplemented with other optimization and heuristic techniques (10% IDM, 80% DA, 10% DML).

Analytics for Big Data (CS Special Topic – CS plans to create permanent course)
This course focuses on techniques commonly applied to the vast stores of mostly unstructured data being generated in business today. Focal techniques and technologies include: Hadoop, map reduce technology, unstructured data concepts, and noSQL databases (40% IDM, 50% DA, 10% DML).

Analytics in Practice (MIS 64XXX)
This course focuses on supporting techniques and managerial and professional skills necessary to being an effective data analyst. Other topics include project management, requirements analysis, change management, team dynamics, leadership, and effective communication between all stakeholders (10% IDM, 10% DA, 80% DML).

Capstone Design in Business Analytics (MIS 64XXX)
In this culminating project, students draw on the breadth and depth of the curriculum to address an industry supplied problem in small teams. Teams will explore prescriptive analytics as is appropriate to their design project (30% IDM, 40% DA, 30% DML).

2-Three Credit-Hour Elective Courses (6 Total Credit Hours)
– extends knowledge on methods and/or business functions and processes

Methods Electives:

MIS 64011	Systems Simulation
ECON 62054	Econometrics I
IAKM 60370	Semantic Analysis Methods
IAKM 60411	Clinical Analytics
DSCI 64210	Data Science

Business Functions and Processes Electives*:

MIS 64028	Global Supply Chain Business Models
MIS 64160	Leadership and Organizational Change
MKTG 65051	Marketing Management
IAKM 60312	Business Intelligence - Competitive Intelligence
DSCI 61010	Enterprise Architecture

3. Example Full-Time Schedules

One-year, 12 Months, example:

Fall – 12 credit hours
Business Analytics*
Database Management and Database Analytics*
Data Mining Techniques*
Analytics in Practice or Elective

Spring – 12 credit hours
Advanced Data Mining and Predictive Analytics
Quantitative Management Modeling
Analytics for Big Data
Analytics in Practice or Elective

Summer – 6 credit hours
Capstone Design
Analytics in Practice or Elective

One-Year, 9 Months, example:

Fall – 15 credit hours
Business Analytics*
Database Management and Database Analytics*
Data Mining Techniques*
Analytics in Practice or Elective
Elective

Spring – 15 credit hours
Advanced Data Mining and Predictive Analytics
Quantitative Management Modeling
Analytics for Big Data
Analytics in Practice or Elective
Capstone Design

*course must be taken first semester

Appendix B:

Evidence of Need for the MSBA Degree Program

Several research reports continue to stress the importance of knowledge in data analytics. In one such report the authors concluded that ability to analyze big data "will become a key basis of competition, underpinning new waves of productivity growth, innovation, and consumer surplus."[14] The study further observes that by 2018, the United States could face a "shortage of 140,000 to 190,000 people with deep analytical skills as well as 1.5 million managers and analysts with the know-how to use the analysis of big data to make effective decisions." This observation is also supported by the latest U.S. Bureau of Labor Statistics[15] data on job outlook for people with analytics related experiences, some of which are presented in the following table.

2012-2022 Job Outlook for Analytics Related Occupations

Occupation	Job Outlook	Percent Change	Rate of Change	Median Pay/year
Mathematicians	800	23%	Much faster than average	$101,360
Financial Analysts	39,300	16%	Faster than average	$76,900
Budget Analysts	3,800	6%	Slower than Average	$69,280
Market Research Analysts	131,500	32%	Much faster than average	$60,300
Statisticians	7,400	27%	Much faster than average	$75,560
Operations Research Analysts	19,500	27%	Much faster than average	$72,100
Computer Systems Analysts	127,700	25%	Much faster than average	$79,680
Information Security Analysts	27,400	37%	Much faster than average	$86,170

[14] http://www.mckinsey.com/insights
[15] http://www.bls.gov/ooh/business-and-financial/

Appendix C:

Similar Programs in Ohio

Jobs Ohio[16] reports that "three of the world's largest big data solution providers are located or headquartered in Ohio," and that Ohio is "home to many of the largest consumer product and apparel companies in the world", who depend on data analytics to run their businesses. Higher education has an indubitable role in providing the educated and labor force-ready students these businesses urgently need to remain competitive. The state of Ohio recognizes this urgency by making workforce readiness a top priority. Yet, as shown in the table below, only 5 out of 13 four-year institutions in the state currently have data analytics programs.

Institution	Baccalaureate	Masters	Comments
Kent State University (Proposed)		30 credit-hour business analytics program integrating data management, data analysis, and decision-making and leadership	Graduate program. Data analysts with both analytical and strategic decision making skills
The Ohio State University	5-hour cluster of business analytics courses beyond baccalaureate degree requirements		Undergraduate program. Far from northeast Ohio to serve growing needs of the region
University of Cincinnati		35 credit hours: 21 in modeling and statistics, and 14 in electives	Comprehensive program but not close to northeast Ohio to serve growing needs of the region
Bowling Green State University	Undergraduate specialization in business analytics	39 credit hours in analytics, statistics, database and project management	Graduate program comprehensive but cannot fulfill growing needs of the region
Cleveland State University		16 hours certificate program in marketing analytics	The courses and program are specific to marketing
Case Western Reserve University		39 credit hours: 9 business core hours (including 3 hours of Marketing Analytics for SCM), 12 hours of operations research, and 18 hours of supply chain.	Program comprehensive but focused on OR and SCM, and cannot fulfill growing needs of the region
University of Akron		9 credit-hour MBA-concentration	The program is only a concentration

[16] Jobs Ohio, 2013/2014 annual report/Strategic plan

Another report by Jobs Ohio Information Technology and Services[17] supports the earlier report, stating that "Ohio is recognized as a global leader in data analytics." However, as is clear from the map of the state's major metropolitan areas below, two of the data analytics programs (Ohio State University—undergraduate cluster, and University of Cincinnati—comprehensive graduate) are in the southern half of the state. Clearly, there is unmet need of comprehensive data analytics educational programs in the northern half of the state, especially in the Cleveland/Akron metropolitan area, to serve the growing needs of students and businesses in northeast Ohio.

Ohio's metropolitan technology hot beds

[17] http://jobs-ohio.com/images/information_technology_aug13.pdf

Appendix D:

Projected Five-Year Budget for the MSBA Program

Estimated Annual Revenues from the proposed MSBA	FY 0001 30 Enrolled	FY 0002 35 Enrolled	FY 0003 40 Enrolled	FY 0004 45 Enrolled	FY 0005 50 Enrolled
Net Tuition (8 M&IS Courses at $750/course/student)	$180,000.0	$210,000.0	$240,000.0	$270,000.0	$300,000.0
General Fees ($1,000/student)	$30,000.0	$35,000.0	$40,000.0	$45,000.0	$50,000.0
Net Tuition & Fees	**$210,000.0**	**$245,000.0**	**$280,000.0**	**$315,000.0**	**$350,000.0**

Estimated Annual Expenses from the proposed MSBA					
Salaries and Wages/Supplies	**$215,000.0**	**$215,000.0**	**$215,000.0**	**$215,000.0**	**$215,000.0**
1 Full time Tenure-Track Faculty ($160,000.0)*					
4 Adjunct Faculty Members ($30,000.0)*					
1 Part-Time Adviser ($20,000)					
Technology updates and Administrative Overhead ($5,000)					

Net Income (Deficit)	**($5,000.0)**	**$30,000.0**	**$65,000.0**	**$100,000.0**	**$135,000.0**

* The tenure-track faculty member will teach 4 courses in the program each year and 4 courses will be taught by the current MSBA core faculty members. The core faculty members will be redeployed from their regularly scheduled undergraduate classes which will be staffed with adjuncts.

KENT STATE UNIVERSITY

September 30, 2014

Dr. Deborah Spake, Dean, College of Business
Kent State University
Kent, Ohio 44242

Re: College of Public Health support to establish a Master of Science in Business Analytics (MSBA)

Dear Dean Spake:

The College of Public Health (CPH) supports the College of Business Administration proposal to establish a Master of Science in Business Analytics (MSBA). The demand for business analytics expertise transcends business. The courses proposed would be of great benefit to MPH (Master of Public Health) and Ph.D. (Ph.D. in Public Health) students in CPH, particularly students in Health Policy and Management and in Biostatistics. As our students work in hospitals, public health and government settings, and in non-profits that are challenged financially, they will need strong business analytical skills. The Affordable Care Act presents a challenge to our students to find cost-effective means to address prevention and chronic disease management. We envision our students pursuing the MSBA in addition to the graduate degrees in CPH, or taking proposed new courses as electives. This will enhance our ability to attract top level graduate students to Kent State University.

As faculty are recruited to this new program, it is almost certain that faculty in CPH will find new collaborators on campus to conduct research. It is also possible that students from our colleges could work collaboratively to solve problems in health care settings using inter-professional education in Business Analytics and Health Policy and Management. This will enhance our ability to conduct joint research and perhaps lead to new streams of external research funding.

CPH wishes our colleagues in the College of Business Administration great success with this new program.

Sincerely,

Sonia A. Alemagno

Sonia A. Alemagno, Dean
College of Public Health

College of Public Health
P.O. Box 5190 • Kent, Ohio 44242-0001
330-672-6500 • Fax: 330-672-6505 • publichealth@kent.edu • www.kent.edu/publichealth

Department of Computer Science, College of Arts and Sciences

From: Javed I. Khan
Sent: Tuesday, September 23, 2014 1:23 PM
To: OFFODILE, O. FELIX; Javed I Khan; KHAN, JAVED
Cc: Kotila, Janet
Subject: Re: FW: Analytics program

Dear Felix,

We are supportive of the new Business Analytic MS program that will be use several CS courses. We see great opportunity to pursue collaborative development.
We wish you success.
Regards,

-Javed.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **16-Sep-14** Curriculum Bulletin _____

Effective Date **Fall 2015** Approved by EPC _____

Department **EPC Ad Hoc Committee for Academic Policies**

College **PR - Provost**

Proposal **Revise Policy**

Proposal Name **Revision of Course Repeat Policies**

Description of proposal:

The ECP Ad Hoc Committee recommends revision to the course repeat policies to (1) allow all repeated undergraduate courses (00000-40000 levels), instead of only lower-division courses, to be eligible for students' GPA reclaculation; and (2) limit the number, to three, of overall attempts to a course before a student can no longer register for that course without college/campus intervention.

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

The proposed revisions will be automated in the Banner registration and student record system. Academic units will need to determine the criteria to be used when reviewing student requests for exceptions to the three attempts restriction.

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

Members of the EPC Ad Hoc Committee represent the following areas and were encouraged to consult with and request imput from their colleagues: College Advising; Computer Science; Curriculum Services; Enrollment Management and Student Services; Faculty Senate; Fashion Design and Merchandising; Foundations, Leadership and Administration; Graduation Planning System; History; Mathematical Sciences; Modern and Classical Language Studies; Music; Philosophy; Podiatric Medicine; Provost; Regional College; Student Financial Aid; Teaching, Learning and Curriculum Studies; The Arts; Undergraduate Student (Regional Campus); Undergraduate Student Government; Undergraduate Studies; University Registrar

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REQUIRED ENDORSEMENTS

_____ ____/____/____

Department Chair / School Director

_____ ____/____/____

Campus Dean (for Regional Campuses proposals)

_____ ____/____/____

College Dean (or designee)

_____ ____/____/____

Dean of Graduate Studies (for graduate proposals)

_____ ____/____/____

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

Proposal Summary
Revision of Course Repeat Policies

SUBJECT SPECIFICATION

The EPC Ad Hoc Committee for Academic Policies proposes revising the course repeat policy for undergraduate students to (1) allow all repeated undergraduate courses (00000-40000 levels), instead of only lower-division courses, to be eligible for reclaculation of the GPA; and (2) limit the number, to three, of overall attempts to a course before a student can no longer register for that course without college/campus intervention.

BACKGROUND INFORMATION

The EPC Ad Hoc Committee, formed in spring 2013, is charged with reviewing academic policies that promote student success. For more than a year, the committee discussed Kent State's current repeat policy, read literature and research on the matter and reviewed course repeat policies at more than 35 universities (see Appendix A). During those conversations, the committee remained mindful of two self-imposed instructions: (1) the policy must be geared more toward student success rather than punitive in nature, and (2) the policy must be able to be implementable in Banner.

Item 1: Allow all repeated undergraduate courses (00000-40000 levels), rather than only lower-division courses, to be eligible for reclaculation of the GPA.

The current course repeat policy allows undergraduate students to repeat any lower-division (00000-20000) course and have only the highest grade earned applied toward their GPA. With repeated upper-division (30000-40000) courses, all grades earned apply toward students' GPA. This policy was enacted in spring 2008 with the implementation of Banner. Previously, the policy (referred to as "freshman forgiveness") allowed for undergraduate students to repeat any course in which a C- or lower grade was earned in the first attempt, and that first-attempt grade was removed from the GPA calculation with the following stipulations: (1) the first attempt had to occur during the first 30 attempted hours at any college or university, (2) the repeated course had to occur no later than the term in which the student reached 60 attempted hours, (3) any subsequent attempts of the course counted in the GPA, and (4) the student must have applied and been approved for freshman forgiveness after completing the second attempt.

Attached in Appendix B is a report on the effects of adopting a revised grade recalculation that explains the decision behind revising the policy and examines student behavior prior to and post 2008.

The philosophy behind the for freshman forgiveness policy was to not penalize first-year students who may still be adjusting to college and did not do well in the first attempt, but succeeded in the next attempt of a course. The 2008 policy moved the policy from student status to course level, typically (but not always) taken by freshmen and sophomore students. The EPC Ad Hoc Committee felt the same philosophy of not penalizing students who succeed in a subsequent attempt should be applied to any undergraduate student in any undergraduate course.

While this policy shift may cause an uptick in course repeats at the upper-division level, the committee believes that it will also result in a more timely graduation of students.

This policy change to include upper-division courses in the GPA recalculation for graduation will not affect institutional honors and class standing, which calculates all grade attempts of a course. In addition, all grades may be counted also for admission to or progression in specific programs, for admission to graduate programs or for admission to other institutions. Credit for a repeated course will apply only once toward meeting degree requirements. The university is not obligated to offer courses so that students can repeat them.

Item 2: Limit the number, to three, of overall attempts to a course before a student can no longer register for that course without departmental/college intervention.

The current course repeat policy allows undergraduate students to repeat, as many times as desired, any course. In addition, students may withdraw from a course as many times as they choose. The proposed policy will allow students to attempt the same course[1] up to three times. After the third attempt, the student will not be able to register for the course and will need to meet with an advisor to decide next steps. It will be the responsibility of the college/campus to determine the criteria to be used when reviewing student requests for exceptions to this policy.

For the purposes of this policy, a course drop (done within the first two week of the semester for a semester-long course) ***is not*** considered an attempt. A course withdrawal (done after the drop deadline) ***is*** considered an attempt.

Much research has been published correlating student progress with excessive course repeats and withdrawals. Clifford Adelman, who served nearly 30 years as a senior research analyst at the U.S. Department of Education, released in 2006 a follow-up to "The Toolbox" (1999). The report, "The Toolbox Revisited," stated that students who accumulated excessive withdrawals and repeats cut in half their chances of earning a degree. According to Adelman[2]:

> *Both the original* Tool Box *and* The Toolbox Revisited *revealed that one of the most degree-crippling features of undergraduate histories is an excessive volume of courses from which the student withdrew without penalty and those the student repeated. … The withdrawals counted here are not "drop" grades that apply during standard drop-and-add periods at the beginning of terms. They are the result of institutional policies that allow withdrawals without penalty after the drop-and-add period. No-credit repeats are standard fare in remedial courses, but when they reach destructive levels the question arises as to how many times an institution allows a student to repeat a course. Think of it this way: Every non-penalty withdrawal and no-credit repeat means that a seat in a course is not available to someone else. Add those seats up, and admission to an institution may not be available to someone else. Excessively lax withdrawal and repeat policy, then, ultimately blocks general access. And in terms of degree completion, such policies do students no favors.*

A data profile from the Florida Department of Education revealed that its students who were "college-ready" (non-remedial) and did not receive any grades of W had a completion rate that was approximately 10 percentage points above that of the entire group of college-ready students. Florida college-ready students who earned three or fewer W grades had a completion rate 13 points above the rate of students receiving four or more W grades; those with three or fewer F grades had a completion rate that was almost twice that of those with four or more F grades.[3]

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[1] These course are referring to the ones that are not designated as "repeatable for credit" in the catalog.
[2] Adelman, C. *The Toolbox Revisited: Paths to Degree Completion From High School Through College.* Washington, D.C.: U.S. Department of Education, 2006.
[3] Florida Department of Education. (2005). *The impact of withdrawals and failures on graduation rates.* Retrieved from www.fldoe.org/fcs/OSAS/FastFacts/FF81.pdf.

Another data analysis, from Alberto Cabrera (professor, University of Maryland), Kurt Burkum (director of policy research, ACT Inc.), Steven LaNasa (former president, Donnelly College) and Erin Bibo (director of post-secondary readiness, District of Columbia), indicated that "Those who dropped, withdrew from, or failed to complete between 10 to 20 percent of their college coursework were 13 percent less likely to secure a four-year degree."[4]

Complete College America, using data provided by 33 participating states, found that withdrawals and repeats were the largest drivers of excess credit hours, totaling nearly 10 percent of grades earned overall by undergraduates.

> *On average, bachelor's degree students graduate with 13 credit hours coded as withdrawals or non-credit repeats, and associate degree holders graduate with nearly 7 of these types of credits, costing an estimated $6.5 billion annually—that doesn't include those who drop out. Withdrawals and non-credit repeats also reduce course availability for other students, lengthening their time to degree as well."*[5]

Repeated coursework affects students' financial aid. Per Federal regulations, students who repeat a course for which they have earned a passing grade can only receive financial aid for that class one more time. On the flip side, however, students who continually fail or withdraw from a course are still covered by student financial aid. Therefore, excess repeats of the same course will either hurt students financially or will allow them to stay covered by aid, thereby, passing the financial burden to taxpayers.

In addition, with no restriction on the number of attempts, a student could spend countless semesters attempting to achieve something that is unachievable for them, with no registration mechanism to prevent it and help lead them to an intervention. Knowing there is a limit on the number of attempt may encourage students to do better in the next attempt, as there is no fourth chance. A limit may also demonstrate more clearly a student's fit in a specific program if the student has reached maximum attempts with no success in courses required to progress and graduate.

Kent State data on course repeats from fall 2009 to spring 2013 demonstrate that students who repeated a course two or more times (3+ attempts) before earning a passing grade were 9 percentage points below students who repeated a course once in enrollment and graduation rates[6].

	Student Count	**Currently Enrolled or Graduated**
Student failed 1st attempt; passed 2nd attempt	9,908	58%
Student attempted course 3+ times before passing	2,828	49%
Student attempted course 3+ times and never passed	1,237	19%

[4] Cabrera, A.F., Burkum, K.R., La Nasa, S.M., & Bibo, E. W. (2012). Pathways to a four-year degree: Determinants of degree completion. In A. Seidman (Ed.), *College Student Retention: Formula for Student Success*. Westport, CT: Praeger Publishers. Retrieved from www.education.umd.edu/Academics/Faculty/Bios/facData/CHSE/cabrera/Pathwaystoafouryeardegree2012.pdf

[5] Complete College America (Winter 2012). *Guided Pathways to Success: Boosting College Completion*. Retrieved from http://completecollege.org/docs/GPS_Summary_FINAL.pdf.

[6] Data source: Division of Research, Planning and Institutional Effectiveness (RPIE).

AFFECT ON CURRENT STUDENTS

If the policy is approved to be implemented with the fall 2015 semester, the GPA and student transcript of any current student will remain unchanged, unless the current student attempts to repeat a course in fall 2015 or later.

- Scenario 1: Student has repeated once an upper-division course prior to fall 2015. Current GPA reflects the grades of both attempts. If the student repeats the same upper-division course in fall 2015 or later, the GPA will be recalculated to reflect only the highest grade in the three attempts.
- Scenario 2: Student has attempted a course three or more times prior to fall 2015. The student will not be able to register for the course again in fall 2015 or later.

ALTERNATIVES AND CONSEQUENCES

Academic policies that involve course credits pose true dilemmas for university faculty and administrators. On the one hand, they want students to succeed and to have the initiative to be ambitious and aspiring in their course-taking. Therefore, if students do overextend themselves, the consequences are fairly gentle—the penalty for a bad grade is another attempt at the course for a better grade that demonstrates student success in mastering the required outcomes, and allows for the bad grade to be forgiven from the student's GPA. The penalty for a withdrawal is no course credit awarded, a statement of "no harm done."

On the other hand, Kent State has to be a good steward of faculty time and university facilities. When faculty teaching a course see the same faces reappear term after term, year after year, with students repeating to the point that they are no longer on track for graduation, these professors are increasing their workload and circumscribing their freedom to teach other classes.
In addition, a student who sits in a course for several weeks before withdrawing effectively prevents another student from sitting in that same seat for the entire term and earning credit. The EPC Ad Hoc Committee considered this balance between "no harm done" and the stress on faculty and physical resources when deciding the policy.

SPECIFIC RECOMMENDATION AND JUSTIFICATION

It is recommended that effective for fall 2015, the changes to the Course Repeat Policies as outlined on the following pages be approved to continue the goal of removing obstacles and providing guidance to promote student success.

TIMETABLE AND ACTIONS REQUIRED

EPC Ad Hoc Committee for Academic Policies ..... 14 February 2014
Testing of policy in Banner (Registrar's Office)..... Spring - Summer 2014
Educational Policies Council..... 20 October 2014 *anticipated approval*
Faculty Senate..... 10 November 2014 *anticipated approval*
Implementation in Banner..... Prior to fall 2015 registration
Implementation in the University Catalog..... Fall 2015

PROPOSED CATALOG COPY – COURSE REPEAT POLICIES

Students may repeat courses taken at Kent State University subject to the following provisions:

1. Students may repeat for credit any course they have failed.
2. Students may repeat a course already passed for additional credit if it is identified as repeatable in the course description. Some academic units place a limit on the total number of credits that may be earned in a given repeatable course. For credit limits on specific courses, students should read the course descriptions or consult their advisor.
3. Students may repeat graduate (50000-80000 levels) courses with approval of the academic dean to meet specific graduation requirements; however, the hours earned the second time do not, under any circumstances, count toward graduation. All grades earned (passed or failed) for graduate courses are counted in the cumulative grade point average (GPA) for graduate students.
4. Students may repeat undergraduate (00000-40000 levels) courses, and the university will use only the highest grade in the calculation of the undergraduate cumulative GPA, the grade requirements for the student's program and cumulative credit totals.
5. Undergraduate course repeat with GPA recalculation is subject to the following restrictions :
    a. Students may repeat the same undergraduate course no more than two times (a maximum of three attempts per course). If students plan to repeat a course, they are encouraged to work with their advisor to identify resources for academic support.
    b. After the second repeat (third attempt), students will be restricted from registering for the course again.
    c. Withdrawal from a course is counted as an attempt.
    d. The course must be repeated at Kent State University.
    e. The course may not be repeated for a pass/fail grade.
    f. All grades will appear on the official transcript.
    g. Recalculation of the students' cumulative GPA will occur automatically at the end of the semester in which students complete the repeated course.
    h. All eligible courses will be included in the recalculation.
    i. Courses taken as part of a completed associate degree may be repeated under this policy.
    j. All course repeats for recalculation must be completed before conferral of the student's first bachelor's degree from any college or university.
    k. All grades for attempts of a course will be used in GPA calculation for determining institutional honors and class standing. All grades may be counted also for admission to or progression in specific programs, for admission to graduate programs or for admission to other institutions. These computations are independent of the cumulative GPA as it appears on the student transcript.
    l. Credit for a repeated course will apply only once toward meeting degree requirements.
    m. The university is not obligated to offer courses so that students can repeat them.
    n. In some instances, repeating courses could affect financial aid, scholarships or other assistance. Students should consult the appropriate office prior to registration
    o. This policy does not apply to variable content courses that are designated in the course description as repeatable for credit, such as a special topics , individual investigation, practicum, internship, etc.
    p. This policy was effective with the fall 2015 semester.

MARKED-UP CATALOG COPY – COURSE REPEAT POLICIES

Students may repeat courses taken at Kent State University subject to the following provisions:

1. Students may repeat for credit any course they have failed.

2. ~~1.~~ Students may repeat a course already passed for additional credit if it is identified as repeatable in the course description. Some academic units place a limit on the total number of credits that may be earned in a given repeatable course. For credit limits on specific courses, students should read the course descriptions or consult their advisor.

3. ~~2.~~ Students may repeat graduate (50000-80000 levels) courses with approval of the academic dean to meet specific graduation requirements; however, the hours earned the second time do not, under any circumstances, count toward graduation. All grades earned (passed or failed) for graduate courses are counted in the cumulative grade point average (GPA) for graduate students.

~~3. Students may repeat for credit any undergraduate upper-division (30000 and 40000 levels) courses they have failed. All grades earned are counted in the undergraduate cumulative GPA.~~

~~4. Students may repeat undergraduate upper-division (30000 and 40000 levels) courses already passed with approval of the academic dean in order to meet specific graduation requirements; however, hours earned the second time do not, under any circumstances, count toward graduation. All grades earned are counted in the cumulative undergraduate GPA.~~

4. ~~5.~~ Students may repeat undergraduate ~~lower-division~~ (00000-40000~~, 10000 and 20000~~ levels) courses, and the university will use only the highest grade in the calculation of the undergraduate cumulative GPA, the grade requirements for the student's program and cumulative credit totals.

5. Undergraduate ~~Lower-division~~ course repeat with GPA recalculation is subject to the following restrictions ~~provisions~~:

   a. Students may repeat the same undergraduate course no more than two times (a maximum of three attempts per course). If students plan to repeat a course, they are encouraged to work with their advisor to identify resources for academic support.

   b. After the second repeat (third attempt), students will be restricted from registering for the course again.

   c. Withdrawal from a course is counted as an attempt.

   d. ~~a.~~ The course must be repeated at Kent State University.

   e. ~~b.~~ The course ~~must be repeated for a letter grade, including satisfactory/ unsatisfactory (S/U), but not~~ may not be repeated for a pass/fail grade.

   f. ~~c.~~ All grades will appear on the official transcript.

   ~~d. Only the highest grade received for the course will be used in the calculation of the cumulative GPA.~~

   g. ~~e.~~ Recalculation of the students' cumulative GPA will occur automatically at the end of the semester in which students complete the repeated course.

   h. ~~f.~~ All eligible courses will be included in the recalculation.

MARKED-UP CATALOG COPY *continued*

i. ~~g.~~ Courses taken as part of a completed associate degree may be repeated under this policy.

j. ~~h.~~ All course repeats for recalculation must be completed before conferral of the student's first bachelor's degree from any college or university.

k. ~~i.~~ All grades for attempts of a course will be ~~counted in determining~~ used in GPA calculation for determining ~~for graduation with~~ institutional honors and class standing. All grades may ~~also~~ be counted also for admission to or progression in specific programs, for admission to graduate programs or for admission to other institutions. These computations are independent of the cumulative ~~grade point average~~ GPA as it appears on the student transcript ~~or student grade report~~.

l. ~~j.~~ Credit for a repeated course will apply only once toward meeting degree requirements.

m. ~~k.~~ The university is not obligated to offer courses so that students can repeat them.

n. In some instances, repeating courses could affect financial aid, scholarships or other assistance. Students should consult the appropriate office prior to registration

o. ~~l.~~ This policy does not apply to variable content courses that are designated in the course description as repeatable for credit, such as a special topics ~~course~~, individual investigation, practicum, internship, etc.

p. ~~m.~~ This policy was effective with the fall 2015 ~~spring 2008~~ semester.

Course Repeat Policy Among Ohio Universities					
	Limitations on number of retakes	**Maximum grade before repeat is allowed**	**Which attempt counts in GPA?**	**Repeat only permitted during specific time period**	**Other information**
Ohio University	2 retakes per course		Last grade		"W" does not count as an attempt to repeat
Cleveland State University	2 retakes per course	D or F	Last grade		If C is earned in initial attempt and course is repeated, all attempts calculate
University of Akron	2 retakes per course	C- or below	Last grade		
Bowling Green State University	Can repeat only 2 different courses	D or lower	Last grade		Can't repeat grade of C or higher except as audit
Youngstown State University	Can only repeat if authorized by dean				If a student has credit for a more advanced course, unless approved for recalc by dean, repeated course is averaged into overall GPA.
University of Cincinnati	Max of 10 semester hours/ 4 courses can be replaced				"W" counts toward repeat max rules; student must apply to have course repeated and decision is irrevocable
Ohio State University	▪ Course must have been taken during freshman year, i.e., first 29 hours ▪ Can only repeat once. ▪ Maximum of 15 credits can be repeated	Can only repeat grades of D+ and below		Must be repeated before end of sophomore year (59 credits)	Any other repeats are averaged into GPA
Miami University	Can repeat up to 8 hours and only during the first 64 hours (84 for transfer students)	Can only repeat grades below C		Repeat must occur within the next 3 terms, including summer, whether or not enrolled	
Wright State University	Repeat is limited to 5 grades	Can repeat B or below	Last attempt calculates in GPA		

Course Repeat Policy at Banner Institutions

INSTITUTION	COURSE REPEAT POLICY
Kent State University no limit on repeats lower-division – highest grade counts in GPA higher division and graduate – all grades count in GPA College of Podiatric Medicine: 2nd attempt counts in GPA	**Course Repeat Policies:** Students may repeat courses taken at Kent State University subject to the following provisions: 1. Students may repeat a course already passed for additional credit if it is identified as repeatable in the course description. Some academic units place a limit on the total number of credits that may be earned in a given repeatable course. For credit limits on specific courses, students should read the course descriptions or consult their advisor. 2. Students may repeat for credit any upper-division (30000- and 40000-level) courses they have failed. All grades earned are counted in the cumulative grade point average. 3. Students may repeat upper-division (30000- and 40000-level) courses already passed with the approval of the academic dean in order to meet specific graduation requirements; however, the hours earned the second time do not, under any circumstances, count toward graduation. All grades earned are counted in the cumulative grade point average. 4. Students may repeat lower-division (10000- and 20000-level) courses, and the University will use only the highest grade in the calculation of the cumulative grade point average. Lower-division course repeat with recalculation is subject to the following provisions: i. The course must be repeated at Kent State University. ii. The course must be repeated for a letter grade, including satisfactory/unsatisfactory (S/U), but not pass/fail. iii. All grades will appear on the official transcript. iv. Only the highest grade received for the course will be used in the calculation of the cumulative grade point average. v. Recalculation of the students' cumulative grade point average will occur automatically at the end of the semester in which students complete the repeated course. vi. All eligible courses will be included in the recalculation. vii. Courses taken as part of a completed associate degree may be repeated under this policy. viii. All course repeats for recalculation must be completed before conferral of the student's first bachelor's degree from any college or University. ix. All grades will be counted in determining grade point average for graduation with institutional honors and may also be counted for admission to or progression in specific programs, for admission to graduate programs or for admission to other institutions. These computations are independent of the cumulative grade point average as it appears on the transcript or student grade report. x. Credit for a repeated course will apply only once toward meeting degree requirements. xi. The University is not obligated to offer courses so that students can repeat them. xii. This policy does not apply to variable content courses that are repeatable for credit, such as special topics courses, individual investigations, practicum, internships, etc. xiii. This policy was effective with the spring 2008 semester.
University of Alabama no limit on repeats last grade counts in GPA	**Repeat Course Policy: The University of Alabama repeat course policy reads as follows:** The grade and credit of the last (most recent) attempt of a course taken more than once will count in the student's GPA and earned hours. All previous attempts will only count in the calculation of the GPA but not in earned hours. This also applies to courses taken at other institutions and transferred in to UA as an equivalent course. Requests for exceptions to this policy shall be submitted in writing (or email) by the college to the Vice Provost for Academic Affairs. Federal Regulations limit the number of times a student may repeat a course and recieve financial aid for that course. Questions about these regulations should be emailed to the Financial Aid Office from this webpage: http://financialaid.ua.edu/contact/

Course Repeat Policy at Banner Institutions

INSTITUTION	COURSE REPEAT POLICY
University of Akron (not a Banner school) no limit on repeats no repeat for grades A-C last grade counts in GPA	**Repeating Courses** Any course may be repeated twice by an undergraduate student subject to the following conditions: • To secure a grade ("A-F") a student may repeat a course in which the previously received grade was a "C-," "D+," "D," "D-," or "F," "CR," "NC," or "AUD." Registrations under the "CR/NC" option are subject to the restrictions in the "CR/NC" policy • To secure a "CR," a student may repeat a course in which the previously received grade was a "NC." Registrations under the "CR/NC" option are subject to the restrictions in the "CR/NC" policy • To secure a grade ("A-F"), "CR," "NC," a student may repeat a course in which the previously received grade was an "AUD." Registrations under the "CR/NC" option are subject to the restrictions in the "CR/NC" policy • A graded course ("A-F") may not be repeated for a grade of "AUD" • A course taken under the "CR/NC" option may not be repeated for a grade of "AUD" • With the dean's permission, a student may substitute another course if the previous course is no longer offered. Courses must be repeated at The University of Akron • Grades for all attempts at a course will appear on the student's official academic record • Only the grade for the last attempt will be used in the grade-point average • All grades for attempts at a course will be used in grade-point calculation for the purpose of determining graduation with honors and class standing • For purposes of this section, credit for this course or its equivalent will apply only once toward meeting degree requirements
Auburn University no limit on repeats no repeat for grades A-C (without dean permission) all grades count in GPA UG students may delete 3 D/F/U grades from GPA prior to a repeat (courses must be repeated) – requires approval	**Repeat:** No student may repeat a course for credit in which the student has previously earned a grade of A, B, or C without written permission by the student's academic dean. Courses specifically designated as repeatable in the *Auburn University Bulletin* are exempt from this regulation. Students may repeat courses in which they earn a grade of D or F. Grades and hours for both attempts will be included in the calculation of the GPA unless the grade adjustment policy has been invoked for the first attempt. (See the previous section for limitations and procedures). If the grade adjustment policy is not invoked in the case of the repeat of a D grade, then the course credit hours may count only once toward graduation unless the course is designated as repeatable. **Grade Adjustment Policy:** All regularly admitted undergraduate students, who were enrolled during Fall 2000, or after, may delete a maximum of three (3) course grades of D or F (including FA or U) associated with their undergraduate degree from the calculation of their grade point average. GAP does not apply to the professional students in pharmacy and veterinary medicine. All core courses and those courses required for a major must be met for graduation. If deleted through GAP, these required course must be repeated at Auburn University. All courses for which a grade has been assigned will remain on the transcript. However, the notation will appear that the work is not included in the GPA. Students interested in taking advantage of the Grade Adjustment Policy should contact their dean's office. A form is required to adjust grades. When the change has been made, it can not be changed back.

Course Repeat Policy at Banner Institutions

<table>
<tr><th>INSTITUTION</th><th>COURSE REPEAT POLICY</th></tr>
<tr><td>University of California at Davis

repeat limit: 1 per course (more attempts requires approval)

no repeat for grades A-C

2nd grade counts in GPA – max total 16 UG credits and 9 GR credits for repeat (after that, all grades count)</td><td>Repeating Courses: Undergraduate students may only repeat courses in which they received a D, F or NP. Courses in which students received a grade of D or F may not be repeated on a P/NP grading basis. (Courses in which a grade of NP was received may be repeated on a P/NP grading basis.)

Degree credit for a repeated course will be given only once, but the grades assigned for both the first and second time a course is taken will appear on the student's transcript. In computing the GPA of undergraduates who have received a grade of D, F or NP, only the grade and corresponding grade points earned the second time a course is taken will be used, up to a maximum of 16 units for all repeated courses. After the 16-unit maximum is reached, the GPA shall be based on all grades assigned and total units attempted.

Repeating a course more than once requires approval by the appropriate college dean. Departments may restrict the repetition of a course if it is a prerequisite to a course the student has already completed with a grade of C– or better.

In computing the GPA of graduate students who have received a grade of C, D or F, only the most recently earned grade for each course and corresponding grade points will be used, up to a maximum of 9 units for all courses repeated. After the 9-unit maximum is reached, the GPA shall be based on all grades assigned and total units attempted.</td></tr>
<tr><td>California State University at Northridge (not a Banner school)

<u>undergraduate grade forgiveness:</u>

repeat limit: 2 per course; 1 per course if goal is improving grade; 2nd repeat requires dean approval

highest grade counts in GPA (first 16 hours)

all grades count in GPA (subsequent 12 hours)

no repeat for grades A-C

no grade forgiveness for grades result of academic dishonesty

<u>graduate repeat</u>

repeat limit: 1 per course, 6 hours overall</td><td>Repeat Policy: Students enrolling in a course for the first time receive priority over students who wish to repeat a course. Students may repeat a course on a space-available basis before the term or semester begins, starting with the dates in the chart below:

<table><tr><td>Term:</td><td>Repeating a course is permitted beginning:</td></tr><tr><td>Spring 2013</td><td>Thursday, January 17, 2013 (classes begin January 22)</td></tr><tr><td>Fall 2013</td><td>Thursday, August 22, 2013 (classes begin August 26)</td></tr></table>
On the first day of fall and spring classes through the end of Week 3, a permission number is required to add a class, including repeated courses. For all registration dates, see the <u>Semester Bulletin</u>. For Late Registration dates and policies, see <u>Add and Drop Classes</u>. Repeat policies and unit limits differ for undergraduate and graduate students as summarized below.

Undergraduate Students: A maximum of 16 semester units of CSU Northridge coursework in which an undergraduate student earned less than a C grade may be repeated for the purpose of excluding grades (or grade forgiveness) from the computation of a student's overall GPA. Only the first 16 semester units repeated are eligible for grade forgiveness. All subsequent repeats will be averaged into the student's total GPA.

After the first 16 units of repeated coursework, an additional 12 semester units may be repeated for grade averaging, but not grade forgiveness. Both the original and the repeated grades shall be calculated into the student's total GPA.

Any course taken at CSUN must be re-taken at CSUN to replace (or forgive) the previous C-, D, F, or WU grade within the 16-unit maximum. Any course repeated at another college will be averaged into your cumulative GPA; your previous grade will not be forgiven. Enrolling in an individual course for the third time is generally not permitted. For exceptions, consult your <u>academic advisor</u> and complete the <u>Third Repeat Approval Request</u>.

Graduate Students: Students pursuing a graduate degree must maintain a minimum 3.0 (B) average in the formal program and the cumulative grade point average. No grade below a C can be counted in the formal program. Any grade of C- or below in the formal program must be repeated after an approved course repeat form has been filed. If the student does not receive a C or better on the second attempt, the student will be disqualified from the program. A maximum of 6 units in the formal program may be repeated at the graduate level. The repeat grade will appear on the transcript. Departments may have higher standards that take precedence over the university policy.</td></tr>
</table>

Course Repeat Policy at Banner Institutions

INSTITUTION	COURSE REPEAT POLICY
Colorado State University repeat limit: 1 per course (max 10 credits overall) 2nd grade counts in GPA if a 3rd or more attempts occur, all grades except 1st are used in GPA	**Repeat/Delete Policy:** Repeat/Delete is a one-time per course grading option that may be used by undergraduate students to repeat a course in an effort to achieve a better grade. The following rules apply: ▪ The grade received the second time will be used to calculate the student's grade point average (GPA), regardless of whether the repeated grade is higher the same as, or lower than the initial grade received. The initial grade remains on the student transcript, but is not used in calculating the GPA. ▪ The student must request the Repeat/Delete option from the Registrar before the expiration of the W-drop period in the first semester in which the course is repeated. ▪ May be used for a maximum of ten credit hours. ▪ If a course is repeated at any time after using the Repeat/Delete option, all grades received for that course, except the initial grade, are used in computing the student's GPA. ▪ Although a course may be repeated as often as a student chooses, the Repeat/Delete option can be used only the first time a course is repeated.
East Carolina University repeat limit: max 4 per course or overall for 1000-3000-level courses no repeat for grades A-C last grade counts in GPA all attempts count for senior-level courses (?) repeat requires approval	**Grade Replacement Policy:** A student is permitted to use the Grade Replacement Policy a maximum of four times for courses below 3000 in which he or she has earned a grade of D or F. For example, a student may replace a grade in four different courses or may replace a single course grade a maximum of four times or a combination thereof not to exceed the limits of the policy. Approval to use the policy will not be given if a student wishes to repeat a course after he or she has successfully completed an advanced course covering the same or similar material (e.g. a course for which the repeated course is a prerequisite.) The grade replacements will be automatically processed for courses worth 3 or more semester hours. The student must request a grade replacement for 1 or 2 semester hour courses by completing a grade replacement form and submitting it to the Office of the Registrar. The grade replacement form must be submitted by the last day of classes of the semester in which the student retakes the course in order for the grade replacement(s) to be reflected in the student's GPA and Academic Standing for the current semester. Although the original grade will not be used in determining the GPA of the student, the original grade will remain on the student's permanent academic record and will be included in the calculation for degrees with distinction. The replacement grade, or last grade, stands. Students receiving an F on the replacement grade must repeat the course if credit is required for graduation. In the event that the original grade was a D, no additional credit hours will be awarded. The grade replacement policy does not apply to courses taken prior to fall 1994.

Course Repeat Policy at Banner Institutions

INSTITUTION	COURSE REPEAT POLICY
Florida Atlantic University repeat limit: 2 per course or overall last grade counts in GPA repeat requires approval	**University Forgiveness Policy (Repeated Courses)**: The University Forgiveness Policy permits an undergraduate student to repeat a 1000- to 4000-level FAU course and allow only the last grade to count in the grade point average. The policy permits undergraduate students in a five-year baccalaureate program to repeat a 5000-level course in that program and allow only the last grade to count in the grade point average. Undergraduates are permitted to apply the forgiveness policy at any time prior to graduation to a grade earned in a course taken during the completion of their degree program at FAU. Students are permitted to apply the forgiveness policy to any grade earned in a course taken at FAU and repeated at FAU. This policy may be applied only twice during a student's study at the University and must be requested by the student for each course repeated. Forgiveness Policy Request forms are available here or in the Office of the Registrar and should be submitted prior to or during registration for the term in which the course is to be repeated. The policy does not remove the previous grade, but eliminates the effect of that grade on the FAU cumulative GPA by removing it from the computation. Grades awarded due to academic irregularities cannot be repeated under the Forgiveness Policy. (See University Regulations, Chapter 4, Regulation 4.001, Code of Academic Integrity at www.fau.edu/regulations.) For transferred courses, grade forgiveness by the prior institution will be honored by Florida Atlantic University. In the event that a student chooses to repeat a course that is no longer offered by the University, it is the prerogative of the academic unit that offered the original course to either deny the student's request or to designate an appropriate, related substitute course.
George Mason University no repeat limit last grade counts in GPA departments may disallow repeat or require approval	**Repeats:** For undergraduate classes not repeatable for credit, undergraduate degree students may repeat courses for which they seek a higher grade. Academic programs may restrict repeats of certain departmental or college courses in the major. Excessive repeats may result in termination from the major by a student's dean. A grade received in a repeated course will replace a grade in prior takings of the same course in the calculation of the cumulative GPA, even if the more recent grade is lower. Duplicate credit is not given. Repeat rules apply to taking the same course and courses designated in the catalog as equivalent. Repeat rules apply throughout a student's academic history. All instances of courses and their grades remain part of the student's transcript. No adjustment to the cumulative GPA will be made when the grade in the repeated course is W. A grade in a Mason course will not be excluded from the cumulative GPA based on a subsequent taking of an equivalent course at a transfer institution. The exclusion of earlier grades of repeated courses will not change the academic standing or dean's list notations for the earlier semester. Note that individual programs may disallow students from retaking certain high-demand courses simply for the purpose of improving their grade. Programs may also require departmental permission for students to repeat certain department, school, or college courses.
George Washington University no repeat limit all grades count in GPA repeat requires approval	**Repeats:** In the case of a student who is allowed to repeat a course, the first grade received remains on the student's record and is included in the grade-point average.

Course Repeat Policy at Banner Institutions

INSTITUTION	COURSE REPEAT POLICY
Georgia State University repeat limit: 4 overall subsequent grades count in GPA repeat requires approval	**Repeat to Replace Policy:** Under the conditions outlined below, undergraduate students who have retaken courses and earned a higher grade may request to have the first grade excluded from their institutional GPA. If the request is approved, the Office of the Registrar will make appropriate notations next to the original course and the retaken course on the student's official transcript. Grades for all attempts at the course will appear on the student's official transcript regardless of whether or not the grade has been excluded from the student's GPA. This policy has no effect on any GPA requirements set by state or federal laws/regulations (such as the GPA requirements set by the HOPE scholarship program). A copy of the request and approval will become part of the student's permanent record file. The attempt to repeat must be made in Fall 2011 or thereafter. Students who have repeated courses prior to this date will not be allowed to delete earlier attempts from their GPA calculation. Units may prohibit students from repeating certain courses. • Before requesting to apply the repeat-to-replace policy, a student must have retaken the same undergraduate course (or the renumbered substitute for that course) in the same department at GSU and earned a higher grade in the course retaken. • No more than a total of four course grades (from four different courses) may be replaced and excluded from the student's GPA. • Requests must be submitted before the beginning of the term of graduation. • Once a request has been approved the request cannot be revoked or reversed. • This policy applies only to the first recorded grade in a course that a student has repeated. For example, suppose that a student took a course three times. The student may use the second or third grade to replace the first grade. The student may not use the third grade to replace the second grade. • Only grades that are part of a student's GPA may be replaced. For example, Ws, Ss, and Us cannot be replaced.
Georgia Institute of Technology (Georgia Tech) no repeat limit 1st-time freshmen may have D/F removed earned in first two terms (1 per course, 2 overall) course must be repeated in first four terms last grade counts in GPA (outside grade sub policy)	**Grade Substitution:** 1. First-time freshman students who receive a grade of *D* or *F* in a course within their first two terms in residence (first three terms for those who begin in the Freshman Summer Session) are eligible to repeat the course and have the original grade excluded from the computation of the academic average. Grade substitution may be used only once per course, with a maximum of two courses total. 2. The course must be repeated at Georgia Tech within the student's first four terms in residence (first five terms for those who begin in the Freshman Summer Session). The application for grade substitution must be filed with the Registrar's Office no later than the deadline for withdrawing from a course during the student's next term in residence after the course is repeated. 3. The original course and grade will continue to appear on the student's transcript, with a notation that the course was repeated and that the original grade is not included in computation of the academic average. Credit for the course will be counted only once. 4. If the revised academic average results in a change in academic standing for any term, then the revised standing will be reflected on the student's transcript. If standing is changed from "Dismissal" to a higher standing, it will be recorded as "standing from Dismissal" and the dismissal will continue to be counted with respect to regulations and policies related to Withdrawal and Readmission. 5. A course is not eligible for grade substitution if the student was found responsible for any academic misconduct in that course regardless of how many times it is repeated.

Course Repeat Policy at Banner Institutions

INSTITUTION	COURSE REPEAT POLICY
Harrisburg Area Community College repeat limit: 2 (without approval) no repeat for grades A-C (exceptions for C – see policy at right) no mention of how grades count in GPA	**Repeat Course** Students may repeat a credit course for which they have received a D, F, I, IF, W, Y, YD, or YF grade. A student may register for a course 3 times without permission. Thereafter, the student must meet with an advisor or a counselor to discuss an educational plan and get the advisor or counselor's signature on the Repeat Approval form to repeat the class again. If there is a need to repeat the course in subsequent semesters, the student will need to get the advisor's or counselor's signature on the enrollment form each semester for continued monitoring**.** Students may repeat courses for audit with no regard to the initial grade earned or the number of years that have elapsed. Students must exercise the audit option at the time of registration or within the first three weeks (or equivalent) of the semester. Students may not repeat a course for which they have received a grade of C or higher unless the student/class meets the criteria set forth in this procedure. Students who have received a grade of C or higher in a course may repeat for credit under the following conditions: 1. The course is a sequential course and is a prerequisite for a subsequent course, and three or more years have elapsed since the course was taken, and 2. The student wishing to repeat the course is in an allied health program. The course is a required science course or a prerequisite for a science course, and three or more years have elapsed since the course was taken. Students should be advised that certain financial aid awards may not cover repeats.
Miami University repeat limit: 1 for passing grades all grades count in GPA	**Repeated Courses:** A student may repeat any course for which no credit has been granted. A student may repeat only once for credit a course in which credit has previously been earned. All grades are counted in the cumulative average, but the credit hours earned in the course will count only once toward graduation. This rule does not apply to those courses designated by a department as being repeatable, nor does it supersede Section 1.2.H on repetition of credit/no-credit courses.
Mississippi State University repeat limit: 2 overall (8 hours) no repeat for grade A subsequent grades count in GPA	**Academic Forgiveness (Course Retake) Policy**. Effective Fall semester 2007, for courses taken during or after fall semester 2003, an undergraduate student will be permitted to retake up to two courses, not to exceed eight hours, in which he or she made a B, C, D or F. The original grade will remain on the transcript but will be noted by *S and will not count toward the GPA. This policy will be applied only to courses taken at Mississippi State University. For specific regulations and instructions on this policy, students should contact the Registrar's Office or refer to Academic Operating Policy 12.20.

Course Repeat Policy at Banner Institutions

INSTITUTION	COURSE REPEAT POLICY
New Mexico State University no repeat limit no repeat for grades A-C subsequent grades count in GPA for 1000-3000 level (max 30 credits overall) all grades count for senior-level courses repeat requires approval if student earned D, F, U, W grades in prior repeats of course	**Repeating courses:** If a student's transcript shows two or more registrations in a course with grades of D, F, U, or W, a further registration for this course requires the prior approval of the student's academic dean. Approval will be granted under special circumstances. A student may repeat a course numbered below 300 in which a D or F grade has been earned at this University. A computable grade (excluding I, W, RR, AU, CR, S, or U) in a repeated course may be substituted in the calculation of the grade-point average, though the original grade also remains on the transcript. All grades in repeated courses, except the first grade earned, are counted in the grade-point average. If a student repeats a course eligible for grade substitution in which he has earned a D and fails the course, the second grade of F may be substituted for the original grade. If this is done, the student loses both credit and grade points earned by the original D. However, the dean may waive the course if required for graduation. A course numbered 300 or above in which a D or F grade has been earned may be retaken. All grades earned for the course will be included in the cumulative grade-point average but credit may only be earned once. A maximum of 30 credits of grade substitution is permitted overall. Neither credits nor grade points may be earned by repeating a course for which a grade of C or higher has already been received. A course taken prior to the time the student received a baccalaureate degree at NMSU cannot be repeated after the degree has been awarded.

Course Repeat Policy at Banner Institutions

INSTITUTION	COURSE REPEAT POLICY
University of New Mexico no repeat limit highest grade counts in GPA for UG students applied to UG degree (1 per course, 12 hours overall) all grades count in GPA for GR students and UG students who do not meet criteria listed above	**Repeat:** A student may repeat any course but only receives credit once, unless otherwise noted in this catalog. ALL ATTEMPTS and ALL GRADES are computed in the student's grade point average. A grade replacement policy is available for repeated course work as described below. **Grade Replacement Policy** The course repeat policy was revised by the Faculty Senate to include a grade replacement option effective Spring semester 1991. Under this policy, only undergraduate students may repeat a course for a higher grade and have the lower grade removed from the grade point average. This revision is an option for students who meet the criteria outlined below. Repeated courses for students who do not meet the criteria, or who choose not to make use of the option, automatically fall under the existing policy as described under "Repetition of a Course." The following outlines the procedure for the implementation of this course repeat (grade replacement) option. **NO EXCEPTIONS WILL BE MADE TO THIS POLICY**. 1. The Grade Replacement policy is effective as of Spring semester 1991 and affects only the University of New Mexico course work from Spring 1991 forward. This means that the first attempt in a course cannot have been prior to Spring semester 1991. The policy is not retroactive to any semester prior to Spring 1991. * A student who fails a course at the University of New Mexico and repeats the same course with a grade of C or better at another college or University may have the credit accepted for transfer, but the grade received at the University of New Mexico will continue to be computed in the grade point average. 2. Students in undergraduate status are eligible to use this policy, and only course work that applies to an undergraduate degree is considered for a grade replacement. 3. A repeated course must result in an improved grade in order to replace the other grade (e.g., a D cannot replace a D). The higher grade removes the lower grade from the grade point average and earned credit hours. **Grades of CR, NC, PR, WP and W are not replaceable grades** since they do not affect the grade point average. 4. **The process is not automatic**. Students must initiate the process by completing a form in the Records and Registration Office, indicating which course is to be replaced. **The course numbers and titles must be identical, except where equivalencies or a change has been noted in the *University of New Mexico Catalog*. Substitute courses are not acceptable.** Forms are accepted after the second attempt in the course has been completed. 5. A grade replacement may be applied only to 12 hours of repeated course work. Only one grade replacement is allowed for each course, regardless of the number of times the course has been repeated. 6. Once a grade replacement has been approved, the process cannot be reversed or changed. 7. **No grade may be replaced after a degree has been awarded**. 8. **All grades remain on the record**. An "E" appears on the transcript next to the course that has been replaced. 9. Students registering for a late starting Fall course cannot use the Grade Replacement Policy to replace a grade within that same Fall Semester. **NOTE**: This policy applies only to courses taken and repeated at the University of New Mexico.

Course Repeat Policy at Banner Institutions

INSTITUTION	COURSE REPEAT POLICY
University of North Carolina at Chapel Hill repeat limit: 1 no repeat for grades A-C repeat course must be in major and prerequisite to other major courses and have min. C grade as graduation requirement student must wait several years after first attempt to repeat 2nd grade counts in GPA (? – policy doesn't specify) all grades count in GPA for students who passed first attempt and were approved to repeat repeat requires approval	**Repeating Course Enrollments** Students who have received passing grades in courses may not enroll in the same courses at a later time without the approval of their academic dean. If a student proceeds with such an enrollment without securing permission, the course and any grade received beyond the initial enrollment may be administratively removed from the student's academic transcript. A second enrollment in a course for which a student has received a grade less than C through a previous enrollment at the University will be approved by an academic dean at the request of the student if any of the following apply: • The course is specifically required by the student's academic major and is a prerequisite to other courses required in the major; • At least a grade of C (2.000) must be earned in a course specifically required in the student's academic major to satisfy graduation requirements in the academic major; • Several years have elapsed since a student's initial enrollment in a course and a current, satisfactory knowledge of the course material is either required or advisable. In some circumstances, permission may be granted to repeat a specific course regardless of the grade earned during the initial enrollment. If a student is permitted to repeat a course in which a passing grade previously has been earned, only the credit from the course with the highest grade (or if the grades are the same, the latter attempt) will be counted toward the fulfillment of the University's minimum graduation requirement of 120 academic hours. The grades of both courses, however, will be computed in the student's cumulative grade point average. For the purposes of receiving financial aid, hours for repeated courses will only be considered a part of the total upon which awards are based if 1) the student is repeating a course previously failed, or 2) the course is the **first** repeat of a prior course in which a passing grade was received. Certain University courses (e.g., applied music, special studies, undergraduate research, etc.) may be taken more than once for credit and are so designated in the ConnectCarolina course catalog. A particular physical education activity (PHYA) course may be taken more than once. However, a different level of the same course (beginning, intermediate, and advanced) must be taken during each separate enrollment. PHYA courses numbered above 200 do not award credit hours, but the grade is factored into the cumulative grade point average. Students may enroll in no more than one lifetime fitness (LFIT) course, and only one LFIT course will count toward graduation.
University of Oregon no repeat limit all grades count in GPA	Courses cannot be repeated for credit unless designated as repeatable (R) by the University of Oregon Committee on Courses. Credit for duplicated courses is deducted, but grades for these courses are included in the GPA.

Course Repeat Policy at Banner Institutions

INSTITUTION	COURSE REPEAT POLICY
Oregon State University no repeat limit 2nd grade counts in GPA (department may use subsequent grade toward graduation)	**Repeated courses:** If a student repeats an Oregon State University course, the grade from each attempt[1] will appear on the student's academic record but only the second attempt will count toward the student's institutional credits, requirements, and grade point average[2]. An academic unit[3] may, however, include subsequent attempts after the second attempt to meet individual course degree requirements associated with the baccalaureate core/majors/options/minors/certificates/endorsements. A course may not be repeated on an S/U basis if it was taken previously on a normal grade basis[4]. [1] An attempt comprises a final grade in a course where the grade is: A, A–, B+, B, B–, C+, C, C–, D+, D, D–, F, S, U, P, NP or an I/Alternate Grade (where the Alternate Grade is one of these grades). [2] Recognized repeatable courses as defined in the Oregon State University course catalog, such as activity courses, research, seminars, and selected topics, do not come under this restriction. Additionally, if a course has been approved as a multiple repeatable course for credit and grade points, each attempt will be included in the institutional credits and grade-point average until it reaches its defined limit (total allowable attempts or credit maximums for the course). Further, the Office of the Registrar will include all courses from the first repeat taken until it reaches the maximum total allowable attempts or credit maximums for the course. All subsequent repeats after the repeat maximum has been reached will be excluded from both institutional credits earned and grade-point average calculations. [3] Academic Unit: College, School, or Department [4] Normal Grade Basis is defined as any grade of A, A–, B+, B, B–, C+, C, C–, D+, D, D–, F, or any I/Alternate Grade (where the Alternate Grade is one of these grades).
Purdue University no repeat limit last grade counts in GPA (with approval) all grades count in GPA (without approval)	The cumulative GPA for an undergraduate student is a weighted average of all grades received as an undergraduate student. With the consent of his/her academic advisor, a student may repeat a course not intended for repeated registrations. In the case of such a repeated course, the same course* is to be used and only the most recent grade received shall be included in the cumulative GPA. In the case of a course in which a conditional grade has been improved by examination, the most recent grade received shall be used. * An equivalent course may be used when authorized by the faculty member in charge of said course. Transfer credits from other colleges and universities may be used to fulfill degree requirements, but cannot be used to remove Purdue recorded grades from GPA calculations. The program GPA is derived from a degree audit and will be used as a criterion to accept a student to a program during the process of Change of Degree Objective (CODO). The degree audit relevant to the program to which a student transfers is used to determine the program grade point average. In a case where no courses of the initial program apply to the new program, the same criteria for acceptance to a program may be used as for a student applying out of high school. The cumulative GPA for a student enrolled in the professional curriculum in pharmacy is a weighted average of all grades received by the student while in the professional curriculum plus all grades included in the student's undergraduate graduation index, as defined in section J-2 above, prior to entering the professional curriculum. With the consent of his/her academic advisor, a student may repeat a course not intended for repeated registrations. In the case of such a repeated course, only the most recent grade received shall be included in the graduation index. The cumulative GPA for a graduate student is a weighted average of all grades received by the student in graduate-level courses (those numbered 500 or higher) since entering a graduate program, plus all grades received in undergraduate-level courses, taken while in the graduate program as part of the graduate plan of study. With the consent of his/her major professor, a student may repeat a course not intended for repeated registrations. In the case of such a repeated course, only the most recent grade received shall be included in the graduation index. Grades received in foreign language courses to establish reading knowledge as specified by the Graduate Council are not used in computing graduation indexes.

Course Repeat Policy at Banner Institutions

INSTITUTION	COURSE REPEAT POLICY
Old Dominion University repeat limit: 1 per course, first 5 repeated courses no repeat for grades A-C no repeat for F grade given for academic dishonesty 2nd grade counts if repeated more than once, all subsequent grades count in GPA if passing course is repeated, all grades count in GPA	**Grade Forgiveness Policy:** Undergraduate students are subject to the following conditions and requirements. 1. Students who receive a grade of C– or lower (grades of C-, D+, D, D-, F, and WF) may repeat up to five courses to improve the overall grade point average.* A course may be repeated once with grade forgiveness applied. Grade forgiveness is automatically applied only to the first repeat of a course with an original grade of C- or less, regardless of how many times the student may elect to repeat the course for other reasons. The Grade Forgiveness Policy will not be applied to courses for which a grade of C or higher was ever earned. Additional courses that are not eligible for grade forgiveness include courses taken under the pass/fail option, courses taken under the audit option, courses for which a grade of W was the only grade awarded, courses that currently are incomplete (I grade), or courses for which a grade of F was awarded as a result of an act of academic dishonesty. 2. The Grade Forgiveness Policy applies only to the repeat of the same course (same number, same title, same credit value, and, for topics courses, same subtitle and same credit value). Exceptions will be made where the course number or title is the only change and the change is documented in the Catalog and approved for grade forgiveness by the assistant vice president for undergraduate studies. 3. The Grade Forgiveness Policy will not be extended to courses originally taken elsewhere, including Norfolk State University and institutions with which Old Dominion University has consortia arrangements. In addition, courses repeated at other institutions will not be used to forgive Old Dominion University courses. 4. Students may not be able to repeat a course in the following cases: enrollment is restricted, the student no longer qualifies for admission to a course, the prerequisites are enforced, major or sequence requirements have been changed, or the curriculum has been revised. In such cases the decision of the assistant vice president for undergraduate studies in consultation with the appropriate academic department will prevail. Exceptions are granted only in rare instances. In any course or program where enrollment demand exceeds the resources to offer sufficient openings or sections to meet that demand, the academic unit may give registration priority to students taking the course for the first time. 5. Students may elect to use both grade forgiveness and the Adjusted Resident Credit (ARC) policy. However, students cannot use grade forgiveness for individual courses for which adjusted resident credit already has been applied. 6. Students who have graduated may not use the provisions of this policy to repeat for forgiveness a course taken prior to the date of graduation. Once a bachelor's degree has been awarded, a student may not raise the undergraduate grade point average by repeating a course taken as an undergraduate. 7. Under this policy, only the second grade earned, whether higher or lower than the original grade, will be calculated in the grade point average for the purposes of continuance, graduation, etc. Any repeats of a course after grade forgiveness has been applied will be averaged with other course work. All grades will remain on the student's permanent record, but the record of a previous grade in the course will be marked to indicate that the course has been repeated. Academic suspensions will not be removed from student transcripts and Dean's List status will not be added after grade forgiveness is applied to the student record in cases where the grade point average is improved sufficiently to change the student's status for the semester in question. 8. An enhanced grade point average using the Grade Forgiveness Policy does not determine eligibility for graduation with honors. To determine eligibility for graduation with honors, the student's complete record, including grades (grade points and hours) for courses that have been forgiven, will be evaluated to calculate the final grade point average. If the student's overall average is sufficient, graduation with honors will be posted to the student's record. * Only the first five repeated courses will be forgiven. Students are not given an option to select which course might be forgiven. 9. In cases where the student repeats a course in which a grade of C or better was awarded, all grades received, including the original grade, and all hours earned will be used for calculation of grade point averages. The course will count only one time toward graduation certification and degree completion.

INSTITUTION	COURSE REPEAT POLICY
Old Dominion University ***continued***	10. Students receiving financial aid should consult with their Financial Aid representative to determine how use of this policy may affect financial aid status. 11. Other schools, including professional and graduate schools, may not honor this policy on repetition of courses with forgiveness. 12. Veterans should consult the Office of the University Registrar to determine the impact of course repetition on their eligibility for benefits. **Repeating Courses:** Normally, undergraduate students may not repeat courses in which they have previously earned a C or better or in which they have received transfer credit. Exceptions to this should be made by the department chair or, in the case of graduate students, by the dean of the college in which the graduate student is enrolled, and should be allowed only under the following conditions: 1. A student has a long delay (usually more than five years) between an introductory course (or the first half of a two-course sequence) and subsequent study, so that repeating the course is advisable for future success in the field. 2. A department requires that grades higher than C be earned in particular courses and requires a cumulative grade point average greater than 2.00 and stipulates that students who earn less than the desired grades or grade point average retake the courses. None of the credit hours earned in courses that have been repeated for credit under these conditions will be applicable toward the total hours required for the degree. Grades earned in both the original course (if C or above) and the repeated course will, however, be used in the calculation of the cumulative grade point average. The Grade Forgiveness Policy does not apply when courses are repeated in which a grade of C or higher was earned originally nor does the Grade Forgiveness Policy apply to transfer courses.
University of Tennessee at Knoxville repeat limit: 2 per course, (unless specified otherwise or with prior approval) no repeat for grades A-C last grade counts in GPA for 100-200 level (first 3 courses) unless last grade is failing all grades count in GPA if course attempted after 3	**General Repeat Policy:** Unless it is otherwise specified in the course description, no course may be attempted more than three times. • A grade of W does not count as one of the available attempts. • Grades of C-, D+, D, D-, F, I, and NC are counted as one of the available attempts. • No course may be repeated in which a grade of C or better has already been earned. • Exceptions to the number of times a course may be repeated will be allowed only with prior written permission from the head of the department where the course is being offered and the student's college dean or designee. • Each course is counted only once in determining credit hours presented for graduation. **Grade Replacement Policy for Three Lower Division (100-200 Level) Courses** • For the first three repeated lower-division courses (100-200 level), only the last grade earned in the repeated courses will be counted in computing the grade point average. • In the case where a student earned a grade of C-, D+, D, or D- in the course and subsequently repeats the course with a failing grade (F), the grade of C-, D+, D, or D- will be counted in computing the grade point average. • If the same course is repeated more than once, the additional repeats count as part of the repeat total. • Repeating a course in which an NC grade has been earned does not count as one of the repeats covered by this policy. • Grades of W do not count as one of the repeats covered by this policy. • For all courses repeated after the first three, all grades will be included when computing the grade point average. • All grades for all courses remain on the transcript.

Course Repeat Policy at Banner Institutions

INSTITUTION	COURSE REPEAT POLICY
Temple University no repeat limit subsequent and higher grades count in GPA	Students may wish to repeat a course in order to earn a higher grade, either to raise their grade point average or to receive a grade required by their major or to meet another requirement, such as achieving the minimum C- required for successful completion of Core Curriculum courses. The decision to repeat a course for a higher grade must be made in consultation with an advisor. A repeated course must be graded using the same grading system (pass/fail, credit/no credit, or letter grade) as when originally taken. If an undergraduate student takes a course more than once, (a) all occurrences of the course will appear on the student's transcript, but (b) all grades other than the lowest grade received will be used in calculating the student's grade point average. Except for courses designed to be taken multiple times, such as independent study, research, or other specified courses, credit for a given course will be granted only once.
Utah State University repeat limit: 2 per course, 10 total repeats (without dean approval) – registration hold if more attempts without approval highest grade counts in GPA	**Repeating Courses** Students may repeat any course at USU for which they have previously registered. They may also retake a course originally taken at an institution where USU has an articulation agreement, if the agreement identifies a specific USU course as being equivalent to the one the student desires to replace. All other decisions dealing with retaking courses, including courses taken under the quarter system, will be determined by the department in which the course is offered. The number of times a student can take the same class is limited to a total of three times (once, plus two repeats). Beyond three attempts, the student's dean must approve additional registration for the class. The total number of repeats allowed is limited to ten. Students who exceed this limit will have an academic hold placed on their registration. Beyond ten repeats, the student's academic dean must approve additional registration. **This policy does not apply to courses repeatable for credit.** When a course listed in the *General Catalog* is identified as repeatable, the course may be taken more than once for credit. When a course not identified as repeatable for credit is repeated, **the highest grade and GPA hours are used to recalculate the student's grade point average.** (Note: For courses taken prior to Summer 2011, the most recent grade and GPA hours were used to recalculate the student's grade point average.) The lower grade and GPA hours for the same course will remain on the student's academic record, but will *not* be calculated in the grade point average or total GPA hours completed, and will be designated on the student's transcript with an *E* (exclude). With the approval of the college dean, a course designated as repeatable may be repeated to receive a higher grade, with only the most recent grade and GPA hours being used in recalculating the student's grade point average. Once a degree is posted, all grades for that degree are frozen and cannot be modified. The only exception may be when a student completes an associate degree and then continues on to pursue a bachelor's degree. In this case, if a course is repeated, the highest grade will be used.
University of Vermont all grades count in GPA	**Repeated courses:** Students who repeat a course only receive credit once for the course. The grades for all occurrences of the course remain on the permanent academic record and all are included in computing the cumulative grade-point average. Any transfer credit for repeated course work will be removed from the transfer credit record. Only the course(s) completed at UVM will be calculated into the GPA.

Course Repeat Policy at Banner Institutions

INSTITUTION	COURSE REPEAT POLICY
Virginia Commonwealth University no repeat limit D or F grade excluded when course repeated (with approval) all grades count in GPA repeat requires approval	**Repeated courses:** Because some programs do not allow students to repeat courses, any student planning to do so must first consult with his or her adviser, department chair or program head. The semester credits attempted and the grade points earned for all attempts are included in computing the cumulative GPA. No matter how often a course is repeated, it may be counted only once as credits presented toward graduation. If a student repeats a course in which a D or F was earned on the first attempt, the student can file the Historical Repeat Course Option form at any time during a semester prior to the awarding of the undergraduate degree. This form must be filed before the last week of classes in any semester so the cumulative GPA can be adjusted at the end of that semester. It is available online at www.enrollment.vcu.edu/rar. In the case of courses that are no longer offered at VCU, students may take the established equivalent course at VCU and file the Historical Repeat Course Option form as described in the previous paragraph. The grade is not excluded until the request is made. If, however, more than one D or F grade is received in the same course, only one of these grades will be excluded from the computation of the cumulative GPA. Grades for all attempted courses remain on the student's permanent record. Students may not repeat courses for which they have previously received transfer credit. A repeated course may be counted only once toward credits necessary for graduation. Before repeating a course, the student should consult with the adviser, department chair or program head. Initiating the repeated course option by using the Historical Repeat Course Option form will not result in a change in previously earned academic statuses (warning, probation, suspension). Students who choose to repeat a course must do so before the awarding of their undergraduate degrees from VCU, or from any other college to which VCU course work is transferred. The student's GPA at graduation will not be affected by repeating a course at any time after graduation. Students who are eligible to file a historical repeat on a course that would change their academic standing have until the end of the add/drop period the following semester to file an ARAC petition with their school/college ARAC representative to request that the academic status be changed. Once the add/drop period the following semester has passed the student can still submit the historical repeat and have the grade point average changed, but the academic status will not be changed. For courses taken in the spring semester, the following semester is the summer session and the petition must be filed within one week (seven days) of when the first summer session starts.
Virginia Polytechnic Institute and State University (VirginiaTech) no repeat limit (? not sure) no repeat for grades A-C all grades count in GPA	**Repeated Courses**: A student may not repeat courses in order to improve his or her grade average where a grade of "C or higher has been earned. An assigned grade of "A-D" for the second occurrence will be changed to a grade of "P" whenever a graduation analysis (DARS report) detects a repeated course with a "C" or better grade. Repeating a course where the course is "C-" or below, both instances of the graded course will be computed in the grade point average.

Course Repeat Policy at Banner Institutions

INSTITUTION	COURSE REPEAT POLICY
Wayne State University repeat limit: 3 per course (includes withdrawal or incomplete) 2nd repeat requires advisor approval 3rd repeat requires department approval 4th repeated course requires prior advisor approval last grade counts in GPA	**Courses Repeated From Fall Term 2006 To The Present:** If an undergraduate student repeats a course and completes it with a grade of 'A', 'A-minus', 'ANC', 'B-plus', 'B', 'B-minus', 'BNC', 'C-plus', 'C', 'C-minus', 'CNC', 'D-plus', 'D', 'D-minus', or 'F', the following rules will apply in posting the student's cumulative record: 1. No student shall attempt to take a class more than four (4) times (for a definition of "attempt," see 5, below). 2. If a student anticipates an attempt to take a class for the third (3rd) time, he/she must meet with an academic advisor to receive permission for this attempt. 3. If a student anticipates an attempt to take a class for the fourth (4th) time, he/she must obtain written permission from the chair (or his/her designee) of the department offering the course and the chair (or his/her designee) of the student's home department. 4. When a course is repeated, credit is only granted once. The last grade and credit hours for a repeated course are used in computing a student's grade point average and for awarding credit hours applicable for a degree even if lower than the previous grade. However, a grade of 'WP' (Withdrawal/Passing, no credit) or 'WF' (Withdrawal/Failure, no credit) or 'I' (Incomplete, no credit) will not replace a previous grade or credit hours for a course. All attempts to take a course will be recorded on a student's transcript, whatever the last grade and credit hours awarded may be. 5. Withdrawals, incompletes, as well as courses repeated in an effort to earn higher grades will count as attempts. If a student drops the class before a 'W' would appear on the transcript, this is not counted as an attempt, i.e. the student does a drop or a drop/add to another course. If tuition has been assessed and the time for refunding tuition has passed but the time for having a 'W' appear on the transcript has not, the tuition will not be refunded, but the registration will not count towards the allowed attempts. 6. Any student who has repeated three different courses must meet with an academic advisor for permission to repeat another course. 7. There shall be an appeals process to the dean's office of the colleges offering the course and the student's home department. After a degree has been granted, no grade computed in that degree may be changed. *If a post-bachelor status student* repeats a course originally taken under regular undergraduate status, the repeat will in no way modify the earlier attempt. The second election, however, will be averaged in the grade point base. *School of Business Administration:* No course in which a student has received a passing grade or mark may be repeated without the prior written approval of the Graduate Officer of the School of Business Administration. *Eugene Applebaum College of Pharmacy and Health Sciences:* No course may be repeated without the prior written consent of the advisor(s) delegated for each professional curriculum.

Course Repeat Policy at Banner Institutions

INSTITUTION	COURSE REPEAT POLICY
Western Michigan University repeat limit: 2 per course (does not include withdrawals) last grade counts in GPA	**Repeated Courses:** The following is the general University policy regulating repeated courses. Some academic Colleges, however, have a somewhat different policy regulating students in academic programs within those Colleges. You are advised to seek the counsel of the academic advisors in the College advising offices regarding the specific repeated course policy for that College. Any course in which a student may have been enrolled more than once is considered a repeated course. A grade must be presented for each course, and any course first elected for a letter grade must be elected for a letter grade when repeated. Only the most recent grade for a repeated course is used in calculating a student's grade point average. However, if a student receives a letter grade in the first enrollment and then enrolls again in the course and receives a grade of "W," "Cr," or "NC," the previous grade will remain in the grade point average. The number of times a course can be taken is limited to three, although courses in which grades of "W," "Cr," or "NC" are received will not count as attempts in limiting the maximum number of times a student can register for a course. Appeals may be addressed to the department chairperson. There is no limit on the number of different courses that can be repeated. A repeated course is not removed from the student's record. All grades earned are shown on the transcript. Many graduate and professional schools recalculate the grade point average using grades from all classes taken, including repeats, in determining eligibility for admission. This fact should be carefully considered by students who are attempting to increase their grade point average by repeating courses in which they have received a passing grade. **Repeated Courses in the College of Engineering and Applied Sciences** Students in the College of Engineering and Applied Sciences may enroll in a course that is required in their curriculum only three times. Any additional enrollments require prior written approval of their department chair.

Report on the effects of adopting a revised grade recalculation policy at Kent State University

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Report on the effects of adopting a revised grade recalculation policy at Kent State University

In Spring Semester 2008, Kent State University implemented a new policy for "forgiving" grades in repeated courses. The primary impetus for creating a new policy was the adoption of the Banner student information system and its inability to automate application of the policy in its previous form. However, during the discussions leading to a new policy, it became apparent that the old policy not only was difficult for students to understand but also gave rise to inequitable application. Even if Banner had not been adopted, it is likely that the policy would have had to be revised anyway.

The new policy was developed by a subcommittee of the Associate and Assistant Deans Committee, presented to several campus committees for discussion and approved by the A & A Deans Committee for submission to the Educational Policy Council. Included with the policy proposal was a pledge by the A & A Deans to review the new policy after it had been in place for three years and to report on the effects of changing the policy. This report is the fulfillment of that pledge.

Background

Provisions of the Prior Policy

The grade recalculation policy in effect prior to Spring 2008, although officially called the "Rule for Recalculation of First-Year Grade Point Average," was referred to colloquially as "Freshman Forgiveness." The intent of that policy was to provide a way for students who were unprepared for the rigors of college study to repeat courses taken early in their college career in which they had earned poor grades. The policy allowed students to replace the poor grade earned in the first attempt with what was expected to be a better grade in a second attempt. The rules of eligibility for Freshman Forgiveness were:

- Any course could be repeated for forgiveness as long as the course had been taken before the student had attempted 30 semester hours. The second attempt of the course must have been taken before the student had attempted 60 semester hours. Thus, the main rule for eligibility was student-based: When in the student's program of study did the student take the course? The justification for this rule was that, after attempting 30 hours, a student should have become accustomed to the rigors of college study and should no longer be eligible for a policy intended to help freshmen.
- Only courses in which the student received a grade lower than C were eligible for forgiveness.
- The grade for the second attempt of the course remained in the calculation of the student's cumulative GPA and the grade for the first attempt was removed (forgiven). This held true even when the grade for the second attempt was lower than the grade for

the first attempt. This part of the policy was intended to serve as an incentive for the student to do whatever was necessary to succeed the second time around. The grades for any additional attempts of the same course also counted in the student's GPA along with the grade for the second attempt.

- Students were required to apply for Freshman Forgiveness after completing the second attempt at a course. That is, only after a student applied for and was approved for Freshman Forgiveness was the policy applied to that student's record.

Provisions of the Current Policy

When Banner was adopted as Kent State's student information system, the decision was made to automate as many procedures as possible in order to take advantage of the system's capabilities. Banner was not capable of automating a policy that required inspection and evaluation of each individual student's record for all the parameters of the forgiveness policy then in effect. It became necessary to move to a course-based policy rather than a student-based policy: Which courses are eligible to be repeated for a recalculated GPA? However, with regard to other parameters of the policy, Banner offered several options. After multiple discussions with stakeholder groups, the following rules of eligibility were adopted for the new policy, which was known informally as "Retake for Recalculation":

- All lower division courses (10000 and 20000 numbers) may be retaken for recalculation of cumulative GPA except those courses that may be repeated for additional credit. The original attempt and the retakes may occur at any time during the student's college career.
- Any grade may be forgiven, up to and including A-.
- There is no limit to the number of times a student may retake the course. Only the highest grade achieved in all attempts is used in the calculation of the student's GPA. The grades for all other attempts are forgiven.
- The policy is applied automatically to all retaken courses at the end of every term.

Concerns about the new policy

The rules of the new policy were not really chosen by consensus, but rather were arrived at as a sort of midpoint between the preferences of some stakeholders who wanted more stringent rules and others who wanted more lenient rules. They also were a response to a large number of stakeholders who disliked the complexity of the old rules and wanted a policy that would be easier for faculty and advisors to explain and for students to understand.

Some concerns expressed at the time the policy was adopted were:

- Students will take the same course over and over to achieve better grades. This will extend their time to completion and may cause their financial aid eligibility to expire before graduation.

- Students who are overly concerned about GPA numbers will repeat courses they have successfully passed just to move from an acceptable grade to one that is marginally higher.
- A large number of students registering for courses as repeaters will fill the courses before other students who want to take the course for the first time are able to register.

The pledge to examine the effects of the policy was a response to these concerns.

Methods

The Kent State University office of Research, Planning and Institutional Effectiveness (RPIE) was contacted to provide raw data on cases meeting criteria for inclusion in the repeat for recalculation policy. RPIE was extremely helpful in understanding the exact nature of the data being requested and worked through several iterations of the request to ensure accuracy. The office also created a special indicator variable in the data very similar to the Banner I-Included or E-Excluded code.

The unit of analysis in the dataset used for this analysis is the individual class attempt. Personal identification of the student was limited to the Banner ID number. Academic information regarding the student such as college, major, catalog year, class standing, GPA before and after the class attempt, and academic status before and after the class attempt was included. Information relating to the course such as campus, CRN, section number, course number and name, college, department, semester offered, midterm grade (if applicable), final grade, and included/excluded indicator were also provided. Data were provided for five semesters before the implementation of the new policy and five semesters after the implementation.

Classes that were repeatable for credit were removed from the data. Similarly, cases in which one or more attempts fell outside of the time frame being studied were also removed. The resulting data set included 115,018 individual class attempts. For those cases in which a series of attempts spanned the old and new policies, the entire series was coded as having taken place under the new policy.

Findings

<u>The number of students using the recalculation policy</u>

Total Number of Students Using the Recalculation Policy	
Old Policy	5,536 (20.7%)
New Policy	21,252 (79.3%)
Total	**26,788**

A total of 26,788 students had grades recalculated under either policy. The new policy saw an increase of 284 percent over the old policy. Some of the increase is due to our counting of cross-policy cases in new policy cases.

The number of instances of grade recalculation

Total Number of Grades Replaced	
Old Policy	13,546 (24.8%)
New Policy	41,169 (75.2%)
Total	**54,715**

A total of 54,715 grades were changed in the entire 10 semesters under study. Three-quarters of those grade changes took place under the new policy. The new policy saw an increase of 224 percent over the old policy, but again, some of the increase is due to counting cross-policy cases in new policy cases. Students averaged 2.45 grade changes per student under the old policy. This number fell slightly to 1.94 grade changes under the new policy. In other words, more students are taking advantage of recalculation under the new policy, but each student is using it for fewer courses.

The average number of attempts replaced per incidence of replacement

Average Number of Retakes per Incidence of Replacement

Number of Retakes	1	2	3+
Old Policy			
Frequency	19,864	2,265	388
Percent	87.7%	10.0%	1.7%
New Policy			
Frequency	33,836	4,028	652
Percent	87.5%	10.4%	1.7%

The average number of course attempts was 2.15 (1 initial attempt and 1.15 retake attempts). This value did not vary significantly under either policy.

For each grade replaced under the old policy 87.7% of students made only one attempt. Ten percent of students attempted two retakes and 1.7% attempted three or more. Those figures remained remarkably consistent under the new policy (87.5%, 10.4%, and 1.7% respectively).

Academic status of students using the recalculation policy before and after the term of recalculation

Academic Status of Students Using the Recalculation Policy Before and After the Term of Recalculation

			Frequency	Percent
Old Policy				
	Standing Remained the Same			
		GS to GS	4,679	34.5%
		AP to AP	2,861	21.1%
		SW to SW	458	3.4%
	Academic Standing Improved			
		AP to GS	1,318	9.7%
		SW to GS	1,232	9.1%
	Academic Standing Worsened			
		GS to SW	900	6.6%
		GS to AP	1,412	10.4%
			Frequency	**Percent**
New Policy				
	Standing Remained the Same			
		GS to GS	16,199	39.3%
		AP to AP	8,657	21.0%
		SW to SW	1,721	4.2%
	Academic Standing Improved			
		AP to GS	4,551	11.1%
		SW to GS	4,118	10.0%
	Academic Standing Worsened			
		GS to SW	2,837	6.9%
		GS to AP	1,887	4.6%

Note: Percentages do not total 100% due to missing data

A slightly higher proportion of students (21.1%) improved their academic standing after the term of recalculation under the new policy than under the old policy (18.8%). The new policy also saw an increase in the number of students whose academic standing did not change after recalculation. A higher percentage of students actually moved to a lower academic standing after recalculation under the old policy.

GPA of students using the recalculation policy before and after the term of recalculation

GPA of Students Using the Recalculation Policy Before and After the Term of Recalculation

	Before	After	Change
Old Policy	1.74	2.14	.40
New Policy	2.03	2.28	.25

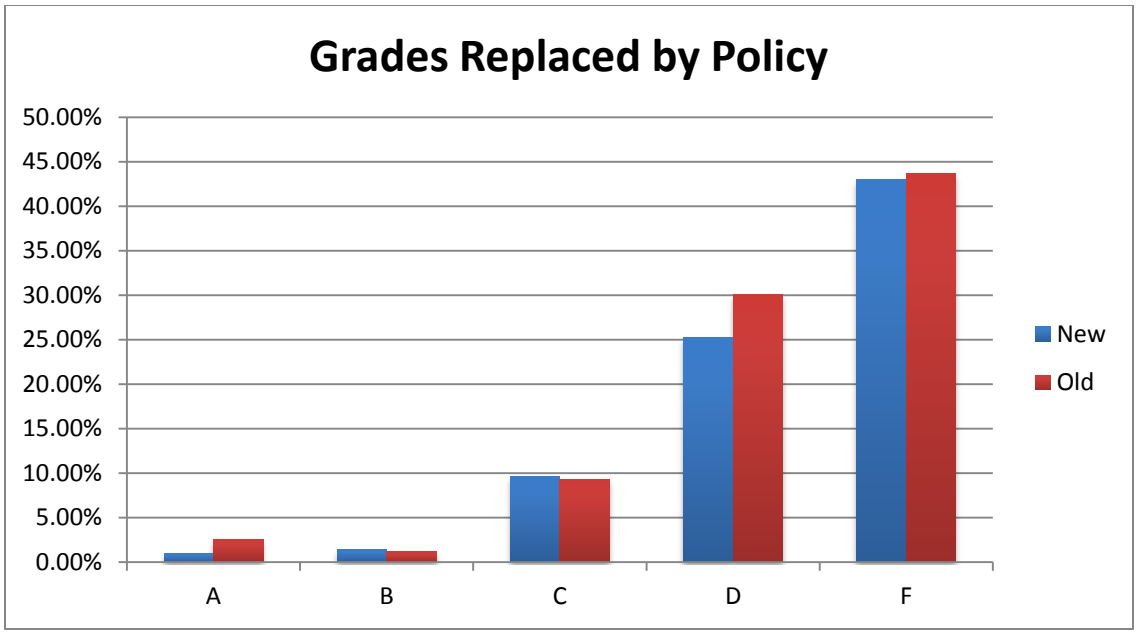
The average cumulative GPA of a student increased by .40 after the term of recalculation under the old policy. Under the new policy the average cumulative GPA increase was one-quarter of a point. The data in this table may not reflect actual circumstances because Banner does not preserve original GPAs. If a student had multiple recalculations over several terms, the GPA before a later recalculation may have been adjusted for a previous recalculation.

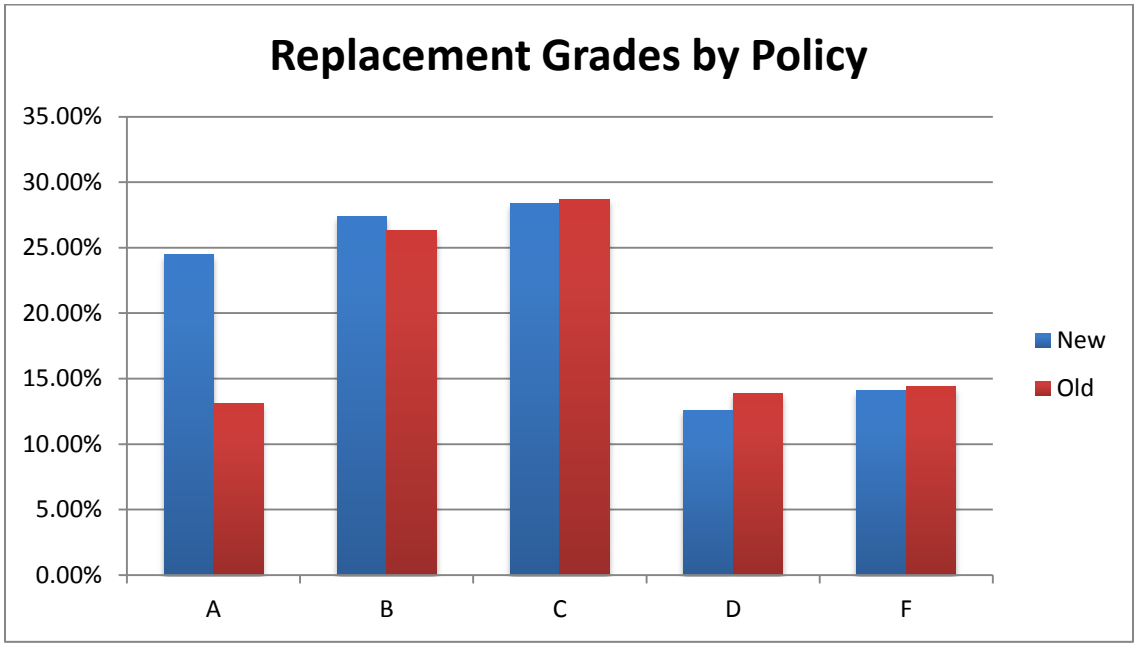
Distribution of replaced grades by replacement grades

Distribution of Initial Grades by Replacement Grades

Old Policy		**Frequency**	**Percent**
Initial (Replaced) Grade			
	A	555	2.5%
	B	276	1.2%
	C	2,089	9.3%
	D	6,800	30.1%
	F	9,869	43.7%
	Other	308	1.4%
	NF/SF	2,633	11.6%
	S-U	207	0.9%
New (Replacement) Grade			
	A	1,785	13.1%
	B	3,563	26.3%
	C	3,892	28.7%
	D	1,886	13.9%
	F	1,956	14.4%
	Other	52	0.6%
	NF/SF	231	2.0%
	S-U	181	1.4%
New Policy		**Frequency**	**Percent**
Initial (Replaced) Grade			
	A	379	1.0%
	B	479	1.4%
	C	3,643	9.6%
	D	9,475	25.2%
	F	16,220	43.0%
	Other	475	1.1%
	NF/SF	6,334	16.8%
	S-U	90	0.2%
New (Replacement) Grade			
	A	5,952	24.5%
	B	11,289	27.4%
	C	11,698	28.4%
	D	5,192	12.6%
	F	5,796	14.1%
	Other	95	0.1%
	NF/SF	1,014	2.4%
	S-U	86	.2%

Note: +/- grades collapsed into whole letter grades


Grades Replaced by Policy
50.00%
45.00%
40.00%
35.00%
30.00%
25.00%
20.00%
15.00%
10.00%
5.00%
0.00%
A
B
C
D
F
New
Old


Replacement Grades by Policy
35.00%
30.00%
25.00%
20.00%
15.00%
10.00%
5.00%
0.00%
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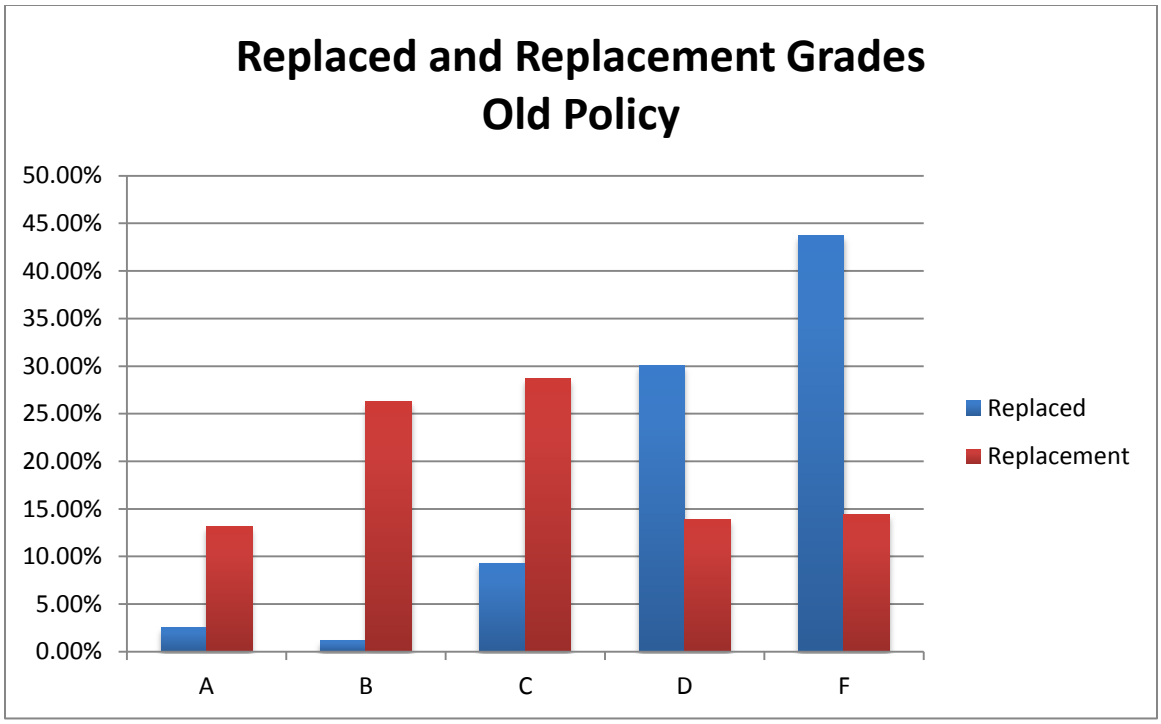
D
F
New
Old


Replaced and Replacement Grades
Old Policy
50.00%
45.00%
40.00%
35.00%
30.00%
25.00%
20.00%
15.00%
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5.00%
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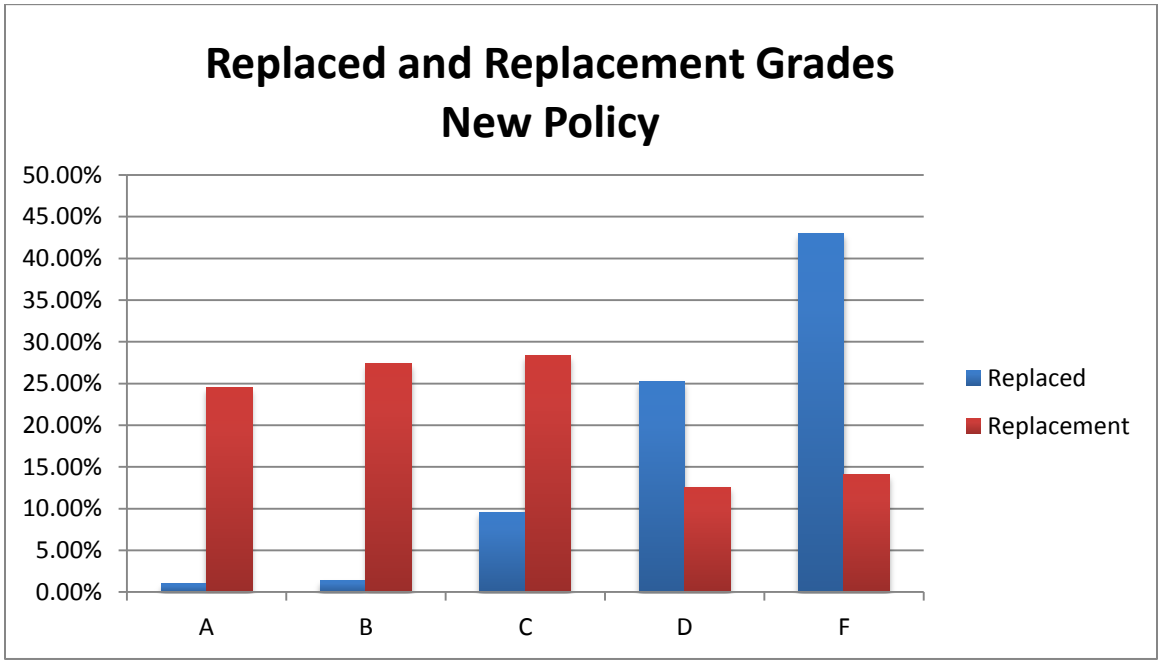
D
F
Replaced
Replacement


Replaced and Replacement Grades
New Policy
50.00%
45.00%
40.00%
35.00%
30.00%
25.00%
20.00%
15.00%
10.00%
5.00%
0.00%
A
B
C
D
F
Replaced
Replacement

Number of recalculated grades by course level

Number of Recalculated Grades by Course Level

Old Policy		**Frequency**	**Percent**
	10000 Courses	9,957	74.5%
	20000 Courses	2,496	18.4%
	30000 Courses	706	5.2%
	40000 Courses	387	2.9%
New Policy		**Frequency**	**Percent**
	10000 Courses	28,701	69.7%
	20000 Courses	9,420	22.9%
	30000 Courses	2,073	5.0%
	40000 Courses	975	2.4%

Summary

Many more students—almost four times as many—are using the new policy than used the old policy. This is most likely due to the facts that the new policy can be used at any time during a student's attendance and the policy is applied automatically. However, the number of grade recalculations per student has fallen slightly.

Under the old policy, only slightly more than 10 percent of students repeated courses more than once for recalculation. That percentage has stayed almost exactly the same.

The new policy has enabled more than three times as many students to improve their academic standing as did under the old policy. The number of students whose academic standing fell under the new policy is larger than under the old one, but that is because the overall number of students using the policy is larger. The percentage of students whose academic standing fell is actually smaller under the new policy.

For Further Analysis

Data used in this analysis are stored in an SPSS file which can easily be converted to other analysis platforms. The data will be housed with the Research, Planning & Institutional Effectiveness (RPIE) office at Kent State University.

Acknowledgements

Mike Sperko and Usman Qureshi, Sr. Institutional Research Information Officer from RPIE.
Benjamin Villarreal in the College of Public Health.

KENT STATE UNIVERSITY

TO: Donald Palmer, co-chair, University Requirements Curriculum Committee

FROM: Therese E. Tillett, director, Curriculum Services

SUBJECT: Request for Kent Core and diversity designations for specific International Baccalaureate (IB) examinations

DATE: 26 September 2014

An initiative led by the Center for Integrative and Comparative Studies and the Office of Global Education requested faculty members from across the university to review International Baccalaureate (IB) examinations in all subject matter for Kent State credit consideration. From those reviews and ensuing discussions, it was determined that Kent State University would accept for college credit all IB exams earned with a minimum 5 score.

It was also agreed upon by faculty that the appropriate exams taken at the higher level (HL), with minimum 5 score, would be given direct equivalency to Kent State course(s) in physics, biology, chemistry, economics, psychology and English composition. The appropriate exams taken at either the standard level (SL) or the higher level (HL), with minimum 5 score, would be given direct equivalency to Kent State course(s) in the following subjects: geography; philosophy; mathematics; anthropology; political science; information technology; and the languages Arabic, Chinese, French, German, Greek, Hebrew, Italian, Japanese, Kiswahili, Latin, Portuguese, Russian and Spanish[1]. See appendix A for the list of approved equivalencies.

With the exception of information technology and the language courses, all direct equivalencies fulfill the Kent Core requirement. Six of the direct equivalencies fulfill the diversity requirement.

From that review, the following IB exams (not including languages) have no direct equivalency and/or no Kent Core designation[1]:

- Biology SL
- Chemistry SL
- Dance SL and HL
- Economics SL
- Environmental Systems and Societies SL
- History SL and HL
- Literature and Performance SL
- Literature SL
- Music SL and HL
- Physics SL
- Psychology SL
- Sports, Exercise and Health Science SL
- Theatre SL and HL
- Visual Arts SL and HL

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[1] Some faculty reviews and decisions have not been completed yet; therefore, this list is not all inclusive.

My office was requested to review these IB exams and make a recommendation to the URCC for approval of Kent Core designation. Academic Program Coordinator Katie Smith compared each IB exam guide against the Kent Core philosophy and criteria and the Ohio Transfer Module (OTM) guidelines. In addition, she reviewed websites for all Ohio's four-year public universities and Kent State benchmark universities (24 universities total) to see if and how they currently award general education credit for IB exams. Of the 24 universities reviewed, 17 listed information on their website about IB credit.

From the review, we found that the universities that awarded college credit for the SL exam unanimously awarded general education credit in the following subjects: theatre, physics, biology, chemistry, economics, psychology, literature and literature and performance. The universities that awarded college credit for the HL exam unanimously awarded general education credit in theatre only. See Appendix B for a breakdown of the universities and the IB exams for which they award college credit.

Based on this review, the Office of Curriculum Services recommends the following to the URCC for review and approval.

IB Exam[2]	**Recommendation**	**Notes**
Biology SL	Kent Core Basic Sciences	SL and HL share a "core" of topics, and five additional advanced topics are required for HL students (e.g., genetics, plant science). SL and HL students both choose two options: SL options are more basic (cells, energy), and HL options are more advanced (neurobiology, biotechnology). The core itself appears extensive, and course objectives align with Kent Core expectations. Course objectives align with OTM Natural Sciences guidelines stating that course should have as goals "the development of an understanding of how scientific principles are built and used in the modern world and of the impact of science on society," and making clear the "importance of experimental inquiry in the sciences and the way in which such inquiry into the natural world leads scientists to formulate principles that provide universal explanations of diverse phenomena."
Chemistry SL	Kent Core Basic Sciences	SL and HL share an extensive "core" of topics, and nine additional advanced topics are required for HL students (e.g., organic chemistry, kinetics). SL and HL both choose two options—identical except for number of hours required. Course objectives align with Kent Core expectations and OTM Natural Sciences guidelines stating that course should have as goals "the development of an understanding of how scientific principles are built and used in the modern world and of the impact of science on society," and making clear the "importance of experimental inquiry in the sciences and the way in which such inquiry into the natural world leads scientists to formulate principles that provide universal explanations of diverse phenomena."

[2] Exam earned with minimum 5 score.

IB Exam[2]	Recommendation	Notes
Dance SL	No Kent Core credit	A significant proportion of the course content involves composing original dance work and specializing in a style of dance performance. Composition of original work and performance make up 80 percent of the teaching hours of the course at SL and HL. Course aims are the same at both SL and HL, with additional assessment objectives at HL. OTM Arts and Humanities guidelines state that courses should not be "skill developmental or a preparatory course for advanced study in a major (e.g., applied music lessons, studio art, symbolic logic, theatre skills and creative writing)."
Dance HL	No Kent Core credit	See notes in Dance SL, above.
Economics SL	Kent Core Social Sciences	SL and HL share a "core" of topics, and HL students are required to master more advanced mathematical and theoretical aspects of content (e.g., calculating linear supply functions and evaluation of governmental response in situations where asymmetric economic information is a factor). Content includes developmental and international economics, which aligns with OTM guideline that courses should "allow the student to acquire an understanding of our global and diverse culture and society." Emphasis on applicability of economic theories to real-world issues (efficiency and equity, distinctions between economic grown and economic development, government intervention) align with Kent Core expectations.
History SL	Kent Core Humanities and Global Diversity	SL and HL students opt to follow route 1 (history of Europe and the Islamic world) or route 2 (20th century world history). SL and HL students share a "core" of topics, and HL students are also required to undertake an in-depth study of a period of history related to the course route they have chosen. Aims of history course include encouraging an understanding of the impact of historical developments at national, regional and international levels; developing an awareness of one's own historical identity through the study of the historical experiences of different cultures; and encouraging an understanding of the present through critical reflection upon the past. These aims align with Kent Core expectations and OTM Arts and Humanities guidelines.
History HL	Kent Core Humanities and Global Diversity	See notes in History SL, above.

IB Exam[2]	Recommendation	Notes
Environmental Systems and Societies SL	Kent Core Basic Sciences	Course aims align with OTM Natural Science guidelines (e.g., how scientific principles are built and used in the modern world; impact of science on society). Course topics—e.g., ethical issues related to pollution, use of resources and global biodiversity—align with Kent Core expectations that courses foster "ethical and humanitarian values."
Language A: Literature SL	Kent Core Humanities	Course includes literary criticism, literary analysis, synthesis and evaluation, argument construction, exploration of how cultural values are expressed through literature, and expression of ideas clearly in oral and written formats. Course topics and aims are aligned with Kent Core expectations and OTM Arts and Humanities guidelines that state courses should "focus on the study of human endeavors spanning historical periods, regions and cultures."
Literature and Performance SL	No Kent Core credit	Course is a combination of literature and theater, with a heavy focus on preparation for theater performance (i.e., developing skill in student performance, analysis of student performance). Of 150 teaching hours, 60 hours (40 percent) are devoted to student performance-related topics. OTM Arts and Humanities guidelines state that courses should not be "skill developmental or a preparatory course for advanced study in a major (e.g., applied music lessons, studio art, symbolic logic, theatre skills and creative writing)."
Music SL	No Kent Core credit	SL students are required to choose from three options in course focus: creating, solo performing and group performing. HL students are required to focus on both creating and solo performing. The aim of the music course is for students to develop their knowledge and potential as musicians. A significant proportion of course content involves composing or performing music. Students also study "musical perception," which requires that they study, analyze, compare and contrast musical cultures. However, only fifty percent of SL teaching hours and 37.5 percent of HL teaching hours are devoted to musical perception; the remaining percent (50 percent for SL and 62.5 percent for HL) focuses on creation and performance. OTM Arts and Humanities guidelines state that courses should not be "skill developmental or a preparatory course for advanced study in a major (e.g., applied music lessons, studio art, symbolic logic, theatre skills and creative writing)."
Music HL	No Kent Core credit	See notes in Music SL, above.

IB Exam[2]	Recommendation	Notes
Physics SL	Kent Core Basic Sciences	SL and HL share a "core," and six additional advanced topics are required for HL students (e.g., thermal physics, quantum physics, nuclear physics). SL and HL students both choose two additional options of course content, and these options are divided into SL options, SL and HL options, and HL options. Course objectives align with Kent Core expectations and OTM Natural Sciences guidelines.
Psychology SL	Kent Core Social Sciences	SL is nearly identical to HL with exception for hours required and qualitative research methodology, on which SL does not focus. Course objectives align with Kent Core expectations and OTM Social Sciences guidelines.
Sports, Exercise and Health Science SL	No Kent Core credit	Course content covers some basic sciences topics (e.g., nutrition, body systems), but is mostly specific to athletic, fitness and health-related fields, and is presented almost entirely in the contexts of sports, performance and health. Does not align with any of the Kent Core categories. OTM Natural Sciences guidelines state course must be from such disciplines as "astronomy, biology, chemistry, environmental science, geology, physical geography or physics," as well as having as a "goal the development of an understanding of how scientific principles are built and used in the modern world and of the impact of science on society."
Theater SL	Kent Core Fine Arts and Global Diversity	Both SL and HL have the same "core" of topics. Content includes some theater production and performance requirements; however, teaching hours are not specified. Both SL and HL students are expected to demonstrate knowledge of theatrical traditions from multiple cultures, to evaluate diverse performances, and to demonstrate an understanding of production elements and theater practices. These expectations align with Kent Core expectations and the OTM Arts and Humanities guidelines.
Theater HL	Kent Core Fine Arts and Global Diversity	See notes in Theatre SL, above. Additional requirements for HL students include the ability to evaluate theater research sources, and demonstrate an understanding of performance processes from conception to final result.
Visual Arts SL	No Kent Core credit	Both SL and HL students choose Option A (60 percent teaching hours focused on studio work) or Option B (40 percent hours focused on studio work). Studio work involves the development of studio techniques and the production of original art. OTM Arts and Humanities guidelines state that courses should not be "skill developmental or a preparatory course for advanced study in a major (e.g., applied music lessons, studio art, symbolic logic, theatre skills and creative writing)."
Visual Arts HL	No Kent Core credit	See notes in Visual Arts SL, above.

Kent State University recognizes the high quality of the International Baccalaureate curriculum and will award credit for most test areas in both the standard and higher levels. Please refer to the chart below for more information on minimum test scores and course equivalencies. Anything not specified may be evaluated individually for credit by the applicable department.

International Baccalaureate Test Area		Exam Score	Course Equivalency
English	Language A: Language and Literature HL	5, 6, or 7	Exemption Waiver for English Proficiency (TOEFL, IELTS)
	Language A: Language and Literature SL	6 or 7	Exemption Waiver for English Proficiency (TOEFL, IELTS)
	Language A: Literature HL	5, 6, or 7	ENG 11011
Language Acquisition	Classical Languages: Greek HL	5, 6, or 7	GRE 14201, GRE 14202, GRE 24201, GRE 24202
	Classical Languages: Greek SL	5, 6, or 7	GRE 14201, GRE 14202
	Classical Languages: Latin HL	5, 6, or 7	LAT 16201, LAT 16202, LAT 26201, LAT 26202
	Classical Languages: Latin SL	5, 6, or 7	LAT 16201, LAT 16202
	Language B: Arabic HL	5, 6, or 7	ARAB 11101, ARAB 11102, ARAB 21201, ARAB 21202
	Language B: Arabic SL	5, 6, or 7	ARAB 11101, ARAB 11102
	Language B: Chinese HL	5, 6, or 7	CHIN 15101, CHIN 15102, CHIN 25201, CHIN 25202 (Mandarin Chinese Only)
	Language B: Chinese SL	5, 6, or 7	CHIN 15101, CHIN 15102 (Mandarin Chinese Only)
	Language B: French HL	5, 6, or 7	FR 13201, FR 13202, FR 23201, FR 23202
	Language B: French SL	5, 6, or 7	FR 13201, FR 13202
	Language B: German HL	5, 6, or 7	GER 11201, GER 11202, GER 21201, GERM 21202
	Language B: German SL	5, 6, or 7	GER 11201, GER 11201
	Language B: Hebrew HL	5, 6, or 7	HEBR 12101, HEBR 12102, HERB 22104, HEBR 22105
	Language B: Hebrew SL	5, 6, or 7	HEBR 12101, HEBR 12102
	Language B: Italian HL	5, 6, or 7	ITAL 15201, ITAL 15202, ITAL 25201, ITAL 25202
	Language B: Italian SL	5, 6, or 7	ITAL 15201, ITAL 15202
	Language B: Japanese HL	5, 6, or 7	JAPN 15101, JAPN 15102, JAPN 25201, JAPN 25202
	Language B: Japanese SL	5, 6, or 7	JAPN 15101, JAPN 15102
	Language B: Kiswahili HL	5, 6, or 7	PAS 10101, PAS 10102, PAS 20101, PAS 20102
	Language B: Kiswahili SL	5, 6, or 7	PAS 10101, PAS 10102
	Language B: Portuguese HL	5, 6, or 7	HRTG 10101, HRTG 10102, HRTG 20201, HRTG 20202
	Language B: Portuguese SL	5, 6, or 7	HRTG 10101, HRTG 10102
	Language B: Russian HL	5, 6, or 7	RUSS 12201, RUSS 12202, RUSS 12211, RUSS 12212, RUSS 22211, RUSS 22201, RUSS 22212, RUSS 22202
	Language B: Russian SL	5, 6, or 7	RUSS 12201, RUSS 12202, RUSS 12211, RUSS 12212
	Language B: Spanish HL	5, 6, or 7	SPAN 18201, SPAN 18202, SPAN 28201, SPAN 28202
	Language B: Spanish SL	5, 6, or 7	SPAN 18201, SPAN 18202
Individuals and Societies	Social and Cultural Anthropology HL	5, 6, or 7	ANTH 18210
	Social and Cultural Anthropology SL	5, 6, or 7	ANTH 18210
	Information Technology in a Global Society HL	5, 6, or 7	CS 10001
	Information Technology in a Global Society SL	5, 6, or 7	CS 10001
	Economics HL	5, 6, or 7	ECON 22060, ECON 22061
	Geography HL	5	GEOG 10160
		6 or 7	GEOG 22061, GEOG 22062
	Geography SL	5, 6, or 7	GEOG 10160
	Philosophy HL	5, 6, or 7	PHIL 11001
	Philosophy SL	5, 6, or 7	PHIL 11001
	World Religions SL	5, 6, or 7	REL 11020
	Global Politics HL	5, 6, or 7	POL 10500
	Global Politics SL	5, 6, or 7	POL 10500
	Psychology HL	6 or 7	PSYC 11762
Sciences	Biology HL	5	BSCI 10110
		6 or 7	BSCI 10110, BSIC 10120
	Chemistry HL	5	CHEM 10060
		6	CHEM 10060, CHEM 10062
		7	CHEM 10060, CHEM 10062, CHEM 10061
	Physics HL	6 or 7	PHY 13001, PHY 13021, PHY 13002, PHY 13022
Mathematics	Further Mathematics HL	5, 6, or 7	MATH 12003
	Mathematics HL	5, 6, or 7	MATH 12003
	Mathematics SL	5, 6, or 7	MATH 12002
	Mathematics Studies SL	5, 6, or 7	MATH 11008, MATH 10041

COMPARISION OF AWARDING IB CREDIT (HL) ACROSS UNIVERSITIES APPENDIX B

	History, Americas HL			Music HL			Theater HL		
	Accepted for credit	Direct Equiv.	Accepted Gen Ed	Accepted for credit	Direct Equiv.	Accepted Gen Ed	Accepted for credit	Direct Equiv.	Accepted Gen Ed
Ohio State University	YES	YES	YES	NO	--	--	NO	--	--
Ohio University	YES	NO	*	YES	NO	*	YES	NO	*
Miami University	NO	--	--	NO	--	--	YES	YES	YES
University of Cincinnati	YES	NO	*	NO	--	--	NO	--	--
Youngstown State University	YES	YES	YES	YES	YES	NO	NO	--	--
Ball State University	*	*	*	*	*	*	*	*	*
Northern Illinois University	NO	--	--	NO	--	--	NO	--	--
University at Albany, SUNY	YES	YES	*	YES	YES	YES	YES	YES	*
University of Memphis	*	*	*	YES	YES	YES	YES	YES	YES
University of NC at Greens.	*	*	*	NO	--	--	NO	--	--
University of North Texas	YES	NO	*	YES	NO	*	YES	NO	*
University of OK at Norman	YES	YES	NO	NO	--	--	NO	--	--
University of Oregon	YES	YES	YES	YES	*	*	YES	NO	YES
University of Southern Miss.	YES	YES	NO	NO	--	--	NO	--	--
University of Texas at Arlin.	YES	NO	*	YES	YES	YES	YES	YES	YES
University of Wisc. at Mil.	YES	NO	*	YES	YES	YES	YES	YES	YES
Western Mich. University	YES	YES	NO	YES	YES	YES	NO	--	--

	Visual Arts HL			Dance HL		
	Accepted for credit	Direct Equiv.	Accepted Gen Ed	Accepted for credit	Direct Equiv.	Accepted Gen Ed
Ohio State University	NO	--	--	NO	--	--
Ohio University	YES	NO	*	NO	--	--
Miami University	NO	--	--	NO	--	--
University of Cincinnati	YES	NO	*	NO	--	--
Youngstown State University	NO	--	--	NO	--	--
Ball State University	*	*	*	NO	--	--
Northern Illinois University	NO	--	--	NO	--	--
University at Albany, SUNY	YES	YES	*	NO	--	--
University of Memphis	YES	YES	NO	NO	--	--
University of NC at Greens.	NO	--	--	NO	--	--
University of North Texas	YES	NO	*	YES	YES	YES
University of OK at Norman	NO	--	--	NO	--	--
University of Oregon	YES	NO	YES	YES	NO	NO
University of Southern Miss.	NO	--	--	NO	--	--
University of Texas at Arlin.	YES	YES	YES	NO	--	--
University of Wisc. at Mil.	YES	NO	*	NO	--	--
Western Mich. University	NO	--	--	NO	--	--

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COMPARISION OF AWARDING IB CREDIT (SL) ACROSS UNIVERSITIES APPENDIX B

	Language A: Literature SL			Literature/Performance SL			Economics SL		
	Accepted for credit	Direct Equiv.	Accepted Gen Ed	Accepted for credit	Direct Equiv.	Accepted Gen Ed	Accepted for credit	Direct Equiv.	Accepted Gen Ed
Ohio State University	NO	--	--	NO	--	--	NO	--	--
Ohio University	NO	--	--	NO	--	--	NO	--	--
Miami University	NO	--	--	NO	--	--	NO	--	--
University of Cincinnati	YES	YES	YES	YES	YES	YES	YES	YES	YES
Youngstown State University	NO	--	--	NO	--	--	NO	--	--
Ball State University	NO	--	--	NO	--	--	NO	--	--
Northern Illinois University	NO	--	--	NO	--	--	YES	YES	YES
University at Albany, SUNY	NO	--	--	NO	--	--	NO	--	--
University of Memphis	NO	--	--	NO	--	--	YES	YES	YES
University of NC at Greens.	NO	--	--	NO	--	--	NO	--	--
University of North Texas	NO	--	--	NO	--	--	NO	--	--
University of OK at Norman	NO	--	--	NO	--	--	NO	--	--
University of Oregon	YES	YES	YES	YES	NO	YES	YES	YES	YES
University of Southern Miss.	NO	--	--	NO	--	--	NO	--	--
University of Texas at Arlin.	NO	--	--	NO	--	--	YES	YES	YES
University of Wisc. at Mil.	NO	--	--	NO	--	--	YES	NO	*
Western Mich. University	NO	--	--	NO	--	--	NO	--	--

	Environmental Systems SL			History, Americas SL			Psychology SL		
	Accepted for credit	Direct Equiv.	Accepted Gen Ed	Accepted for credit	Direct Equiv.	Accepted Gen Ed	Accepted for credit	Direct Equiv.	Accepted Gen Ed
Ohio State University	NO	--	--	NO	--	--	NO	--	--
Ohio University	NO	--	--	NO	--	--	NO	--	--
Miami University	NO	--	--	NO	--	--	NO	--	--
University of Cincinnati	YES	YES	YES	NO	--	--	YES	YES	YES
Youngstown State University	NO	--	--	NO	--	--	NO	--	--
Ball State University	NO	--	--	*	*	*	YES	YES	YES
Northern Illinois University	NO	--	--	NO	--	--	NO	--	--
University at Albany, SUNY	NO	--	--	NO	--	--	NO	--	--
University of Memphis	NO	--	--	*	*	*	YES	YES	YES
University of NC at Greens.	NO	--	--	*	*	*	*	*	*
University of North Texas	NO	--	--	NO	--	--	NO	--	--
University of OK at Norman	NO	--	--	NO	--	--	NO	--	--
University of Oregon	YES	NO	YES	YES	YES	YES	YES	NO	YES
University of Southern Miss.	NO	--	--	YES	YES	NO	YES	YES	YES
University of Texas at Arlin.	YES	YES	NO	YES	NO	NO	YES	YES	YES
University of Wisc. at Mil.	YES	NO	*	NO	--	--	YES	NO	*
Western Mich. University	NO	--	--	NO	--	--	NO	--	--

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COMPARISION OF AWARDING IB CREDIT (SL) ACROSS UNIVERSITIES APPENDIX B

	Biology SL			Chemistry SL			Sports, Exercise SL		
	Accepted for credit	Direct Equiv.	Accepted Gen Ed	Accepted for credit	Direct Equiv.	Accepted Gen Ed	Accepted for credit	Direct Equiv.	Accepted Gen Ed
Ohio State University	NO	--	--	NO	--	--	NO	--	--
Ohio University	NO	--	--	NO	--	--	NO	--	--
Miami University	NO	--	--	NO	--	--	NO	--	--
University of Cincinnati	YES	YES	YES	YES	YES	YES	NO	--	--
Youngstown State University	NO	--	--	NO	--	--	NO	--	--
Ball State University	YES	YES	YES	YES	YES	YES	NO	--	--
Northern Illinois University	YES	YES	YES	YES	YES	YES	NO	--	--
University at Albany, SUNY	NO	--	--	NO	--	--	NO	--	--
University of Memphis	YES	YES	YES	YES	YES	YES	NO	--	--
University of NC at Greens.	NO	--	--	NO	--	--	NO	--	--
University of North Texas	NO	--	--	NO	--	--	NO	--	--
University of OK at Norman	NO	--	--	NO	--	--	NO	--	--
University of Oregon	YES	NO	YES	YES	NO	YES	YES	NO	NO
University of Southern Miss.	NO	--	--	NO	--	--	NO	--	--
University of Texas at Arlin.	YES	YES	YES	YES	YES	YES	NO	--	--
University of Wisc. at Mil.	YES	YES	YES	YES	NO	*	NO	--	--
Western Mich. University	NO	--	--	NO	--	--	NO	--	--

	Physics SL			Dance SL			Music SL		
	Accepted for credit	Direct Equiv.	Accepted Gen Ed	Accepted for credit	Direct Equiv.	Accepted Gen Ed	Accepted for credit	Direct Equiv.	Accepted Gen Ed
Ohio State University	NO	--	--	NO	--	--	NO	--	--
Ohio University	NO	--	--	NO	--	--	NO	--	--
Miami University	NO	--	--	NO	--	--	NO	--	--
University of Cincinnati	YES	YES	YES	NO	--	--	NO	--	--
Youngstown State University	NO	--	--	NO	--	--	NO	--	--
Ball State University	YES	YES	YES	*	*	*	*	*	*
Northern Illinois University	NO	--	--	NO	--	--	NO	--	--
University at Albany, SUNY	NO	--	--	NO	--	--	NO	--	--
University of Memphis	YES	YES	YES	NO	--	--	YES	YES	YES
University of NC at Greens.	*	*	*	NO	--	--	NO	--	--
University of North Texas	NO	--	--	NO	--	--	NO	--	--
University of OK at Norman	NO	--	--	NO	--	--	NO	--	--
University of Oregon	YES	YES	YES	YES	NO	NO	YES	*	*
University of Southern Miss.	NO	--	--	NO	--	--	NO	--	--
University of Texas at Arlin.	YES	YES	YES	NO	--	--	YES	YES	YES
University of Wisc. at Mil.	YES	NO	*	NO	--	--	YES	NO	*
Western Mich. University	NO	--	--	NO	--	--	NO	--	--

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COMPARISION OF AWARDING IB CREDIT (SL) ACROSS UNIVERSITIES APPENDIX B

	Theater SL			Visual Arts SL		
	Accepted for credit	**Direct Equiv.**	**Accepted Gen Ed**	**Accepted for credit**	**Direct Equiv.**	**Accepted Gen Ed**
Ohio State University	NO	--	--	NO	--	--
Ohio University	NO	--	--	NO	--	--
Miami University	NO	--	--	NO	--	--
University of Cincinnati	NO	--	--	YES	NO	*
Youngstown State University	NO	--	--	NO	--	--
Ball State University	*	*	*	*	*	*
Northern Illinois University	NO	--	--	NO	--	--
University at Albany, SUNY	NO	--	--	NO	--	--
University of Memphis	YES	YES	YES	YES	YES	NO
University of NC at Greens.	NO	--	--	NO	--	--
University of North Texas	NO	--	--	NO	--	--
University of OK at Norman	NO	--	--	NO	--	--
University of Oregon	YES	NO	YES	YES	NO	YES
University of Southern Miss.	NO	--	--	NO	--	--
University of Texas at Arlin.	YES	YES	YES	YES	YES	YES
University of Wisc. at Mil.	YES	NO	*	YES	NO	*
Western Mich. University	NO	--	--	NO	--	--

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The * symbol means information could not be gleaned from the university website.

WRITING INTENSIVE COURSE REQUIREMENT REVIEW REPORT

PRESENTED TO THE

UNIVERSITY REQUIREMENTS CURRICULUM COMMITTEE (URCC)

BY

NETTEY, I. RICHMOND, ASSOC. DEAN, CAEST
AND CHAIR, WIC SUB-COMMITTEE OF URCC

ON BEHALF OF

FOLK, JOCELYN, ASSOCIATE PROFESSOR, PSYCHOLOGY
JACOBSON, ANN, PROFESSOR, COLLEGE OF NURSING
KNAPP, DEBORAH, ASSOC. PROFESSOR, MGMT. & INFORMATION SVCS.
MOTTER, TRACEY, SR. ACADEMIC PROGRAM DIR., COLLEGE OF NURSING
ROBISON, ELWIN, PROFESSOR, ARCHITECTURE AND ENVIRON. DESIGN
WILLIAMS, DONALD, DEAN, HONORS COLLEGE & CHAIR, URCC

FRIDAY, 9TH MAY 2014

INTRODUCTION

The writing-intensive graduation requirement became effective for all undergraduate students at Kent State University in the Fall of 1992. The University Requirements Curriculum Committee (URCC) has the responsibility for oversight of the writing requirement and its periodic review. The purpose of this review is to assess faculty and student perceptions of the effectiveness of the writing-intensive graduation requirement, determine areas for improvement, and present recommendations regarding the functioning of the said requirement.

HISTORICAL BACKGROUND

The following constitutes a brief history of the establishment of the writing-intensive graduation requirement. It draws heavily from the most recent review of the requirement, completed in 2007, and is included here to provide a context for this report.

Writing Skills Committee. The current focus on writing at Kent State University began in October of 1985 with the appointment of the Writing Skills Committee. The Committee's charge was to assess the state of undergraduate writing at the university, determine which areas were responsible for the development of student writing skills, and recommend ways to improve student writing abilities. Following a year of investigation and discussion, the Writing Skills Committee presented its report to the Educational Policies Council (EPC) and to Faculty Senate.

In its report, the Writing Skills Committee presented ten recommendations to EPC. These recommendations were far ranging and included a call for the establishment of a permanent EPC Subcommittee on Writing, which was charged with the responsibility of encouraging and overseeing university-wide efforts to improve writing skills. One of the recommendations from the Writing Skills Committee was not approved by EPC but was instead referred to the newly proposed Subcommittee on Writing for further consideration. This recommendation asked the EPC to establish a "graduation requirement that students take at least two writing-intensive courses, at least one of them upper division, following successful completion of the English Composition sequence." The Writing Skills Committee had further recommended that these "writing-intensive courses would be identified from among those which (1) have a maximum enrollment of forty students, (2) require more than two substantial papers, (3) require that more than one of the papers be rewritten before being graded."

In December 1986, Faculty Senate approved, with only minor revisions, the recommendations forwarded by EPC. Faculty Senate also considered the final recommendation on the establishment of a two-course writing-intensive graduation requirement. In place of the recommendation offered by the Writing Skills Committee, Faculty Senate approved the following revised motion:

> A graduation requirement should be established that students must take at least two writing-intensive courses, at least one of them upper-division, following successful completion of the English composition sequence. The criteria for determining which courses shall be drawn up by the EPC's permanent Subcommittee on Writing referenced in Recommendation #1 of this report. That Committee shall also determine which courses meet these criteria.

EPC Subcommittee on Writing. The EPC Subcommittee on Writing began its work in Spring 1987. The Subcommittee sponsored several workshops on writing, distributed occasional papers on the teaching of writing, conducted reviews on the amount of writing that existed in current courses, and continued to consider ways of defining and implementing a writing-intensive graduation requirement. In the Fall of 1989, the Subcommittee asked faculty to complete the second Survey of Writing Expectations. Many faculty expressed enthusiasm for improving student writing skills, but two commonly expressed concerns were class size and the need for assistance in determining how to approach the teaching of writing. Using the data collected in the survey and following additional discussions, the Subcommittee concluded that a one-course writing-intensive requirement with lower enrollments and a revised set of criteria would be appropriate and feasible.

In July 1991, the Subcommittee on Writing submitted a recommendation to EPC for the establishment of a graduation requirement for all undergraduate students to complete at least one writing-intensive course. In order to be considered writing intensive, the proposal specified that courses must be upper division and must meet the following criteria:

> In order to be considered writing-intensive, a course must be designed, at least in part, to help students become effective writers in a specific discipline. There must be a substantial amount of writing; at least one of the assignments must provide students with an opportunity for guided revision before grading occurs; and the grade in the course must reflect the student's writing performance.

Students were required to earn at least a "C" grade in the specified course in order to meet the requirement, and (as amended by EPC) this course could not be taken on a pass/fail basis.

The proposal further specified that each department and school would determine how its program majors would satisfy the writing-intensive course requirement. It was also the intent of the Subcommittee that writing-intensive courses would be taught by full-time tenure track faculty, and the proposal included a provision that faculty should be recognized for the additional work required in teaching these courses. As part of this proposal, the Subcommittee on Writing recommended a class maximum of thirty students.

Although some early discussions had also included the possibility of permitting courses to be selected from any curricular area, it was ultimately decided that the specific intent of the policy would be that the course was to be taken in the major. All programs would either select existing major courses that met the criteria or integrate writing-intensive assignments into a major course. If some schools and departments were not immediately able to establish a writing-intensive course, an interim provision permitted students to substitute a course taken in another department if approved by the appropriate academic unit, department or school of the major.

The proposal from the Subcommittee on Writing for a one-course writing-intensive graduation requirement was approved by EPC, Faculty Senate, the President, and the Board of Trustees with an effective date of Fall 1992 for the entering freshman class. Because the courses were offered at the upper-division level, schools and departments were not required to offer the first writing-intensive courses until Fall 1994. Procedurally, it was determined that writing-intensive course proposals would be forwarded to the Subcommittee on Writing following approval by college curriculum committees. Following approval by the Subcommittee, proposals would be forwarded to EPC.

Definition, Criteria, and Guidelines. In the course of reviewing proposals for Writing Intensive Course (WIC) status, the Subcommittee formalized its thinking in a set of written guidelines, which are the official statement of criteria, principles, and guidelines for writing-intensive courses. The criteria and principles were expressed as follows:

For a course 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;
4. must provide students with at least one writing assignment where there is the opportunity for guided revision before grading occurs; and
5. the grade in the course must reflect the student's writing performance in that course.

In addition, some basic principles were set forth in the EPC resolution establishing the requirement:

6. Normally, a writing intensive course is a content course, rather than a course in writing as a basic skill.
7. The course is not intended as an additional requirement, but as a designation of a course already included in a major.
8. While the *intent* is that all students should be able to fulfill the requirement by taking courses in the major, a student may use a writing course from another discipline, with major departmental/school approval.

The EPC Subcommittee on Writing reviewed all WIC proposals from 1991 through 1997. In Fall 1997, the newly established University Requirements Curriculum Committee (URCC) assumed responsibility for course review and approval and for maintaining the writing-intensive graduation requirement.

WIC REVIEW PROCESS

When the WIC requirement was first established, no provision was made for a periodic review (as exists for the Kent Core and Diversity requirements). In Spring 2001, the URCC established a WIC Review Subcommittee and began to develop a review process. The report of the subcommittee was submitted to the EPC in spring 2007. Included in that report was the recommendation that the requirement be reviewed every five years. This report is therefore the second review of the WIC requirement since its inception in 1992.

THE PREVIOUS WIC REVIEW (2007)

The WIC Review Subcommittee conducted two surveys and analyzed Course Information Forms, syllabi, faculty characteristics, enrollments, and grade distributions for WIC courses over the 2001-2007 time period. The surveys were of department chairs/directors and faculty (2001) and students (2003), while data were collected regarding the courses through the spring of 2007. The following summarizes the key results and recommendations of the subcommittee, drawing from the 2007 report.

Key Results: Faculty

All of the conclusions are qualified given the low response rates for the surveys and the sense that some units did not take the surveys seriously. But overall, departments and schools expressed a high level of satisfaction with the success of the WIC requirement. Many units reported that student writing had improved significantly because of the WIC experience.

In addition, departments and individual faculty members generally indicated that they were meeting the initial requirements as stated on the Course Information Form. Those who did report changes in the nature of the writing assignments indicated that assignments had evolved over time. Schools and departments also reported that their writing-intensive courses met the intent of the WIC requirement because opportunities were provided for guided revision.

The writing-intensive guidelines also specify that students must be given the opportunity for revision *before grading occurs*. The committee determined, however, that grades were being assigned to initial drafts. In addition, the committee found that in more than half of the courses, less than 50 percent of the grade was based on the student's writing performance. They noted that these percentages may be understated because essay exams were not always included.

A frequent response among the units was that the students were inadequately prepared for the writing assignments they were given. Another was that the class size was still too large. A review of syllabi also revealed that very little information about the nature of "writing in the discipline" was directly communicated to students as part of the syllabus.

Key Results: Students

The student results were based on a high response rate (48.2%) with more than 1100 student respondents.

Based on three measures of effectiveness, the student responses suggested that the WIC requirement did contribute to improvements in their writing, although the committee qualified this conclusion for several reasons. They also reported on average spending substantially more time on writing assignments in WIC courses compared with non-WIC courses, suggesting that the courses were meeting the requirement for a "substantial" amount of writing. Again the committee was cautious in interpreting the results, however, noted that a relatively large minority of the respondents felt they did the same or even less work in the WIC course. On average, the students reported that more than half of the course grade was based on writing.

One significant area of concern was that students indicated they did not receive much opportunity for guided revision, and many reported that they did not receive any guidance at all.

Key Results: Faculty and Course Characteristics

The committee focused on three main characteristics in its review, the status of the faculty members teaching WIC courses, section sizes of WIC courses, and the grades received in WIC courses. Regarding the first, the committee found that in 2004 about 60 percent of WIC course sections were being taught by tenure-track faculty members, with about 10 percent taught by graduate students (although many of those were in a single department). The distribution of section sizes showed that in the 2006-07 academic year, about 92 percent had fewer than 30

students (the stated maximum at that time) and more than 80 percent had fewer than 25 students. The course grade distributions showed that about 93 percent of the students received a "C" grade or above, the minimum grade required to fulfill the WIC requirement. Overall the committee viewed the WIC course grade distributions as being "high," but did not make any comparisons with non-WIC courses.

Recommendations

As a result of their review, the URCC made the following recommendations:

1. The Guidelines for Writing-Intensive Course Proposals and the Writing-Intensive Course Information Form should be approved as revised, including the recommendation that a minimum of 50% of the final course grade for writing-intensive courses should be based on writing assignments.

2. Class section size for writing-intensive courses should be limited to a maximum of 25 students.

3. Instructional workshops should be offered at least once a semester to provide guidance in the development of strategies and techniques for teaching writing. The importance of guided revision and strategies for its use should receive special attention as these workshops are developed and delivered.

4. Major programs that do not have an approved writing-intensive course as part of the requirements in the major should identify or develop a writing-intensive course within their own disciplines no later than the end of Spring semester 2008.

5. Revised *Catalog* copy for the Writing-Intensive Course Requirement should be approved for inclusion in the 2008 *Undergraduate Catalog*.

6. A review of the writing-intensive requirement should take place every five years with the next review to occur in 2012.

URCC ACTIONS SINCE 2007 REVIEW

The URCC began implementing these recommendations in the Fall of 2007, beginning with the revision to the Proposal and Information forms as described in recommendation #1 and the revision of the *Catalog* copy. In addition, the maximum of 25 students was adopted at the same time. The committee co-chairs wrote to departments and schools of the few remaining programs that did not have writing courses as part of the major requirements, and over the course of the next year those had courses approved by the URCC and EPC. In short, all of the recommendations have been implemented except recommendation #3, regarding instructional workshops. Working with the Faculty Professional Development Center (FPDC), a general writing-intensive course workshop was offered in the Spring of 2008. Since then, the FPDC has regularly offered targeted or specialized writing workshops virtually ever semester, including those for graduate student instructors in the English department. The recommendation that a workshop be offered each semester, however, has not been implemented. Lastly, in follow-up to recommendations regarding the Diversity requirement, the URCC in 2009 established the policy that the syllabi for writing-intensive courses must include a statement of the nature of such courses, as follows:

This course may be used to satisfy the Writing Intensive Course (WIC) requirement. The purpose of a writing-intensive course is to assist students in becoming effective writers within their major discipline. A WIC requires a substantial amount of writing, provides opportunities for guided revision, and focuses on writing forms and standards used in the professional life of the discipline.

THE CURRENT REVIEW PROCESS

In the Fall of 2011, the URCC WIC Subcommittee began the process of reviewing the WIC requirement. After considerable discussion, the committee decided to follow the same general approach taken in the previous review, to survey department chairs, school directors and their faculty members; survey students; and collect data from RPIE regarding section sizes and grade distributions. Questions regarding the composition of the faculty teaching WICs as well as questions regarding much of the information that could have been gleaned from course syllabi were included in the faculty survey. Both the faculty and student questionnaires are in the appendix. In addition, the Subcommittee reviewed the writing requirements at a variety of peer institutions. Findings from peer institutions in Ohio are cited in this report.

Questionnaires were sent to department chairs and school directors at the end of the Fall 2011 term. Most of the surveys were returned over the course of the spring semester, with some trickling in during the summer 2012 session. The information from RPIE was gathered in Fall 2011 and covers the 2010-2011 time period. Information about writing requirements at other Universities was also collected and reviewed in the fall of 2011. Questionnaires were sent to students currently enrolled in WIC courses in the Fall of 2012.

RESULTS

Department/School/Faculty Surveys

The committee received completed Writing Intensive Course Review Questionnaires for 33 major programs. A table with the results of the quantitative responses (questions 2-8) is presented in Appendix C. A review of the surveys indicates that, in general, departments are doing a good job of adhering to the requirements for writing intensive courses listed in the University Catalog. All courses require at least one opportunity for guided revision before grading occurs, with a range from one to more than five assignments that follow this requirement. Further, the majority of courses follow the requirement that at least 50% of the grade is based on writing, with approximately 79% reporting that more than 50% of the grade is based on writing. There are a few courses that do not follow this requirement.

The results indicate that there is great variability in how writing-intensive courses are structured across majors, which should be expected given the different writing skills needed across disciplines. Of note, while only 14 of the 33 or 42.4% of the surveyed academic majors reported requiring team assignments in their WIC, four sections reported requiring four or more team assignments.

The surveys did reveal one area of concern by instructors. When asked if most students are well –prepared for their writing-intensive course, using a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree), the mean response was 2.76, with 85% of respondents

replying with a 3 or lower. This suggests that many instructors are concerned about the writing skills of students entering their upper division writing-intensive courses.

More positively, over 80% of respondents indicated that they agreed or strongly agreed that writing-intensive courses improve the writing skills of students in their major. However, just over 50% indicated that they agreed or strongly agreed that most graduates from their majors are effective writers in their discipline.

The Faculty Questionnaire of the overall WIC Review Questionnaire presented in Appendix A of this report, provided a rich opportunity for WIC faculty to offer both assessment and input in the form of answers to eight open-ended questions numbered eight through 15 in the said questionnaire. As appropriate, the salient points that are most instructive to the five-year WIC review are presented here for the open-ended questions.

In the first of the open-ended questions (#8), guided revision and considerable feedback were identified by most (54.5%) respondents as the distinguishing feature of WIC from other courses containing writing assignments. This was closely followed by the respondents, who cited students receiving "instruction in and graded on the ability to use proper grammar, structure and citations (APA, MLA, etc,)."

Of the cited services that support WIC (#9), the services of the Writing Commons was identified as the most important form of support available to students in WIC, whereas "helpful colleagues / colleagues volunteering expertise" was identified as the main form of support for faculty teaching WIC courses. Oddly, the choice of "No help available/Unknown" actually received the most votes, which calls for attention and redress, if needed.

After setting aside "None/Unknown," which received most votes by choice or default, the choice of "specific guidelines or training in how to teach writing" received the most votes. When taken together with the leading choice of "No help available/unknown" in the previous question (#9), the choice of "None/Unknown" to the question (#10) about WIC faculty's need for additional support, it is rather clear that there is the need for regular orientation for WIC faculty.

In response to the question (#11) about "ways in which writing abilities are assessed in your WIC course," the most popular response listed "rubrics tailored to the assignment/itemizations of areas of assessment (e.g. grammar, punctuation, APA format)." A close second choice was "revisions / sequential drafts / editing." From the preceding responses, it is simultaneously clear and very encouraging that review and revision remain prominent characteristics of WIC.

In response to the request for "comment on the effectiveness of the writing intensive course requirement at KSU" (see question #12), the leading response, which asserted that "the effectiveness of the course depends on the sharpening of the students' skills, KSU needs to do a better job of teaching freshmen and sophomores to write well/require more than one course in writing" was tied to "Unsure/Unable to Measure."

It is worth noting that the leading response to Question 12, as stated in the preceding paragraph, supports the original WIC subcommittee's requirement for completion of the English "composition sequence" before taking WIC. Both of the leading responses in questions 10 and 12 also support taking WIC after completion of the English composition sequence as well as the proposed offering of regular workshops to improve instruction in WIC.

Description of the impact of WIC courses as having "Powerful and/or positive influence on writing and articulation" in response to Question 13 affirms the value of WIC and may constitute evidentiary support that the mission of WIC is being achieved. Tied in equal frequency to the preceding description of the impact of WIC was the statement that WIC had "no impact due to WIC being a senior-level course." Most responses stated "No Data/Unknown."

The most frequently cited strength of WIC (#14) was that it "allows exposure to material relevant to the major field of study and to discipline-specific writing standard," which supports the mission and justifies the existence of WIC. There were four statements that were offered with equal frequency as weaknesses of WIC. The three actual weaknesses cited with equal frequency support regular offering of workshops for WIC faculty.

Comments provided in response to the concluding open-ended question (#15) suggest the need for the WIC subcommittee or URCC to proceed with stated plans to offer WIC workshops on a regular basis to WIC faculty either directly, or through FPDC. The primary themes running through the responses provided to the open-ended questions in the WIC survey underscore the importance of WIC while arguing for improved support for offering WIC.

Student Surveys

WIC student surveys were completed by students using Scantron sheets in class before taking the fall 2012 final exams and by students using online WIC student survey forms after the fall 2012 final exams. Of the 135 students registered in WIC class sections whose professors allowed the WIC student surveys to be administered in their classes before final exams at the close of the fall 2012 semester, 114 students completed the surveys for a completion rate of 84%.

With highly appreciated assistance from Valerie Samuels in Kent State's RPIE unit, online WIC student surveys were sent via e-mail to students in the remaining fall 2012 WIC class sections. Of the 2,753 valid e-mails sent to WIC students with the WIC student surveys, 531 online student surveys were completed between 7th and 19th January 2013, for a completion rate of 19%. A total of 645 WIC student surveys were completed.

Of the total composite completion rate of 22% for the WIC student surveys, 453 (70.2%) of the completed WIC student surveys were submitted by full-time students, 74 (11.5%) were submitted by part-time students and 118 (18.3%) of the surveys were blank. Some 419 (65%) of the WIC student surveys were completed by senior level students followed by 52 (8.1%) junior level students and 5 (.8%) sophomores. No freshmen appeared to have completed the student surveys.

A remarkable 89.1% of the completed WIC student surveys affirmed that "a writing-intensive course" was "available … in a timely manner to accommodate *their* plan of study" (Question 23), which may suggest that the availability and scheduling of WIC was not a problem for the surveyed students. It is impressive to note that the percentage who rated their writing ability as either "above average" or "excellent," increased from 67.3% to 83.7% after taking WIC.

Practically all respondents (99.4%) affirmed that there "was at least one writing assignment required for this writing-intensive course" (Question 3) and a clear majority of 64.2% of the WIC student survey respondents answered that they had been required to complete "5 or more" written assignments in the course. That contrasts with only 9.3%, 5.7%, 10.6% and 10.2% who answered they had been required to complete 1, 2, 3 or 4 written assignments, respectively.

Over 70% of the WIC student survey respondents indicated that they had spent "significantly more" (35.2%) and "more" (35.8%) time "on writing assignments" in WICs as compared to other courses in their major. Only 7.1% and 2.2% of the respondents had spent "less" or "significantly less" time, respectively, on writing assignments in WICs as compared to other courses in their major. This positive finding is supported by responses to Questions 4, 5 and 6.

Almost 72% of the respondents to the WIC student survey stated that the writing assignments in the WIC they took had "helped a great deal" (31.8%) or "helped somewhat" (40.1%) "to become a more effective writer in your major." The effectiveness of WICs in improving students' "basic writing skills" and "ability to express … ideas more clearly" and "to think critically in developing content" is well supported by the students' responses to Questions 8, 9, 10 and 11.

A comfortable majority of 61.3% of the students who completed the survey responded in the affirmative to the question, "Were suggestions included in the syllabus for how to revise draft documents or improve subsequent writing assignments?" (Question 21). Together with student responses to questions on guidance by faculty "in making revisions …," etc., (Questions 16, 17, 18, 19), there appear to be an appreciable recognition of the laudable efforts of WIC faculty.

To the critical question of "How much opportunity were you given to revise at least one writing assignment before final grading of that assignment," a clear majority of 57% selected "sufficient opportunity," followed by 21.8% who selected "some opportunity." These statistics indicate the very positive finding that 78.7% of the students' responses support the fact that the key tenet of providing an opportunity for revision of written assignments in WICs is being met rather well.

An impressive majority of 72.5% of the students who completed the WIC survey affirmed that "the revision process" had "helped a great deal" (37.1%) or "helped somewhat" (35.3%) in "improving *their* writing ability" (Question 15). In contrast, only 27.5% of the respondents indicated that "the revision process" "did not help much" (15.1%) or "did not help at all" (12.4%). Student perception of the revision process as helpful is an important finding.

The fact that some 40% of the students who completed the WIC survey reported that they did "ask the instructor to meet with" them "to provide guidance in revisions or to improve *their* writing" suggest favorable student predisposition to obtaining assistance from WIC faculty. A bit more than half (50.2%) of the respondents said WIC faculty had scheduled "individual or group meetings outside of class to provide guidance" with 49.8% answering "no" (Question 20).

A synthesis of student responses and comments suggests several important findings, which include (i) learning different writing styles and techniques for students' intended professions, (ii) frequent instructor feedback, (iii) clear instruction and (iv) access to instructor for questions. The first listed finding contrasts with another finding, which suggests that there is not enough focus on content writing for students' major.

The students' comments and responses to the WIC survey also point to opportunities for improvement in multiple areas, which chiefly include: (i) the need to focus on quality of writing and not the quantity of assignments (ii) WICs are not best suited to online discussions and critiques (iii) WICs are based on too much discussion (iv) WICs should be taken earlier in the curriculum by students. Students also cited frequently absent instructor and unclear instruction.

Faculty and Course Characteristics

Faculty Status

Overall, departments reported that approximately 73% of WIC sections are taught by full-time faculty members, but a few departments had to rely completely on part-time instructors. The 73 percent rate is higher than that reported in 2007. The committee understands the difficult financial situation faced by some units, especially with the advent of RCM during this period, and the unique role of part-time faculty members in some units, and so is pleased with the results. Still the committee feels that further efforts should be made to move toward the original intention that all WIC sections be taught by full-time faculty members. Perhaps a special fund in the Office of the Provost can be created in support of units with extraordinary needs in order to increase this rate.

Course Grades

Students must receive a grade of "C" or better in order to satisfy the Writing Intensive Course requirement. The distribution of grades for all students taking Writing Intensive Courses on all campuses in the 2010-11 academic year is shown in the following chart (Figure 1). Clearly the vast majority (94 percent) of students receive the "C or better" grade. Indeed, more than half of the students receive grades in the A range (A, A-). Only about 3 percent of students receive either a D or F grade, and another 3 percent receive grades of IP, NF, NR, or SF. These grades are very similar to those reported in the previous WIC review.

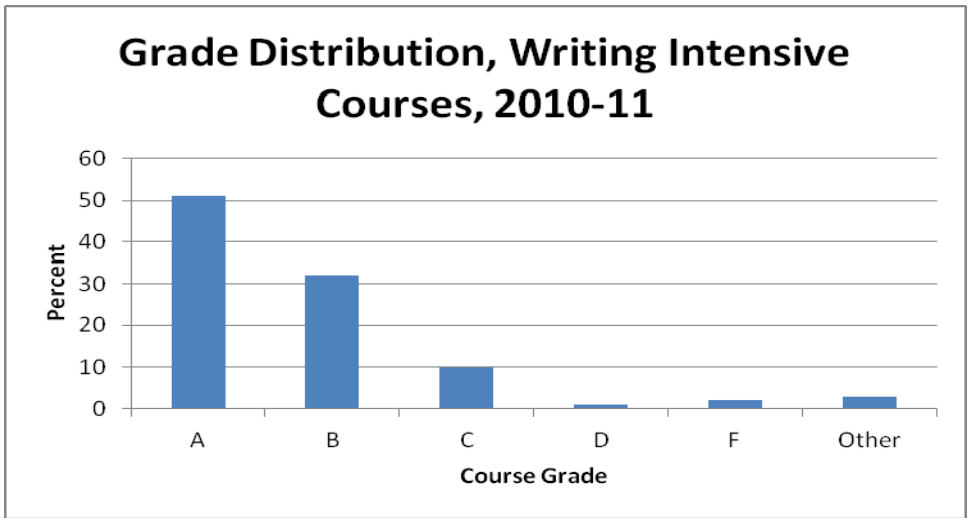

Figure 1 – WIC Grade Distribution 2010-2011 (Source RPIE)

One issue that arises in looking at the course grades is that we do not have any information about the students' performance on the writing components of the course. The requirement that at least 50 percent of the course grade be based on writing is intended to reduce the likelihood that a student can receive an F on all written work and still pass the course with a C grade. It still allows that a student could be a very poor writer and satisfy the requirement, however, to the extent that written work is evaluated based on content as well as writing skill. Since only about 15 percent of students receiving a letter grade are given a C or below, perhaps this is not a significant problem.

The general "high" level of grades in these courses remains problematic. It is difficult to reconcile the grades given in the writing intensive courses with the sense expressed by some faculty members that the quality of writing among our students is poor.

Section Sizes

The previous review committee recommended that section sizes in WIC courses be limited to 25 students. This was adopted by EPC in the fall of 2007, and has been a requirement for course approval since then. Data from RPIE for WIC courses taught in the 2009-10 and 2010-11 academic years suggest that, on average, the WIC sections are well below this limit. The average section size for all WIC courses on all campuses over that period was 12.9 students. The Kent Campus and Regional Campus averages were 13.9 and 9.8 students, respectively.

The distribution of courses according to average section size is shown in the following chart (Figure 2). About 94 percent of the courses had average section sizes of 25 students or fewer. About 2 percent of courses had average section sizes above 30 students. The highest average size was 35.

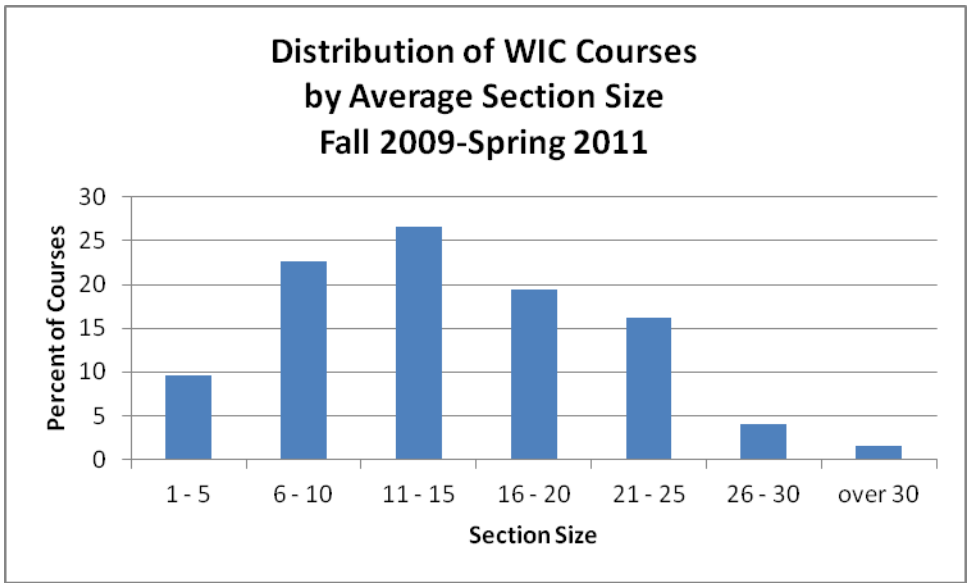

Figure 2 – Class Section Size of WICs Fall 2009-Spring 2011 (Source RPIE)

In summary, the departments and schools appear to be doing a good job of keeping section sizes below the maximum of 25 students. There are a few departments/schools that exceed the limit, however, and should be asked to make greater effort to abide by it or risk losing their Writing Intensive Course status.

Comparisons with other Institutions

The WIC committee compared Kent State University's writing requirement with those of 14 other public and private universities. The most instructive findings from the WIC committee's comparison with the 14 other public and private universities are presented as summary findings in Table 1. The writing requirements can be categorized as either "writing course specific" or "writing across the curriculum." Writing course specific universities required one or more courses focusing on writing composition with most also requiring an upper division writing course within the student's major. Writing across the curriculum was used in three universities and included two courses in writing composition. Kent State University's writing requirement of three writing courses, two courses included in the core curriculum and one course in the student's major, is similar to the requirements in 8 or 9 of the 11 other universities reviewed that had comparable writing requirements.

Table 1 – Comparison of Kent State's WIC with Other Universities: Summary Findings

University	Number of courses	Upper division Writing	"Writing across the curriculum"
Bowling Green	2-3 before junior year	In proposal stage	
	4 courses- 2 general education	Two courses in the student's major	
	1 course	One course approved by an advisor in the major	
Ohio State U.	3 courses- one freshman, one sophomore	One course in the student's major	
Ohio University	One first year composition	One course in the student's major	
	One lower division course	One course in the student's major	
	Two writing courses, not general Education		
U. of Cincinnati	3 quarters of writing composition	Depends on the major	
	2 writing composition	One course in the students major	
	One writing course from any discipline	One course in the student's major	
	One college level course	One course in the student's major	
Miami University	2 freshman level composition courses		X
	First year composition program		X
	2 course in composition 2 in writing intensive		X

CONCLUSIONS

1. There is the need for regular WIC workshops for faculty teaching WIC.

2. A synthesis of student responses and comments suggests several important findings, which include (i) learning different writing styles and techniques for students' intended professions, (ii) frequent instructor feedback, (iii) clear instruction and (iv) access to instructor for questions.

3. Practically all respondents (99.4%) affirmed that there "was at least one writing assignment required" (Question 3) and a clear majority of 64.2% of the WIC student survey respondents answered that they had been required to complete "5 or more" written assignments in the course.

4. Over seven out of 10 of the respondents to the WIC student survey stated that the writing assignments in the WIC they took had "helped a great deal" (31.8%) or "helped somewhat" (40.1%) "to become a more effective writer in your major."

5. Students spent more time on writing assignments in WIC than in other courses.

6. There is the need for greater emphasis on quality over quantity of writing.

7. WICs are not best suited to online discussions and critiques.

8. Students prefer that WIC should be taken earlier in the curriculum.

9. Nearly three-quarters of WIC are taught by full-time faculty.

10. The general "high" level of grades in these courses remains problematic. It is difficult to reconcile the grades given in the writing intensive courses with the sense expressed by some faculty members that "the quality of writing among our students is poor."

RECOMMENDATIONS

1. The URCC should send a "WIC Checklist" to faculty members teaching WIC courses, prior to the beginning of each semester. A sample checklist is included in Appendix E.

2. The FPDC should be encouraged to offer a Writing Intensive Course workshop for faculty and graduate students teaching WIC courses at least once each academic year.

3. Academic units that continually exceed the enrollment maximum for WIC courses should be required to bring the maximum to 25 students within two years. Academic units that are unable to bring the maximum enrolment to 25 students should be required to justify exceeding the enrollment maximum of 25 continually.

4. All academic units offering WIC must ensure that at least 50% of the final course grade is based on writing by students in the WIC.

5. The Kent Core English requirements should be standard prerequisites for all WIC.

APPENDIX A
FACULTY QUESTIONNAIRE

Writing Intensive Course Review Questionnaire

1. For each of the WIC courses in your department, please indicate the total number of sections offered in the Spring 2011, Summer 2011, and Fall 2011 terms.

Term	Course Number and Name	Total Number of Sections
Spring 2011		
Summer 2011		
Fall 2011		

2. Approximately what proportion of the WIC sections was taught by full-time faculty members?
a. 0-25 percent b. 26-50 percent c. 51-75 percent d. 76-100 percent

3. On average, how many writing assignments were required in the WIC courses?
a. 1 b. 2 c. 3 d. 4 e. 5 f. more than 5

3a. How many of the writing assignments are individual assignments?
a. 1 b. 2 c. 3 d. 4 e. 5 f. more than 5

3b. How many of the writing assignments are team assignments?
a. 0 b. 1 c.2 d.3 e.4 f. more than 4

4. On average, what percentage of the grade in the WIC sections is based on writing?
a. 0-25 percent b. 26-50 percent c. 51-75 percent d. 76-100 percent

5. On average, how many of the writing assignments provide an opportunity for guided revision before grading occurs?
a. 1 b. 2 c. 3 d. 4 e. 5 f. more than 5

6. What percentage of the grade is based on writing assignments that provide an opportunity for guided revision before grading occurs?
a. 0-25 percent b. 26-50 percent c. 51-75 percent d. 76-100 percent

7. How strongly do you agree with the following statements? (5 – strongly agree, 1 – strongly disagree)

7.1 Most students are well-prepared for the Writing Intensive Courses
Strongly disagree Strongly agree
1 2 3 4 5

7.2. Writing intensive courses improve the writing abilities of our major(s)' students.
Strongly disagree Strongly agree
1 2 3 4 5

7.3 Most graduates from our major(s) are effective writers in their discipline.
Strongly disagree Strongly agree
1 2 3 4 5

8. How does the effectiveness of the writing intensive courses in your major differ from other courses containing writing assignments?

9. What forms of support are available to faculty members teaching WIC courses in your program(s)?

10. What additional kinds of support do faculty members teaching WIC courses in your program(s) need?

11. Please list, state, or describe the ways in which writing abilities are assessed in your WIC course(s).

12. Please comment on the effectiveness of the writing intensive course requirement at KSU.

13. What impact do WIC courses have on your students' performance in other courses (grades, ability to write essays, etc.)?

14. Describe any strengths or weaknesses of the writing intensive courses offered in your major(s).

15. Please provide any additional comments you think might be helpful to the URCC in its review of the Writing Intensive Course requirement.

APPENDIX B
STUDENT QUESTIONNAIRE

2012 Student Survey of Writing-Intensive Course (WIC) Requirement

The University Requirements Curriculum Committee asks your assistance in reviewing the current Writing-Intensive Course (WIC) graduation requirement. Your responses to this survey are important and will help the committee to suggest any necessary changes in future WIC offerings. The information you provide in this survey does not require you to identify yourself; your answers will be grouped with those of other students. Completing this survey will take approximately 15 minutes of your time.

Begin this survey by responding to the four items below. Enter and grid in your responses in the designated spaces on the Scan Sheet. Begin each response at the left side of the designated space (i.e., work from left to right as you enter the codes).

1. ACADEMIC DEPARTMENT (MAJOR) CODE. In the space for "ID Number" on the Scan Sheet, enter and grid in the department code of your major using the list below. If you have more than one major, enter the department code of the program you consider to be your "primary" major.

ARTS AND SCIENCES
10 A&S Undeclared
11 General Studies
12 Anthropology
13 Biological Sciences
14 Chemistry
15 Computer Sciences
16 English
17 Geography
18 Geology
19 History
20 Justice Studies
21 Mathematics
22 Modern and Classical Language Studies
23 Pan-African Studies
24 Philosophy
25 Physics
26 Political Science
27 Psychology
28 Sociology

BUSINESS ADMINISTRATION
29 Accounting
30 Economics
31 Finance
32 M&IS (Business Mgmt, CIS, Operations Mgmt)
33 Marketing

COMMUNICATION AND INFORMATION
34 CCI General
35 Communication Studies
36 Journalism and Mass Communication
37 Visual Communication Design

EDUCATION
38 ACHVE (Health Education and Vocational Education)
39 EFSS (Intervention Specialist
40 TLCS (Early, Middle, and Adolescence/ Young Adult Education)

FINE AND PROFESSIONAL ARTS
41 F&PA General
42 Integrated Health Studies
43 Architecture
44 Art
45 Exercise, Leisure and Sport
46 Family and Consumer Studies
47 Fashion Design and Merchandising
48 Music
49 Speech Pathology and Audiology
50 Theatre and Dance

NURSING
51 Nursing

TECHNOLOGY
52 Technology

UNDERGRADUATE STUDIES
53 Exploratory

REGIONAL CAMPUSES
54 Associate Degree Programs

2. DEGREE CODE. In the space for **"Call No."** on the Scan Sheet, enter and grid in the **code** for the **degree** you will receive for the major you reported above.

10	Bachelor of Arts	14	Bachelor of Architecture	18	Bachelor of Music
11	Bachelor of Science	15	Bachelor of Business Administration	19	Bachelor of Science/ Doctor of Medicine
12	Bachelor of Science in Education	16	Bachelor of Fine Arts		
13	Bachelor of Science in Nursing	17	Bachelor of General Studies	20	Associate Degree

3. COURSE CODE. If you have taken (or are taking) more than one WIC, **select only one writing-intensive course** to use as the basis for this survey. Once again using the academic department codes listed above, in the space for **"Test Code"** on the Scan Sheet, enter and grid in the **department code of the WIC course** you will use as the basis for your responses in this survey.

4. CAMPUS CODE. In the space for **"Special Code"** on the Scan Sheet, enter and grid in **campus code** where you took the WIC selected above.

10	Ashtabula	12	Geauga	14	Salem	16	Trumbull
11	East Liverpool	13	Kent	15	Stark	17	Tuscarawas

The WIC requirement is intended to help students become more effective writers in their major. Completion of at least one WIC course with a minimum grade of "C" is a graduation requirement for all undergraduates in baccalaureate programs. If you have taken (or are taking) more than one WIC, **use the one writing-intensive course reported in Item #3 above** in responding to the following questions. If you are completing the course you selected, answer the questions based on your experiences in the current course.

Beginning with Item #1 on the Scan Sheet, grid in your answers to the following questions.

SECTION I

1. Was there at least one writing assignment required for this writing-intensive course?
   a. Yes b. No IF YOUR ANSWER IS "NO," GO DIRECTLY TO QUESTION #21.

2. In comparison to other courses in your major, how much **time** did you spend on writing assignments **in this course**?
   a. significantly more b. more c. the same d. less e. significantly less

3. Thinking about all of the assignments expected **for this course** (such as outside reading, in-class presentations, and written work), how much **time** did you spend on writing assignments compared to time spent on other assignments?
   a. significantly more b. more c. the same d. less e. significantly less

4. Considering all the assignments **for this course**, how much **effort** did you spend on writing assignments compared to effort spent on other assignments?
   a. significantly more b. more c. the same d. less e. significantly less

5. Thinking about the final grade for this course, what **percent of the final grade** was/will be based on how well you did on **ALL** of the required writing assignments combined?
   a. none of the final grade b. between 1% and 10% c. between 11% and 20%
   d. between 21% and 30% e. between 31% and 40% f. between 41% and 50%
   g. between 51% and 75% h. between 76% and 100%

SECTION II

6. How much did the writing assignments in this course help you to become a more effective writer **in your major**?
   a. helped a great deal b. helped somewhat c. did not help much d. did not help at all

7. How much did the writing assignments in this course help you to improve your basic writing skills (including areas such as spelling, punctuation, grammar, footnotes and citations)?
   a. helped a great deal b. helped somewhat c. did not help much d. did not help at all

8. How much did the writing assignments in this course help you to improve your ability to express your ideas more clearly?
   a. helped a great deal b. helped somewhat c. did not help much d. did not help at all

9. How much did the writing assignments in this course help you to think more critically in developing content?
   a. helped a great deal b. helped somewhat c. did not help much d. did not help at all

10. Overall, how would you rate your writing ability at the beginning of this course?
    a. excellent b. above averagec. average d. below average e. poor

11. Overall, how would you rate your writing ability at the end of this course?
    a. excellent b. above averagec. average d. below average e. poor

SECTION III

12. How much opportunity were you given to revise at least one writing assignment before final grading of that assignment?
    a. sufficient opportunity b. some opportunity c. little opportunity d. no opportunity

13. How helpful was the revision process in improving your writing ability?
    a. helped a great deal b. helped somewhat c. did not help much d. did not help at all

14. Did you receive guidance in making revisions to a draft document or for improving your writing in subsequent assignments?
    a. Yes b. No IF YOUR ANSWER IS "NO," GO DIRECTLY TO QUESTION #21.

15. How helpful was the guidance you received?
    a. helped a great deal b. helped somewhat c. did not help much d. did not help at all

16. Did the instructor provide notes on earlier drafts or assignments suggesting areas needing revision or improvement?
    a. Yes b. No

17. Did the instructor use regular class meetings to provide suggestions for revisions or improvement?
    a. Yes b. No

18. Did the instructor schedule individual or group meetings outside of class to provide guidance?
    a. Yes b. No

19. Were suggestions included in the syllabus for how to revise draft documents or improve subsequent writing assignments?
    a. Yes b. No

20. Did you ask the instructor to meet with you to provide guidance in revisions or to improve your writing?
    a. Yes b. No

SECTION IV

21. Was a writing-intensive course **available** to you in a **timely manner** to accommodate your plan of study?
    a. Yes b. No

22. Was the WIC used as the basis for your responses a **one-credit "add-on" course** taken in conjunction with another course?
    a. Yes b. No

23. What **grade** did you receive (or do you expect to receive) in the WIC used as the basis for your responses?
    a. "A" b. "B" c. "C" d. "D" e. "F"

24. What was your **classification** when you took this writing-intensive course?
    a. Freshman b. Sophomore c. Junior d. Senior

Thank you for helping to review the Writing-Intensive Course requirement.

If you have any further responses that might be useful in improving the WIC requirement, please write your comments at the bottom and/or on the back of this page.

APPENDIX C
FACULTY SURVEY RESULTS

										N
Q#	**QUESTION**	**A. 0-25%**	**B. 26-50%**	**C. 51-75%**	**D. 76-100%**	**BLANK**				
2	Approximately what proportion of the WIC sections was taught by FT faculty members?	12.12% (4)	6.06% (2)	6.06% (2)	72.73% (24)	3.03% (1)				33
		a. 1	**b. 2**	**c. 3**	**d. 4**	**e. 5**	**f. more than 5**			
3	On average, how many writing assignments were required in the WIC courses?	3.03% (1)	3.03% (1)	9.09% (3)	18.18% (6)	15.15% (5)	51.52% (17)			33
(3)4A	How many of the writing assignments are individual assignments?	3.03% (1)	9.09% (3)	15.15% (5)	12.12% (4)	15.15% (5)	45.45% (15)			33
		a. 0	**b. 1**	**c. 2**	**d. 3**	**e/ 4**	**f. more than 4**			
(3)4B	How many of the writing assignments are team assignments?	19	18.18% (6)	6.06% (2)	6.06% (2)	3.03% (1)	9.09% (3)			33
		A. 0-25%	**B. 26-50%**	**C. 51-75%**	**D. 76-100%**					
4	On average, what percentage of the grade in the WIC sections is based on writing?	9.09% (3)	12.12% (4)	18.18% (6)	60.61% (20)					33
		a. 1	**b. 2**	**c. 3**	**d. 4**	**e. 5**	**f. more than 5**			
5	On average, how many writing assignments provide an opportunity for guided revision before grading occurs?	18.18% (6)	18.18% (6)	27.27% (9)	12.12% (4)	0	24.24% (8)			33
		A. 0-25%	**B. 26-50%**	**C. 51-75%**	**D. 76-100%**	**VARIABLE**				

6	What percentage of the grade is based on writing assignments that provide an opportunity for guided revision before grading occurs?	27.27% (9)	24.24% (8)	24.24% (8)	21.21% (7)	3.03% (1)				33
		Strongly Disagree 1	**2**	**3**	**4**	**Strongly Agree 5**	**UNKNOWN**	**3.5**	**4.5**	
7.1	Most students are well-prepared for the Writing Intensive Courses.	6.06% (2)	27.27% (9)	51.52% (17)	15.15% (5)	0	0	0	0	33
7.2	Writing intensive courses improve the writing abilities of our major(s)' students.	3.03% (1)	3.03% (1)	6.06% (2)	51.52% (17)	30.30% (10)	3.03% (1)	3.03% (1)	0	33
7.3	Most graduates from our major(s) are effective writers in their discipline.	3.03% (1)	12.12% (4)	27.27% (9)	48.48% (16)	3.03% (1)	0	3.03% (1)	3.03% (1)	33
	Note: SPED, MIS, and PHIL provided some or all information by course or section. Those responses were averaged so that there is one response per major									

APPENDIX D

STUDENT SURVEY RESULTS

Q2 Was there at least one writing assignment required for this writing-intensive course?

		Frequency	Percent	Valid Percent	Cumulative Percent
	Yes	641	98.2	99.4	99.4
	No	4	.6	.6	100.0
	Total	645	98.8	100.0	
Missing	System	8	1.2		
Total		653	100.0		

Q3 What number of written assignments were you required to complete in this course?

		Frequency	Percent	Valid Percent	Cumulative Percent
	1	49	7.5	9.3	9.3
	2	30	4.6	5.7	15.0
	3	56	8.6	10.6	25.6
	4	54	8.3	10.2	35.8
	5 or more	339	51.9	64.2	100.0
	Total	528	80.9	100.0	
Missing	System	125	19.1		
Total		653	100.0		

Q4 In comparison to other courses in your major, how much time did you spend on writing assignments in this course?

		Frequency	Percent	Valid Percent	Cumulative Percent
	significantly more	224	34.3	35.2	35.2
	more	228	34.9	35.8	71.0
	the same	126	19.3	19.8	90.7
	less	45	6.9	7.1	97.8
	significantly less	14	2.1	2.2	100.0
	Total	637	97.5	100.0	
Missing	System	16	2.5		
Total		653	100.0		

Q5 Thinking about all of the assignments expected for this course (such as outside reading, in-class presentations, and written work), how much time did you spend on writing assignments compared to time spent on other assignments?

		Frequency	Percent	Valid Percent	Cumulative Percent
	significantly more	190	29.1	29.9	29.9
	more	248	38.0	39.0	68.9
	the same	143	21.9	22.5	91.4
	less	43	6.6	6.8	98.1
	significantly less	12	1.8	1.9	100.0
	Total	636	97.4	100.0	
Missing	System	17	2.6		
Total		653	100.0		

Q6 Considering all the assignments for this course, how much effort did you spend on writing assignments compared to effort spent on other assignments?

		Frequency	Percent	Valid Percent	Cumulative Percent
	significantly more	187	28.6	29.4	29.4
	more	248	38.0	39.0	68.4
	the same	152	23.3	23.9	92.3
	less	32	4.9	5.0	97.3
	significantly less	17	2.6	2.7	100.0
	Total	636	97.4	100.0	
Missing	System	17	2.6		
Total		653	100.0		

Q7 Thinking about the final grade for this course, what percent of the final grade was/will be based on how well you did on ALL of the required writing assignments combined?

		Frequency	Percent	Valid Percent	Cumulative Percent
	none of the final grade	14	2.1	2.2	2.2
	between 1% and 10 %	21	3.2	3.3	5.6
	between 11% and 20%	30	4.6	4.8	10.4
	between 21% and 30%	53	8.1	8.5	18.8
	between 31% and 40%	67	10.3	10.7	29.5
	between 41% and 50%	50	7.7	8.0	37.5
	between 51% and 75%	121	18.5	19.3	56.8
	between 76% and 100%	271	41.5	43.2	100.0
	Total	627	96.0	100.0	
Missing	System	26	4.0		
Total		653	100.0		

Q8 How much did the writing assignments in this course help you to become a more effective writer in your major?

		Frequency	Percent	Valid Percent	Cumulative Percent
	helped a great deal	199	30.5	31.8	31.8
	helped somewhat	251	38.4	40.1	71.9
	did not help much	103	15.8	16.5	88.3
	did not help at all	73	11.2	11.7	100.0
	Total	626	95.9	100.0	
Missing	System	27	4.1		
Total		653	100.0		

Q9 How much did the writing assignments in this course help you to improve your basic writing skills (including areas such as spelling, punctuation, grammar, footnotes, and citations)?

		Frequency	Percent	Valid Percent	Cumulative Percent
	helped a great deal	133	20.4	21.2	21.2
	helped somewhat	259	39.7	41.2	62.4
	did not help much	144	22.1	22.9	85.4
	did not help at all	92	14.1	14.6	100.0
	Total	628	96.2	100.0	
Missing	System	25	3.8		
Total		653	100.0		

Q10 How much did the writing assignments in this course help you to improve your ability to express your ideas more clearly?

		Frequency	Percent	Valid Percent	Cumulative Percent
	helped a great deal	178	27.3	28.5	28.5
	helped somewhat	265	40.6	42.4	70.9
	did not help much	113	17.3	18.1	89.0
	did not help at all	69	10.6	11.0	100.0
	Total	625	95.7	100.0	
Missing	System	28	4.3		
Total		653	100.0		

Q11 How much did the writing assignments in this course help you to think more critically in developing content?

		Frequency	Percent	Valid Percent	Cumulative Percent
	helped a great deal	239	36.6	38.2	38.2
	helped somewhat	235	36.0	37.5	75.7
	did not help much	102	15.6	16.3	92.0
	did not help at all	50	7.7	8.0	100.0
	Total	626	95.9	100.0	
Missing	System	27	4.1		
Total		653	100.0		

Q12 Overall, how would you rate your writing ability at the beginning of this course?

		Frequency	Percent	Valid Percent	Cumulative Percent
	excellent	100	15.3	16.0	16.0
	above average	321	49.2	51.3	67.3
	average	191	29.2	30.5	97.8
	below average	13	2.0	2.1	99.8
	poor	1	.2	.2	100.0
	Total	626	95.9	100.0	
Missing	System	27	4.1		
Total		653	100.0		

Q13 Overall, how would you rate your writing ability at the end of this course?

		Frequency	Percent	Valid Percent	Cumulative Percent
	excellent	155	23.7	24.8	24.8
	above average	368	56.4	58.9	83.7
	average	93	14.2	14.9	98.6
	below average	9	1.4	1.4	100.0
	Total	625	95.7	100.0	
Missing	System	28	4.3		
Total		653	100.0		

Q14 How much opportunity were you given to revise at least one writing assignment before final grading of that assignment?

		Frequency	Percent	Valid Percent	Cumulative Percent
	sufficient opportunity	356	54.5	57.0	57.0
	some opportunity	136	20.8	21.8	78.7
	little opportunity	63	9.6	10.1	88.8
	no opportunity	70	10.7	11.2	100.0
	Total	625	95.7	100.0	
Missing	System	28	4.3		
Total		653	100.0		

Q15 How helpful was the revision process in improving your writing ability?

		Frequency	Percent	Valid Percent	Cumulative Percent
	helped a great deal	228	34.9	37.1	37.1
	helped somewhat	217	33.2	35.3	72.5
	did not help much	93	14.2	15.1	87.6
	did not help at all	76	11.6	12.4	100.0
	Total	614	94.0	100.0	
Missing	System	39	6.0		
Total		653	100.0		

Q16 Did you receive guidance in making revisions to a draft document or for improving your writing in subsequent assignments?

		Frequency	Percent	Valid Percent	Cumulative Percent
	Yes	479	73.4	78.4	78.4
	No	132	20.2	21.6	100.0
	Total	611	93.6	100.0	
Missing	System	42	6.4		
Total		653	100.0		

Q17 How helpful was the guidance you received?

		Frequency	Percent	Valid Percent	Cumulative Percent
	helped a great deal	290	44.4	58.2	58.2
	helped somewhat	160	24.5	32.1	90.4
	did not help much	40	6.1	8.0	98.4
	did not help at all	8	1.2	1.6	100.0
	Total	498	76.3	100.0	
Missing	System	155	23.7		
Total		653	100.0		

Q18 Did the instructor provide notes on earlier drafts or assignments suggesting areas needing revision or improvement?

		Frequency	Percent	Valid Percent	Cumulative Percent
	Yes	457	70.0	92.0	92.0
	No	40	6.1	8.0	100.0
	Total	497	76.1	100.0	
Missing	System	156	23.9		
Total		653	100.0		

Q19 Did the instructor use regular class meetings to provide suggestions for revisions or improvement?

		Frequency	Percent	Valid Percent	Cumulative Percent
	Yes	358	54.8	72.6	72.6
	No	135	20.7	27.4	100.0
	Total	493	75.5	100.0	
Missing	System	160	24.5		
Total		653	100.0		

Q20 Did the instructor schedule individual or group meetings outside of class to provide guidance?

		Frequency	Percent	Valid Percent	Cumulative Percent
	Yes	247	37.8	50.2	50.2
	No	245	37.5	49.8	100.0
	Total	492	75.3	100.0	
Missing	System	161	24.7		
Total		653	100.0		

Q21 Were suggestions included in the syllabus for how to revise draft documents or improve subsequent writing assignments?

		Frequency	Percent	Valid Percent	Cumulative Percent
	Yes	298	45.6	61.3	61.3
	No	188	28.8	38.7	100.0
	Total	486	74.4	100.0	
Missing	System	167	25.6		
Total		653	100.0		

Q22 Did you ask the instructor to meet with you to provide guidance in revisions or to improve your writing?

		Frequency	Percent	Valid Percent	Cumulative Percent
	Yes	197	30.2	40.0	40.0
	No	295	45.2	60.0	100.0
	Total	492	75.3	100.0	
Missing	System	161	24.7		
Total		653	100.0		

Q23 Was a writing-intensive course available to you in a timely manner to accommodate your plan of study?

		Frequency	Percent	Valid Percent	Cumulative Percent
	Yes	546	83.6	89.1	89.1
	No	67	10.3	10.9	100.0
	Total	613	93.9	100.0	
Missing	System	40	6.1		
Total		653	100.0		

Q24 Was the WIC used as the basis for your responses a one-credit "add-on" course taken in conjunction with another course?

		Frequency	Percent	Valid Percent	Cumulative Percent
	Yes	167	25.6	27.4	27.4
Valid	No	442	67.7	72.6	100.0
	Total	609	93.3	100.0	
Missing	System	44	6.7		
Total		653	100.0		

Student Survey – Demographic Data

SURVEY DETAILS

Emails sent	2784
Opted out	31
Total valid emails sent	2753
Distribution Dates	1/7/13 – 1/19/13
Reminders sent	2
Online completed surveys	531
Online response rate	19%
Scantron/pilot survey distributed	135
Scantron/pilot surveys completed	114
Scantron/pilot survey response rate	84%
Total survey response rate	22%

DEGREE

	Frequency	Percent
Associate of Arts	1	.2
Associate of Applied Business	1	.2
Associate of Applied Science	5	.8
Associate of Science	1	.2
Bachelor of Arts	185	28.7
Bachelor of Applied Horticulture	3	.5
Bachelor of Business Admin	76	11.8
Bachelor of Fine Arts	3	.5
Bachelor of General Studies	6	.9
Bachelor of Integrative Studies	1	.2
Bachelor of Science	200	31.0
Bachelor of Science in Education	59	9.1
Bachelor of Science in Nursing	50	7.8
Bachelor of Science in Public Health	9	1.4
Bachelor of Technical & Applied Science	9	1.4
Master of Arts in Teaching	1	.2
Pre-Major	5	.8

	Post-Bacc	1	.2
	Total	616	95.5
	Blank	29	4.5
Total		645	100.0

Online or Scantron

	Frequency	Percent
Online	531	82.3
Scantron	114	17.7
Total	645	100.0

COLLEGE

	Frequency	Percent
Ashtabula	2	.3
Arch & En Design	28	4.3
Arts & Sciences	216	33.5
Coll of Appl Eng/Sustain/Tech	14	2.2
Business	75	11.6
Arts	28	4.3
Comm & Info	42	6.5
Coll of Ed Health Human Svcs	151	23.4
Geauga	1	.2
Nursing	50	7.8
Public Health	9	1.4
Salem	7	1.1
Stark	1	.2
Trumbull	7	1.1
Tuscarawas	4	.6
Undergraduate Studies	1	.2
Total	636	98.6
Blank	9	1.4
Total	645	100.0

MAJOR (Major codes can be found at the end of this report.)

	Frequency
ACCT	14
ACM	1
ADV	6
AENG	1
AERN	8
ANTH	1
ARCH	22
ARTH	4
ASL	1
BMGT	35
BMRT	1
BSCI	17
BTEC	1
CFA	3
CHEM	12
CIS	3
COMM	17
CONS	3
CRJU	1
CS	2
ECDE	10
ECON	2
EDST	3
EHSG	2
ELMD	2
ENG	24
ESCI	1
EXPL	2
FD	4
FIN	10
FM	15
FR	3
FRTR	1
GEOL	4
GSTU	6

HDFS	30
HIST	7
HOR	3
HORT	2
HST	1
ID	6
IGST	1
IHS	2
IMTH	8
INLA	6
INSP	8
INSS	3
INTL	1
ISCI	2
JUS	22
MATH	3
MCED	12
MEDT	2
MERT	1
MKTG	6
MMTG	5
MUST	1
NEWS	2
NONE	2
NRST	1
NURS	50
PEP	1
PH	8
PHDF	1
PHIL	5
PHY	2
PLST	1
POL	5
PR	4
PSYC	49
RUSS	2

	SEED	1
	SOC	12
	SPA	18
	SPAD	6
	TAS	9
	TECH	5
	THEA	3
	TIED	1
	VCD	10
	VJNL	2
	XPH	1
	ZOOL	5
	SPAN	6
	PAS	11
	ELS	10
	JMC	1
	Total	608
	Blank	37
Total		645

CLASS LEVEL*

	Frequency	Percent
Master's	1	.2
Junior	52	8.1
Post-Undergraduate	50	7.8
Sophomore	5	.8
Senior	419	65.0
Blank	118	18.2
Total	645	100.0

FULL-TIME/PART-TIME*

	Frequency	Percent
FT	453	70.2
PT	74	11.5
Blank	118	18.3
Total	645	100.0

GENDER*

	Frequency	Percent
Female	373	57.8
Male	154	23.9
Blank	118	18.2
Total	645	100.0

ETHNICITY*

	Frequency	Percent
Blank	118	18.3
Asian	3	.5
Black	22	3.4
Foreign	13	2.0
Hispanic	15	2.3
Multi-racial	2	.3
Native American	4	.6
White	451	69.9
Not reported	17	2.6
Total	645	100.0

ALANA_IND*

(number & percent of African-American, Latino and Native American Students)

	Frequency	Percent
No	486	75.3
Yes	41	6.4
Total	645	100.0

Items marked with an * indicate pilot study respondents, who were not asked these items.

MAJOR_CODE	MAJOR_DESCRIPTION
ACCT	Accounting
ACM	Applied Conflict Management
AENG	Applied Engineering
AERN	Aeronautics
ANTH	Anthropology
ARCH	Architecture
ARTE	Art Education
ARTH	Art History
ASL	American Sign Language
BMGT	Business Management
BMRT	Business Management Technology
BSCI	Biology
BTEC	Biotechnology
CFA	Crafts or Fine Arts
CHEM	Chemistry
CIS	Computer Information Systems
COMM	Communication Studies
CONS	Conservation
CRJU	Criminology & Justice Studies
CS	Computer Science
ECDE	Early Childhood Education
ECON	Economics
EDST	Educational Studies Program
EHSG	Educ/Health/Human Service Gen
ELMD	Electronic Media
ELS	Exercise, Leisure & Sport
ENGR	English
ESCI	Earth Science
EXPL	Exploratory
FD	Fashion Design
FIN	Finance
FM	Fashion Merchandising
FR	French
FRTR	French Translation
GEOL	Geology
GSTU	General Studies
HDFS	Human Developmt/Family Studies
HIST	History
HSPM	Hospitality Management
ID	Interior Design
IGST	Integrative Studies
HIS	Integrated Health Studies
IMTH	Integrated Mathematics

INLA	Integrated Language Arts
INSP	Intervention Specialist
INSS	Integrated Social Studies
INTL	International Relations
ISCI	Integrated Science
JMC	Journalism & Mass Communication
JUS	Justice Studies
MATH	Math
MCED	Middle Childhood Education
MEDT	Medical Technology
MERT	Mechanical Engineering Tech
MKTG	Marketing
MMTG	Managerial Marketing
MUST	Music Technology
NEWS	News
NONE	No Major Required
NRST	Nursing AND
NURS	Nursing
PAS	Pan-African Studies
PEP	Physical Education
PH	Public Health
PHDF	Pre-Human Development Family Studies
PHIL	Philosophy
PHY	Physics
POL	Political Science
PR	Public Relations
PSYC	Psychology
RUSS	Russian
SEED	Secondary Education
SPA	Speech Pathology and Audiology
SPAD	Sports Administration
SPAN	Spanish
TAS	Technical and Applied Studies
TECH	Technology
THEA	Theatre Studies
TIED	Trade and Industrial Education
VCD	Visual Communication Design
VJNL	Visual Journalism
XPH	Public Health – Online
ZOOL	Zoology

APPENDIX E
Kent State University
Writing Intensive Course Checklist

Purpose: The writing-intensive course (WIC) requirement is to assist undergraduates in becoming effective writers within their major discipline. Building on earlier writing courses, the WIC focuses on writing forms and standards used in the professional life of the discipline. Through these courses, students should understand and experience the ways in which writing shapes and enhances the acquisition and communication of knowledge.

For more information: http://www.kent.edu/catalog/2012/info/policies/wric/

Student Guidelines:

- As part of the requirements for any baccalaureate, all students must satisfy the writing-intensive course requirement.
- At least one upper-division course from the Writing-Intensive Course list must be completed with a minimum C (2.00) grade.
- Students should fulfill the requirement by taking a course in the major. In rare instances, a student may use a writing-intensive course from another discipline if approved by the student's major department or school.

Course Guidelines:

☐ WIC courses are designed, at least in part, to help students become effective writers in a specific discipline

☐ Involve a substantial amount of writing

☐ Provide at least one writing assignment where there is an opportunity for guided revision before grading occurs

☐ Limit of 25 students enrolled in the course

☐ Fifty percent of the grade should be based on writing assignments

Supplemental Assistance:

Faculty:

- ☐ View Sample writing assignments for the course
- ☐ Discuss course requirements with the unit course coordinator or program chair/director
- ☐ Contact Faculty Professional Development Center http://www.kent.edu/fpdc/index.cfm
- ☐ Review online writing sources. (Purdue Online Writing Lab, http://owl.english.purdue.edu/owl/)

Student:

- ☐ Visit the Kent State University Writing Commons: http://www.kent.edu/writingcommons/index.cfm
- ☐ Review online writing sources. (Purdue Online Writing Lab, http://owl.english.purdue.edu/owl/)

TO: Educational Policies Council

FROM: Senior Vice President and Provost Todd A. Diacon

SUBJECT: Agenda for Monday, 17 November 2014
3:20 p.m., Governance Chambers, 2nd floor of Kent Student Center

DATE: Monday, 10 November 2014

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 the Office of Curriculum Services by Friday, 14 November 2014, to ensure that the materials are available at the meeting for review.

JOINT EDUCATIONAL POLICIES COUNCIL

ACTION ITEM

1. Approval of minutes of 20 October 2014.
   Attachment 1

UNDERGRADUATE EDUCATIONAL POLICIES COUNCIL

ACTION ITEM

College of Education, Health and Human Services *(presented by Associate Dean Joanne M. Arhar)*

School of Lifespan Development and Educational Sciences

1. Establishment of Career and Community Studies (CCS) non-degree, four-year program to prepare students with intellectual and developmental disabilities for adult life. Included in the proposal is establishment of 46 developmental courses restricted to only students enrolled in the program. Minimum total hours to program completion are 120.
   Effective Fall 2015 | Attachment 2

INFORMATION ITEM

Center for Adult and Veteran Services *(presented by Director Joshua J. Rider)*

1. Executive order (2013-05K) directing state departments, boards and commissions to streamline the state licensing process to take into account relevant military education and to direct the chancellor of the Ohio Board of Regents, in collaboration with presidents of the University System of Ohio, to simply the process for awarding college credit for military education for veterans and service members.
   Effective Fall 2015 | Attachment 3

LESSER ACTION ITEMS

College of Arts and Sciences

Department of Mathematical Sciences

1. Revision of course requirements for the Mathematics [MATH] major within the Bachelor of Science [BS] degree. Revisions include (1) moving MATH 41021, MATH 42001, MATH 42002 and PHY 23101 from major requirements to additional major requirements for students not declared in the optional Actuarial Mathematics [AMAT] concentration; and (2) revising the optional Actuarial Mathematics [AMAT] concentration to include six new courses from the College of Business Administration that will better prepare students for actuarial examinations. Minimum total hours to program completion are unchanged at 120.
   Effective Fall 2015

Regional College

2. Revision of course requirement for the Technical and Applied Studies [TAS] major within the Bachelor of Technical and Applied Studies [BTAS] degree. Revisions include reducing major electives from 31-33 to 30-33; adding nine courses from COMT, HDFS, PSYC and SOC as major elective options; removing 1 general elective hour in the Computer Technology General [CTAG] concentration; and adding a policy stating that students declared in the Computer Technology General [CTAG] concentration may not also declare any of the other Computer Technology concentrations available within the major. Minimum total hours to program completion are unchanged at 120.
   Effective Fall 2015
3. Revision of course requirements for the Human Services Technology [HST] major within the Associate of Applied Science [AAS] degree. Revisions include removing an elective requirement (PSYC 31532, PSYC 40111, PSYC 41581 or SOC 32762); and revising the list of major elective options. Minimum total hours to program completion decrease, from 67 to 64.
   Effective Fall 2015

GRADUATE EDUCATIONAL POLICIES COUNCIL

ACTION ITEMS

College of Education, Health and Human Services *(presented by Associate Dean Catherine E. Hackney)*

School of Foundations, Leadership and Administration

1. Establishment of Career Advising post-baccalaureate (C635) and post-master's (C848) certificates. Minimum total credits to program completion are 19.
   Effective Fall 2015 | Attachment 4
2. Establishment of Institutional Research and Assessment post-baccalaureate (C636) and post-master's (C849) certificates. Minimum total credits to program completion are 18.
   Effective Fall 2015 | Attachment 5

School of Lifespan Development and Educational Sciences

3. Establishment of Nursing Home Administration post-baccalaureate (C637) certificates. Minimum total credits to program completion are 18.
   Effective Fall 2015 | Attachment 6

LESSER ACTION ITEMS

College of Communication and Information

School of Journalism and Mass Communication

1. Revision of admission requirements for the Journalism and Mass Communication [JMC] major within the Master of Arts [MA] degree. The Graduation Record Examination (GRE) may be waived for applicants with significant professional experience as determined by the graduate studies committee.
   Effective Fall 2015

School of Library and Information Science

2. Inactivation of dual degree program Master of Library and Information Science [MLIS] and Master of Science [MS] with a major in in Information Architecture and Knowledge Management [IAKM]. The two degree programs remain active that students can pursue individually.
   Effective Fall 2015

College of Education, Health and Human Services

School of Foundations, Leadership and Administration

3. 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. SRM 55033 and SRM 63195 are added to the concentration elective list. Minimum total hours to program completion are unchanged at 33-34, depending on concentration.
   Effective Fall 2015

COURSE CHANGES

Course Changes Effective Fall 2015

BMS	60462	Neurobiology: Systems and Behavior (4)	New
BMS	70462	Neurobiology: Systems and Behavior (4)	New
BSCI	30171	General Microbiology (4)	Revise
BSCI	40341	Stem Cell Biology (3)	New
BSCI	50341	Stem Cell Biology (3)	New
BSCI	60462	Neurobiology: Systems and Behavior (3) to: (4)	Revise
BSCI	70341	Stem Cell Biology (3)	New
BSCI	80462	Neurobiology: Systems and Behavior (3) to: (4)	Revise
CHEM	40559	Nanomaterials (3)	New
CHEM	50559	Nanomaterials (3)	New
CHEM	70559	Nanomaterials (3)	New
COMM	20000	Foundations of Communication (3)	Revise
COMM	35600	Communication in Small Groups and Teams (3)	Revise
COMM	45459	Communication and Conflict (3)	Revise
COMM	45865	Organizational Communication Training and Development (3)	Revise

Course Changes Effective Fall 2015 *continued*

COMM	45959	Nonverbal Communication (3)	Revise
CCS	00005	College Orientation (1)	New
CCS	00010	Personal Exploration I: Nutrition and Physical Fitness (3)	New
CCS	00015	Academic Experience I: Disability Awareness (3)	New
CCS	00020	Technology Laboratory I (1)	New
CCS	00025	Financial Literacy I (1)	New
CCS	00030	Physical Education I (1)	New
CCS	00035	Health and Wellness I: Personal Social Skills (3)	New
CCS	00105	Introduction to Career Exploration (1)	New
CCS	00110	Personal Exploration II: Independent Living and Leisure Education (3)	New
CCS	00115	Academic Experience II: Self-Determination (3)	New
CCS	00120	Technology Laboratory II (1)	New
CCS	00125	Financial Literacy II (1)	New
CCS	00130	Physical Education II (1)	New
CCS	00135	Health and Wellness II: Human Sexuality (3)	New
CCS	00196	Freshman Individual Study (1-3)	New
CCS	00205	Career Exploration I (1)	New
CCS	00210	Academic Success I (4)	New
CCS	00215	Interpersonal Communication (3)	New
CCS	00225	Financial Literacy III (1)	New
CCS	00235	Health and Wellness III: Injury Prevention (3)	New
CCS	00292	Sophomore Practicum I (3)	New
CCS	00296	Sophomore Independent Study (1-3)	New
CCS	00305	Career Exploration II (1)	New
CCS	00310	Academic Success II (4)	New
CCS	00325	Financial Literacy IV (1)	New
CCS	00335	Health and Wellness IV: Healthy Living and Substance Abuse (3)	New
CCS	00392	Sophomore Practicum II (3)	New
CCS	00395	Special Topics (1-4)	New
CCS	00396	Junior Independent Study (1-3)	New
CCS	00405	Career Preparation I: Choosing Your Career (3)	New
CCS	00420	Academic Support I (3)	New
CCS	00492	Junior Practicum III (4)	New
CCS	00495	Special Topics (1-4)	New

Course Changes Effective Fall 2015 *continued*

CCS	00496	Senior Independent Study (1-3)	New
CCS	00505	Career Preparation II (3)	New
CCS	00520	Academic Support II (3)	New
CCS	00592	Junior Practicum IV (4)	New
CCS	00595	Special Topics (1-4)	New
CCS	00605	Community Life I: Life After College (1)	New
CCS	00606	Community Life I Laboratory (3)	New
CCS	00692	Senior Internship (1-12)	New
CCS	00695	Special Topics (1-4)	New
CCS	00705	Community Life II: Making Community Connections (1)	New
CCS	00706	Community Life II Laboratory (3)	New
CCS	00792	Senior Internship II (1-12)	New
CCS	00795	Special Topics (1-4)	New
CS	13001	Computer Science I – Programming and Problem Solving (4)	Revise
CS	13011	Computer Science IA – Procedural Programming (2)	New
CS	13012	Computer Science IB – Object Oriented Programming (2)	New
CS	23001	Computer Science II – Data Structures and Abstraction (4)	Revise
CS	33192	Internship in Computer Science (1-3)	Revise
CS	33211	Operating Systems (3)	Revise
CS	43203	Systems Programming (3)	Revise
CS	44001	Computer Science III-Programming Patterns (4)	New
CS	44105	Web Programming I (3)	New
CS	44106	Web Programming II (3)	New
CS	47205	Information Security (3)	Revise
CS	53005	Introduction to Database Systems Design (3)	Inactive
CS	54105	Web Programming I (3)	New
CS	54106	Web Programming II (3)	New
CS	51045	Metalogic (3)	Revise
CS	52201	Introduction to Numerical Computing I (3)	Revise
CS	52202	Introduction to Numerical Computing II (3)	Revise
CS	53006	Theory of Object-Oriented Programming (3)	Revise
CS	53111	Structure of Compilers (3)	Revise
CS	53202	Systems Administration (3)	Revise
CS	53203	Systems Programming (3)	Revise

Course Changes Effective Fall 2015 *continued*

CS	53401	Secure Programming (3)	Revise
CS	54201	Artificial Intelligence (3)	Revise
CS	56101	Design and Analysis of Algorithms (3)	Revise
CS	57101	Computer Graphics (3)	Revise
CS	57201	Human Computer Interaction (3)	Revise
CS	57205	Information Security (3)	Revise
CS	57221	Introduction to Cryptology (3)	Revise
CS	61002	Algorithms and Programming I (3)	Revise
CS	62202	Numerical Computing II (3)	Revise
CS	63005	Advanced Database Systems Design (3)	Revise
CS	63015	Data Mining Techniques (3)	Revise
CS	63201	Advanced Operating Systems (3)	Revise
CS	63304	Cluster Computing (3)	Revise
CS	63902	Software Evolution (3)	Revise
CS	64201	Advanced Artificial Intelligence (3)	Revise
CS	64301	Pattern Recognition Principles (3)	Revise
CS	64401	Image Processing (3)	Revise
CS	65101	Advanced Computer Architecture (3)	Revise
CS	65202	Advanced Communication Networks (3)	Revise
CS	65203	Wireless and Mobile Communication Networks (3)	Revise
CS	65208	Distributed Multimedia Languages and Systems (3)	Revise
CS	65301	System Modeling and Performance Evaluation (3)	Revise
CS	66101	Advanced Topics in Algorithms (3)	Revise
CS	66105	Parallel and Distributed Algorithms (3)	Revise
CS	66120	Evolutionary Computation (3)	Revise
CS	67101	Advanced Computer Graphics (3)	Revise
CS	67301	Scientific Visualization (3)	Revise
CS	72202	Numerical Computing II (3)	Revise
CS	73305	Advanced Database Systems Design (3)	Revise
CS	73015	Data Mining Techniques (3)	Revise
CS	73201	Advanced Operating Systems (3)	Revise
CS	73304	Cluster Computing (3)	Revise
CS	73902	Software Evolution (3)	Revise
CS	74201	Advanced Artificial Intelligence (3)	Revise

Course Changes Effective Fall 2015 *continued*

CS	74301	Pattern Recognition Principles (3)	Revise
CS	74401	Image Processing (3)	Revise
CS	75101	Advanced Computer Architecture (3)	Revise
CS	75202	Advanced Communication Networks (3)	Revise
CS	75203	Wireless and Mobile Communication Networks (3)	Revise
CS	75208	Distributed Multimedia Languages and Systems (3)	Revise
CS	75301	System Modeling and Performance Evaluation (3)	Revise
CS	76101	Advanced Topics in Algorithms (3)	Revise
CS	76105	Parallel and Distributed Algorithms (3)	Revise
CS	76120	Evolutionary Computation (3)	Revise
CS	77101	Advanced Computer Graphics (3)	Revise
CS	77301	Scientific Visualization (3)	Revise
EVAL	68715	Survey Design and Applied Research in Education (3)	New
EVAL	68806	Higher Education Data and Institutional Research (3)	New
EVAL	78715	Survey Design and Applied Research in Education (3)	New
EVAL	78806	Higher Education Data and Institutional Research (3)	New
EVHS	20092	Environment Technology Internship I (3)	Revise
EVHS	21092	Environmental Technology Internship II (3)	Revise
GERO	43092	Practicum in Nursing Home Administration I (6)	New
GERO	43192	Practicum in Nursing Home Administration I (6)	Revise
GERO	44032	Long Term Care Administration (3)	Revise
GERO	54032	Long Term Care Administration (3)	Revise
GERO	63092	Practicum in Nursing Home Administration I (6)	New
GERO	63192	Practicum in Nursing Home Administration II (6)	New
HIED	66665	Technology, Systems and Data in Higher Education Administration (3)	New
HIED	66679	Career Advising: Theory and Practice (3)	New
HIED	66680	Administration of Career and Advising Services (1)	New
HIED	76665	Technology, Systems and Data in Higher Education Administration (3)	New
HIED	76679	Career Advising: Theory and Practice (3)	New
HIED	76680	Administration of Career and Advising Services (1)	New
IAKM	60002	Knowledge Organization Structures, Systems and Services (3)	Revise
IAKM	80002	Knowledge Organization Structures, Systems and Services (3)	Revise
LIS	60636	Knowledge Organization Structures, Systems and Services (3)	New
LIS	60653	Information Sources and Services in Local History and Genealogy (3)	New

Course Changes Effective Fall 2015 *continued*

LIS	80636	Knowledge Organization Structures, Systems and Services (3)	New
MATH	12003	Analytic Geometry and Calculus II (5)	Revise
MATH	12012	Calculus with Precalculus II (3)	Revise
MATH	12021	Calculus for Life Sciences (4)	Revise
MATH	12022	Probability and Statistics for Life Sciences (3)	Revise
MATH	14002	Basic Mathematical Concepts II (4)	Revise
MATH	21001	Linear Algebra with Applications (3)	Revise
MATH	22005	Analytic Geometry and Calculus III (4)	Revise
MATH	30011	Basic Probability and Statistics (3)	Revise
MATH	30055	Mathematical Theory of Interest (3)	Revise
MATH	31011	Discrete Mathematics (3)	Revise
MATH	32044	Introduction to Ordinary Differential Equations (3)	Revise
MATH	32051	Mathematical Methods in the Physical Sciences I (4)	Revise
MATH	32052	Mathematical Methods in the Physical Sciences II (4)	Revise
MATH	34001	Fundamental Concepts of Algebra (3)	Revise
MATH	34002	Fundamental Concepts of Geometry (3)	Revise
MATH	40011	Introduction to Probability Theory and Applications (3)	Revise
MATH	40012	Introduction to Statistical Concepts (3)	Revise
MATH	40051	Topics in Probability Theory and Stochastic Processes (3)	Revise
MATH	40055	Actuarial Mathematics I (4)	Revise
MATH	40056	Actuarial Mathematics II (4)	Revise
MATH	40091	Seminar in Actuarial Mathematics (2) to: Stochastic Actuarial Models (3)	Revise
MATH	41001	Introduction to Modern Algebra I (3)	Revise
MATH	41002	Introduction to Modern Algebra II (3)	Revise
MATH	41021	Theory of Matrices (3)	Revise
MATH	42001	Introduction to Analysis I (3)	Revise
MATH	42002	Introduction to Analysis II (3)	Revise
MATH	42011	Mathematical Optimization (3)	Revise
MATH	42021	Graph Theory and Combinatorics (3)	Revise
MATH	42024	Numbers and Games (3)	Revise
MATH	42031	Mathematical Models and Dynamical Systems (3)	Revise
MATH	42041	Advanced Calculus (3)	Revise
MATH	42045	Introduction to Partial Differential Equations (3)	Revise

Course Changes Effective Fall 2015 *continued*

MATH	42048	Introduction to Complex Variables (3)	Revise
MATH	42091	Seminar: Modeling Projects (3)	Revise
MATH	42201	Introduction to Numerical Computing I (3)	Revise
MATH	42202	Introduction to Numerical Computing II (3)	Revise
MATH	45011	Differential Geometry (3)	Revise
MATH	45021	Euclidean Geometry (3)	Revise
MATH	45022	Linear Geometry (3)	Revise
MATH	46991	Elementary Topology (3)	Revise
MATH	47011	Theory of Numbers (3)	Revise
MATH	47021	History of Mathematics (3)	Revise
MATH	50091	Seminar in Actuarial Mathematics (2) to: Stochastic Actuarial Models (3)	Revise
MUS	62412	Introduction to Ethnomusicology (3)	Revise
MUS	72412	Introduction to Ethnomusicology (3)	Revise
MUS	76111	Applied Music - Graduate Piano (2-4)	Inactive
MUS	76311	Applied Music - Graduate Voice (2-4)	Inactive
MUS	76411	Applied Music - Graduate Violin (2-4)	Inactive
MUS	76412	Applied Music - Graduate Viola (2-4)	Inactive
MUS	76413	Applied Music - Graduate Cello (2-4)	Inactive
MUS	76414	Applied Music - Graduate Double Bass (2-4)	Inactive
MUS	76511	Applied Music - Graduate Flute (2-4)	Inactive
MUS	76512	Applied Music - Graduate Oboe (2-4)	Inactive
MUS	76513	Applied Music - Graduate Clarinet (2-4)	Inactive
MUS	76514	Applied Music - Graduate Bassoon (2-4)	Inactive
MUS	76515	Applied Music - Graduate Saxophone (2-4)	Inactive
MUS	76611	Applied Music - Graduate Trumpet (2-4)	Inactive
MUS	76612	Applied Music - Graduate Horn (2-4)	Inactive
MUS	76613	Applied Music - Graduate Trombone (2-4)	Inactive
MUS	76614	Applied Music - Graduate Euphonium (2-4)	Inactive
MUS	76615	Applied Music - Graduate Tuba (2-4)	Inactive
MUS	76711	Applied Music - Graduate Percussion (2-4)	Inactive
MUS	76912	Applied Music - Graduate Guitar (2-4)	Inactive
NURS	60015	Advanced Health Assessment (3)	New
NURS	80015	Advanced Health Assessment (3)	New

Course Changes Effective Fall 2015 *continued*

SPED 43113 ASL to English Interpreting Processes (3) ..... Revise

SPED 43192 Practicum: Interpreting Process (1-9) to:
Advanced Practicum: ASL English Interpreting..... Revise

SPED 53113 ASL to English Interpreting Processes (3) ..... Revise

SPED 53192 Practicum: Interpreting Process (1-9) to:
Advanced Practicum: ASL English Interpreting..... Revise

SPAD 45033 Change Your Mind, Game and Life (1) ..... New

SRM 55033 Change Your Mind, Game and Life (1) ..... New

THEA 41703 Stage Combat (3) ..... Revise

THEA 51703 Stage Combat (3) ..... Revise

Update to 29 October 2014 EPC Agenda

SPAN 38330 Early Spanish Literature (3) (approved for ELR for fall 2015)
Item was incorrectly reported as SPAN 38350.

Agenda prepared by the Office of Curriculum Services

Educational Policies Council
Minutes of the Meeting
Monday, 20 October 2014

Ex-Officio Members present: Associate Provost Melody J. Tankersley (representing Provost Todd A. Diacon); Faculty Senate Chair Donna (Lee) L. Fox-Cardamone; Deans James L. Blank, James K. Bracken, John R. Crawford, Donald F. Palmer, Eboni J. Pringle, Robert G. Sines, Deborah F. Spake, Douglas L. Steidl, Mary Ann P. Stephens; Senior Associate Dean Vincent J. Hetherington; Associate Deans Joanne M. Arhar, John (Jack) R. Graham, Catherine E. Hackney, LuEtt J. Hanson (representing herself and AnnMarie LeBlanc), I. Richmond Nettey, Cynthia R. Stillings, William T. Willoughby; Director Robert A. Walker

Ex-officio Members not present: Deans Sonia A. Alemagno, Barbara A. Broome, Wanda E. Thomas; Associate Deans Janis H. Crowther, Donald R. Williams; Assistant Dean Thomas E. Klingler

Faculty Senate-Appointed Representatives present: Professors Richard Feinberg, Thomas Janson, Fred T. Smith, Roberto M. Uribe-Rendon, Donald L. White; Associate Professors Christopher A. Was, Linda L. Williams; Assistant Professor Terrence L. Uber

Faculty Senate-Appointed Representatives not present: Professor Katherine A. Kerns; Associate Professors Anne B. Morrison, William C. Ward III

Council Representatives present: Associate Dean Mary Ann Haley (representing David H. Kaplan); Professors Michael W. Chunn, Timothy A. Roberts (representing Danielle Coombs); Associate Professors Robert E. Cimera, Michael Ensley, Pamela K. Evans, Eric D. Johnson, Jayaram (Jay) Muthuswamy, Athena Salaba, Denice Sheehan, Jonathan F. Swoboda; Assistant Professors Tina D. Bhargava, Mary A. Mooney, Debra S. Shelestak, David (Blake) Stringer, Belinda S. Zimmerman

Council Representatives not present: Professor Ann F. Jacobson; Associate Professors Thomas W. Brewer, John A. Marino, John H. Thornton; Assistant Professors John C. Duncan, Jonathan P. Fleming

Observers present: Graduate Student Senate Vice Executive Chair Fritz Yarrison

Observers not present: Undergraduate Student Government Academic Affairs Director Michelle A. Crisler

Consultants and Guests present: Susan M. Augustine, Alan A. Brandyberry, Willie J. Harrell, Jennifer S. Kellogg, Yza Y. Melvin, Alexander W. Moore, O. Felix Offodile, Matthew M. Rollyson, Gail M. Rebeta, Katherine (Katie) J. Smith, Kathleen J. Spicer, Linnea A. Stafford, Therese E. Tillett, Whitney E. Wenger, Linda J. Zucca

Representing Provost Todd A. Diacon, Associate Provost Melody J. Tankersley called the meeting to order at 3:22 p.m., on Monday, 20 October 2014, in the Governance Chambers of the Kent Student Center.

Joint EPC Action Item 1: Approval of minutes of 18 August 2014.

Associate Professor Pamela K. Evans moved for approval of the minutes, which was seconded by Dean Donald F. Palmer. The motion passed unanimously.

Graduate EPC Information Item 1: Program development plan to establish a major of Business Analytics within the Master of Science [MS] degree.

Associate Provost Tankersley invited Dean Deborah F. Spake to provide an overview of the item. Dean Spake announced that the proposed master's degree is a heavily quantitative, 30-credit hour program designed to meet the growing demand for business analytics in industry. An additional faculty member will be hired in order to successfully deliver the program, but Dean Spake indicated that expected class sizes will enable the college to break even financially. The College of Public Health, the School of Digital Sciences, the School of Library and Information Science within the College of Communication and Information, and the Department of Computer Science within the College of Arts and Sciences provided letters of support for the new program.

Associate Provost Tankersley introduced the two lesser action items from the Department of Geology within the College of Arts and Sciences. Associate Dean Mary Ann Haley gave a brief summary of the changes, and no questions were asked. With no further questions, discussion or announcements for the graduate council, Associate Provost Tankersley released the Graduate EPC members from the meeting.

An EPC member asked if Undergraduate EPC Action Item 1 could affect placement of students into graduate programs. Director Therese Tillett indicated that a student's whole transcript, including grades for any forgiven courses, could be reviewed for admission to graduate programs. Nothing has changed in that respect. Associate Provost Tankersley used this question as an opportunity to transition to the first action item for the Undergraduate Educational Policies Council.

Undergraduate EPC Action Item 1: Revision of Course Repeat Policies for undergraduate students to (1) allow all repeated undergraduate courses, rather than only lower-division courses, to be eligible for recalculation of the GPA; and (2) limit the number, to three, of overall attempts to a course before a student can no longer register for that course without departmental/college intervention.

Associate Provost Tankersley explained that the proposed revisions to the current Course Repeat Policies, brought forth by the EPC Ad Hoc Committee for Academic Policies, are intended to address factors that inhibit student success and graduation at Kent State University. She directed members to EPC agenda Attachment 3, which includes information reviewed by EPC Ad Hoc Committee members prior to their decision to present proposed revisions to EPC.

Associate Provost Tankersley for a motion for the item, which was given by Associate Professor I. Richmond Nettey and seconded by Professor Fred T. Smith.

Associate Provost Tankersley opened the floor for discussion, and invited the EPC member who first raised a question about the item to repeat her comments. The EPC member expressed concern about extending the GPA recalculation provision of the Course Repeat Policies beyond lower-division courses. She shared her perspective that reviewing students for admission to graduate programs may become more challenging if the transcript is not an accurate reflection of student performance, which she felt would be the case if grade forgiveness became an option for all students at all course levels. She also expressed the opinion that grade forgiveness to the extent proposed would be a disservice to students who decide to pursue graduate study.

Dean Eboni J. Pringle shared that the EPC Ad Hoc Committee's rationale for limiting course attempts was to address the issue of excessive unsuccessful course repeats. She explained that data collected by the EPC Ad Hoc Committee indicate that students were repeating courses excessively in an effort to increase their GPAs, and extending their time to graduation in the process. Dean Pringle also stated that, while concerns about the need for a complete transcript were valid, extension of the GPA recalculation provision and restriction of course attempts were proposed to support undergraduate student graduation rather than graduate school admission processes. It was emphasized again that the student transcript would continue to reflect all courses and grades.

Associate Provost Tankersley shared the EPC Ad Hoc Committee's perspective that a higher grade earned by a student repeating a course was a more accurate reflection of the student learning that had occurred during the subsequent attempt at the course.

An EPC member asked if the EPC Ad Hoc Committee discussed limiting the number of courses that students are able to repeat. Director Tillett stated that restrictions on the total number of courses eligible for repeat was discussed, but limitations of the Banner system would make enforcing these restrictions impossible. Associate Provost Tankersley added that the frequency with which undergraduate students change majors (thereby changing the courses required for graduation) may complicate attempts to restrict the total number of courses students are able to repeat.

An EPC member asked for clarification about the sentence in the proposal stating that, after three attempts at a course, students will no longer be able to register for that course without college or campus intervention. Associate Provost Tankersley indicated that exceptions to this proposed policy would require the college or campus to initiate a registration override based on whatever criteria it determine to be appropriate. Dean Pringle added that this intervention would force a conversation about students' progress and their ability to be successful while attempting to move forward in their current academic plan.

An EPC member shared his opinion that he viewed these policy revisions as a "free pass" for students, and that he believed the university would see a large increase in the number of students who repeat a course at least once.

An EPC consultant, representing her college curriculum committee, voiced support for the policy revisions. She explained that, from the perspective of her college curriculum committee, senior-standing students very close to the required GPA for graduation would be more likely to take advantage of upper-division grade recalculation than students committed to pursuing graduate study. She identified the two options currently available for senior-standing students very close to the GPA required for graduation: (1) repeat an upper-division course, which would have only an incremental positive effect on the GPA, or (2) repeat lower-division courses, which would have a more significant impact on the GPA but be unhelpful to the student's learning and mastery in their major. She shared her opinion that the proposed policy revisions would better support student graduation on a timely basis.

An EPC member asked if individual departments would be able to refuse course repeats under any circumstances. Director Tillett said that was not possible under existing policies. However, departments can develop Not Permitted to Continue policies that could include course repeats as a criterion.

An EPC member voiced concern about the extension of grade recalculation in upper-division courses incentivizing course repeats. Associate Provost Tankersley stated that there were also a number of existing disincentives for students to repeat courses, including cost and extended time to graduation. She echoed her previous statement that grade recalculation in upper-division courses was discussed less as an incentive, and more as a better reflection of the learning that had occurred in the student's subsequent attempt in a course.

An EPC member stated that grade recalculation for upper-division courses may have an effect on the ability of individual units to report accurate information to external constituents, such as program accreditors. Director Tillett and Associate Provost Tankersley responded that Cognos may have the ability to run reports for specific unit needs.

An EPC member shared his perspective that GPA shouldn't necessarily be an indicator of what a student knows, but instead an indicator of their overall university performance. Another EPC member asked if the EPC Ad Hoc Committee had any data regarding the potential for increased class sizes or change in demand for courses based on the proposed policy changes. Associate Provost Tankersley responded that data obtained with current course repeat policies in place indicated that the number of students who repeat courses more than three times is very small. The report (appendix B) indicated that 87.5 percent of students attempted a course once, 10.4 percent attempted twice, and 1.7 percent attempted a course three or more times. Of those courses repeated, 92.6 percent is done at the lower-division level, and 7.4 percent is done at the upper-division level.

In response to a question by an EPC member, Director Tillett clarified that these proposed changes would not override any program or departmental progression policies (as well as any Not Permitted to Continue policies), or any minimum grades required in any classes as specified by program areas.

An EPC member asked, in light of the policy requiring all students to meet with an advisor prior to class registration, if another policy limiting the number of course attempts was necessary. Associate Provost Tankersley indicated that, while she trusted advisors to talk with students about academic progress, students still register for courses independently. Because it is not the responsibility of advisors to sign off on each individual class that a student will take, a formal policy would be necessary to enforce course attempt limitations.

An EPC member stated two concerns: (1) that students who want to take advantage grade recalculation for upper-division courses may take seats away from students who progressing successfully within the major, and (2) that allowing upper-division grade recalculation conflicts with the university's desire to promote itself as a more rigorous institution and to attract stronger students.

An EPC member asked Associate Provost Tankersley if the current motion could be split into two separate items, in order to provide for a clearer vote. After some discussion, Dean Douglas L. Steidl moved for the item to be divided, and Associate Dean Nettey accepted Dean Steidl's amendment to his original motion. Associate Provost Tankersley clarified that the group would be voting first on the proposed policy revision to impose a limit of three attempts to a course before a student can no longer register for that course without college/campus intervention. With no further questions or discussion, the item passed unanimously.

Dean Steidel then moved for approval of proposed policy revision that would allow all repeated undergraduate courses, rather than only lower-division courses, to be eligible for recalculation of the GPA. Dean Palmer seconded the motion. Nine EPC members voted to approve the motion; 11 EPC members voted against the item. The motion did not pass.

Undergraduate EPC Action Item 2: Approval of Kent Core and/or Global Diversity designation for specified International Baccalaureate (IB) examinations.

Dean Palmer explained that, after International Baccalaureate (IB) exams were reviewed by program areas for direct course equivalency, the Office of Curriculum Services was charged with reviewing any exam determined not to be directly aligned with the content of a specific course for possible Kent Core and/or global diversity designation.

The Office of Curriculum Services produced a memo (Attachment 4) outlining their recommendations, which were informed by comparing the IB exams against the Ohio Transfer Module and Kent Core guidelines, to be reviewed by the University Requirements Curriculum Committee. Dean Palmer indicated that the committee unanimously approved the recommendations of the Office of Curriculum Services and moved for approval of the item. The motion was seconded by Associate Dean Nettey; with no further questions or discussion, the item passed unanimously.

Undergraduate Educational Policies Council Action Item 3: Endorsement of the Writing Intensive Course (WIC) requirement review report.

Associate Dean Nettey presented the Writing Intensive Course (WIC) requirement review report on behalf of the WIC sub-committee of the URCC. Recommendations, based on 2012 student survey data that was collected and analyzed by the URCC, include:

(1) the URCC should send a "WIC checklist" to faculty members teaching writing-intensive courses, prior to the beginning of each semester;

(2) the Center for Teaching and Learning (formerly the Faculty Professional Development Center) should be encouraged to offer a WIC workshop for faculty and graduate students teaching writing-intensive courses at least once each academic year;

(3) academic units that continually exceed the enrollment maximum for a WIC should be required to bring the maximum to 25 students within two years, and academic units should be required to justify exceeding the maximum enrollment if they do so continually;

(4) all academic units offering WIC must ensure that at least 50 percent of the final course grade is based on writing by students in the WIC; and

(5) the Kent Core Composition requirements should be standard prerequisites for all WIC.

Associate Provost Tankersley requested a motion to approve the WIC requirement review report. Professor Fred T. Smith moved for approval of the item, and Associate Dean LuEtt J. Hanson seconded the motion.

An EPC member asked for clarification about the intended audience for the WIC workshops. Associate Dean Nettey explained that department chairs could recommend the workshops to faculty who teach a WIC. The EPC member also asked what would be considered sufficient justification to exceed the WIC maximum enrollment of 25 students. Another EPC member expressed concern that graduate students were able to teach a WIC. Associate Dean Nettey explained that the WIC sub-committee found that graduate students with the responsibility of teaching a WIC are often working toward a doctorate.

In response to a number of questions by EPC members, Associate Provost Tankersley and Dean Palmer clarified that the URCC WIC report contained recommendations for practice that would be reviewed by departments, and that EPC members would be voting on the approval of the report, not the implementation of each individual recommendation included in the report. With no additional questions or discussion, the item passed unanimously.

Associate Provost Tankersley requested questions or comments for any of the information items, lesser action items or remaining courses listed on the agenda. An EPC member requested that, if the fraduate and undergraduate councils are to continue meeting jointly, that protocols be established so the different councils have a better understanding of when they are expected to participate in voting for agenda items. He expressed the opinion that, as EPC representatives, all members should vote on all issues. Associate Provost Tankersley stated that she would welcome the opportunity for EPC to meet as one unified committee, rather than two separate committees. Director Tillett reminded members that a decision was made at the end of the 2013-2014 academic year to meet jointly as two distinct committees, and revisit that decision (to combine councils) in spring 2015. Hearing no additional questions or comments, Associate Provost Tankersley adjourned the meeting at 4:49 p.m.

Respectfully submitted,

Katie J. Smith
Academic Program Coordinator
Curriculum Services
Office of the Provost

Jennifer S. Kellogg
Academic Program Coordinator
Curriculum Services
Office of the Provost

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **15-Sep-14** Curriculum Bulletin _____

Effective Date **Fall 2015** Approved by EPC _____

Department	**Lifespan Development and Educational Sciences**
College	**EH - Education, Health and Human Services**
Degree	**NDUG - Undergraduate Non-Degree Program**
Program Name	**Career and Community Studies** Program Banner Code **CCS**
Concentration(s)	Concentration(s) Banner Code(s)
Proposal	**Establish program**

Description of proposal:

The purpose of this proposal is to establish an undergraduate (special) non-degree program, Career and Community Studies (CCS). CCS is a college-based transition program designed to prepare students with intellectual and developmental disabilities (ages 18-26) for adult life through academic pursuits, career discovery and preparation, and peer socialization.

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

Current total credit hours: **0** 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):

Beyond typical access and accommodation (which provides students an equal opportunity to perform), CCS student participation requires individualized supplemental support to ensure student success. Modifications in curriculum and instruction stem from unique learning characteristics presented by students with IDD. Individualization and support in electives taken are provided primarily by CCS faculty supplemental by degree-seeking peers. In addition to a program director and instructors, it is possible there will be secondary appointments of EHHS faculty. Already, faculty from all four schools of EHHS, have both taught CCS specialized courses and integrated field clinical work with the CCS program for degree seeking students. Additionally, several faculty in EHHS have on-going research projects on the CCS program and students.

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

Enrollment Management, Office of the Provost, and the following Colleges: Arts, Arts & Sciences, Business Administration, Communication and Information, Undergraduate Studies

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REQUIRED ENDORSEMENTS

H. Dellmann-Jenkins — 10/13/14
Department Chair / School Director

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

Joanne Arhar — 10/28/14
College Dean (or designee)

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

_____ — ___/___/___
Provost and Senior Vice President for Academic Affairs (or designee)

KENT STATE UNIVERSITY

Transmittal Memo

Date: October 29, 2014
From: Joanne Arhar, Assoc. Dean EHHS
To: EPC
RE: Curriculum Proposals for November EPC Meeting

Listed below and attached for EPC review are EHHS undergraduate curriculum program proposals which were approved on October 24, 2014, by the EHHS Curriculum Committee. Please contact me with any questions.

LDES-CCS Program Proposal (Yvonne Michali)
Proposal establishes an undergraduate (special) non-degree program, Career and Community Studies (CCS), a college-based transition program designed to prepare students with intellectual and developmental disabilities for adult life through academic pursuits, career discovery and preparation, and peer socialization. 120 credit hours. Effective Fall 2015.

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

Transmittal Memo

Date: September 17, 2014

To: Joanne Arhar, Associate Dean for Student Services, Undergraduate Education

From: Yvonne MIchali, Director of Program Development Career and Community Studies, School of Lifespan Development and Educational Sciences

Re: Establish new undergraduate/special non-degree program, Career and Community Studies (CCS)

The following courses are established as part of the program requirements, through the Course Catalog Update workflow:

CCS 00005 College Orientation
CCS 00010 Personal Exploration I: Nutrition/Physical Fitness
CCS 00015 Academic Experience I: Disability Awareness
CCS 00020 Technology ~~Workshop I~~ LABORATORY I
CCS 00025 Financial Literacy I
CCS 00030 Physical Education I
CCS 00035 Health and Wellness I: Personal Social Skills
CCS 00105 Introduction to Career Exploration
CCS 00110 Personal Exploration II: Independent Living/Leisure Educ
CCS 00115 Academic Experience II: Self-Determination
CCS 00120 Technology ~~Workshop II~~ LABORATORY II
CCS 00125 Financial Literacy II
CCS 00130 Physical Education II
CCS 00135 Health and Wellness II: Human Sexuality
CCS 00196 Freshman Individual Study
CCS 00205 Career Exploration I
CCS 00210 Academic Success I
CCS 00215 Interpersonal Communications
CCS 00225 Financial Literacy III
CCS 00235 Health and Wellness III: Injury Prevention
CCS 00292 Sophomore Practicum I
CCS 00296 Sophomore Independent Study
CCS 00305 Career Exploration II
CCS 00310 Academic Success II
CCS 00325 Financial Literacy IV
CCS 00335 Health and Wellness IV: Healthy Living/Substance Abuse
CCS 00392 Sophomore Practicum II
CCS 00395 Special Topics
CCS 00396 Junior Independent Study
CCS 00405 Career Preparation I
CCS 00420 Academic Support I
CCS 00492 Junior Practicum III
CCS 00495 Special Topics
CCS 00496 Senior Independent Study
CCS 00505 Career Preparation II
CCS 00520 Academic Support II
CCS 00592 Junior Practicum IV
CCS 00595 Special Topics
CCS 00605 Community Life I
CCS 00606 Community Life I Laboratory
CCS 00692 Senior Internship I
CCS 00695 Special Topics
CCS 00705 Community Life II
CCS 00706 Community Life II Laboratory
CCS 00792 Senior Internship II
CCS 00795 Special Topic

Curricular/consultative bodies that have approved this action:
LDES SCC: October 1, 2014
Presented to EHHS Curriculum Committee: October 24, 2014
Presented to EPC: November 17, 2014

Proposal Summary
Establish Career and Community Studies Undergraduate/Special Non-degree Program

DESCRIPTION OF ACTION

The purpose of this proposal is to establish an undergraduate/special non-degree program, Career and Community Studies [EH NDUG CCS7] that will be offered within the School of Lifespan Development and Educational Studies (LDES), housed in the College of Education, Health and Human Services (EHHS).

Background

The Center for Innovation in Transition and Employment was one of 27 postsecondary programs to receive a five-year grant in 2010 from the Office of Postsecondary Education (U.S. Department of Education). The purpose of the grant was to develop and sustain a Comprehensive Transition and Postsecondary Program (CTP) for students with intellectual and developmental disabilities. With provost approval, the Kent CCS program was approved by the Office of Post-Secondary Education as a CTP in 2012, which made it possible to provide student financial aid to eligible Kent State students with intellectual disabilities. Nineteen students with intellectual disabilities completed their third year with their fourth and final year being AY 2014-2015.

CCS is a college-based transition program designed to prepare students with intellectual and developmental disabilities (ages 18-26) for adult life through academic pursuits, career discovery and preparation, and peer socialization. These students seek a transition and postsecondary experience as part of a diverse community of learners. Broadly speaking, their goals like all Kent State students are to achieve adult roles and a quality of life in a community of their choice. Students participating in this program experience intellectual and developmental disabilities (IDD) that may affect some intellectual functioning and adaptive behavior. CCS students require a strong system of supports and could have some difficulty succeeding in a college degree program. Therefore, CCS is a non-degree program that integrates inclusive classes, a typical college experience, and a transition curriculum.

If the program goes forward as a regular offering, Kent State University would be the only university to have this program of study for this population of students in the region. This program was designed to meet the following Office of Postsecondary Education regulations:

(1) (a) The comprehensive transition and postsecondary program is delivered to students physically attending the institution;

(b) The comprehensive transition and postsecondary program is designed to support students with intellectual disabilities who are seeking to continue academic, career and technical, and independent living instruction at an institution of higher education in order to prepare for gainful employment;

(c) The comprehensive transition and postsecondary program includes an advising and curriculum structure;

(d) The comprehensive transition and postsecondary program requires students with intellectual disabilities to have at least one-half of their participation in the program, as determined by the institution, focus on academic components through one or more of the following activities:

(i) Taking credit-bearing courses with students without disabilities.

(ii) Auditing or otherwise participating in courses with students without disabilities for which the student does not receive regular academic credit.

(iii) Taking non-credit-bearing, non-degree courses with students without disabilities.

(iv) Participating in internships or work-based training in settings with individuals without disabilities; and

(e) The comprehensive transition and postsecondary program provides students with intellectual disabilities opportunities to be socially and academically integrated with non-disabled students to the maximum extent possible.

(2) The institutional policy for determining whether a student enrolled in the program is making satisfactory academic progress;

(3) The number of weeks of instructional time and the number of semester or quarter credit hours or clock hours in the program, including the equivalent credit or clock hours associated with noncredit or reduced credit courses or activities;

(4) A description of the educational credential offered (e.g., degree or certificate) or identified outcome or outcomes established by the institution for all students enrolled in the program;

(5) A copy of the letter or notice sent to the institution's accrediting agency informing the agency of its comprehensive transition and postsecondary program. The letter or notice must include a description of the items in paragraphs (1) through (4) of this section (Higher Education Opportunity Act, 2008).

INTENDED EFFECT

The CCS program is designed to benefit the university, students with disabilities, and the community. In regard to the university, CCS aligns with Kent State University's institutional goals of promoting diversity, research, and effective degree programs to meet regional and national need. It promotes diversity by exposing Kent State students and faculty to students that have intellectual and developmental disabilities. This improves faculty and degree-seeking students' sensitivity to the aspirations and support needs of individuals with IDD. In particular, a positive impact is realized for students preparing to become, teachers, related service providers, and health care and human service professionals. The CCS provides, and will continue to provide, opportunities for students and faculty to conduct research related to effective teaching practices, health care provision, environmental engineering, physical development, transportation, universal design for learning, and many other areas. In addition, it will enable Kent State University to develop experienced-based learning and professional development opportunities for undergraduate and graduate students in a variety of academic, employment, and community environments.

CCS students benefit by participating in college courses and experiences with same-age degree seeking peers. Students explore their own strengths, preferences, interests, and support needs in the first year of enrollment. They narrow and refine career, academic, and community living goals in the subsequent years of enrollment and focus on a career path that leads to promising opportunities for employment. Ultimately, graduates will enjoy a quality of life in which they contribute to their community and find personal fulfillment.

The CCS program also benefits students in the following ways:

- Provides a transition experience to develop skills and understanding about themselves and the world around them.
- Uses the college environment as a vehicle for self-empowerment and access to social networks, work, and independence.

- Uses the learning experience to develop critical thinking, self-reflection, and a better understanding of interrelatedness required of civic responsibility.
- Promotes group membership which fosters motivation to succeed and supports learning and participation in community life.

In addition to the benefits obtained by the university and students with IDD, the CCS program provides significant benefit to the community. There is high demand for CTP programs regionally and nationally and this demand is expected to skyrocket in the coming decade as students with intellectual disabilities and their families continue to advocate for access to postsecondary education settings. This is because students with intellectual disabilities typically need educational and transition services after high school, but most high schools are not equipped to work with community agencies to provide services in age-appropriate settings after the age of 18. Advocates and policy-makers are increasingly looking to postsecondary institutions and programs to prepare these students to complete this transition to adulthood in transition and postsecondary settings designed to meet their needs and post school plans. This proposal outlines a plan to meet this demand through a sustainable funding mechanism.

After three years of operation, the CCS program developed a strong base of academic and transition support, much of it provided by undergraduate and graduate students in education, rehabilitation, career-technical education, counseling, health and wellness, nutrition, dance, service learning, and other areas. CCS students successfully participated in Kent State courses, lived in the dorms, and participated in campus jobs and social activities. They have been expected to adhere to Kent State's student codes of conduct and have done remarkably well in managing their transportation and scheduling.

The CCS Program Design

The proposed four year, non-degree, program of study is designed to meet the legislative requirements of a Comprehensive Transition and Postsecondary Program (CTP) under the Higher Education Act Amendments of 2008. The Kent State Career and Community Studies program offers a curriculum delivered through both specialized and inclusive courses and experiences in a 120 credit hour program, covering careers, academic interests, literacies, and campus life. The CCS program is designed to take advantage of the many exemplary course offerings, activities, and student supports available to all Kent State students including "Destination Kent State: First Year Experience," health and wellness programs, work study, service learning, Student Accessibility Services, and student academic support and counseling services. The CCS curriculum is designed to culminate in preparation for a career and employment in an area of students' strengths and interests.

The CCS program spans career, academic, and independent living domains, and each course and activity contains standards and benchmarks to ensure that participating students are being adequately prepared for adult life. The career domain includes courses and activities designed to develop student competence related to career awareness, exploration, preparation, and job search. The academic domain includes activities and courses (Social Science, Basic Sciences, and Humanities and Art) designed to develop life-long learning habits, to support career goals, and to provide personal enrichment. The independent living domain includes courses and activities designed to promote self-sufficiency, adaptive behavior, and life-long relationships. In combination, these three curricular domains are designed to develop a well-rounded individual with a high degree of self-determination.

A major feature of the program is an experiential learning approach and community based instruction. The CCS program provides activities that are designed to help students develop better awareness of their disability needs. Also, activities are designed to ensure student performance in socially valid contexts. "Learning by doing" develops knowledge and skills related to how students will live and work after graduation. The experiences provide CCS students with a repertoire of knowledge and skills that have been shown by research to move students toward meaningful adult roles in society.

CCS Core Curriculum

The CCS Core provides preparation for the role of a college student and consists of 26 credits in freshman year and 30 credits in the sophomore year. The purpose of the Core in year one is to gain a foundation with courses covering disability issues, personal development, health and wellness, and literacies. The Core in year one sets the stage for Year 2 in which CCS students extend their repertoire of knowledge and skills to include participation in inclusive courses and other campus environments. Year one provides an understanding of all the competencies for college student success while year two provides opportunities for application of knowledge day to day in context.

Freshman Year Fall Semester	Sophomore Year Spring Semester
(3) Personal Exploration I: Nutrition & Physical Fitness (3) Academic Experience I: Disability Awareness (1) Technology Workshop (1) Financial Literacy I (1) PEB Course (1) First Year Experience (3) Health & Wellness I - Personal/Social Skills	(1) Career Exploration I (3) Soph. Practicum I (4) Academic Success I (1) Financial Literacy III (3) Health & Wellness III: Injury Prevention (3) Interpersonal Communication
Freshman Year Spring Semester	**Sophomore Year Spring Semester**
(1) Intro to Career Exploration (3) Personal Exploration II: Independent Living & Leisure Ed (3) Academic Experience II: Self-Determination (1) Technology Workshop II (1) PEB Course (1) Financial Literacy II (3) Health & Wellness II: Human Sexuality	(1) Career Exploration II (3) Soph. Practicum II (4) Academic Success II (1) Financial Literacy IV (3) Health & Wellness IV: Healthy/Living Substance Abuse (3) Elective

In Year 1, CCS students explore campus academic, employment, and independent living opportunities based on assessments of their strengths, interests, preferences, and support needs. They are oriented to the university campus, college coursework, social activities, and clubs while developing foundation literacy and transition competencies. In addition to "First Year Experience (FYE)," CCS students take two classes each in academic experience, physical education, health and wellness, and personal development. In health and wellness, students explore what it means to be healthy, how to achieve and maintain wellness, and what it means to have healthy relationships. (CCS students are included in physical education and FYE with degree-seeking students.) In personal development, students pursue topics of nutrition, leisure and fitness, and social activities.

Two academic experience courses provide expanded opportunities in the following areas:

- Exploration of major and career areas of interest
- Exposure to curricular and co-curricular opportunities
- On-going support and guidance during the transition from high school to college
- Insight into academic expectations
- Opportunity to network with faculty, fellow classmates, and upper-class students
- Knowledge of academic support services
- Awareness of involvement and leadership opportunities

Students learn how to make choices and decisions based on interests and preferences, to monitor and regulate their own actions, and to be goal-oriented and self-directed. The academic experience courses guide students in developing self-determination skills so that they are more successful in achieving academic, career, and life goals. "Educational Technology" and "Financial Literacy" are additional specialized Year I courses.

In Year 2, faculty and peers foster further understanding of choices, and guide the student in continuing the exploratory process across the academic, career, and independent living domains. In practica in actual work environments, students gain understanding of their strengths and interests, and the requirements and demands of being a worker in these settings. Through two academic success courses, students gain an understanding of liberal study disciplines (Social Sciences, Basic Sciences, and Arts and Humanities) and how a learner becomes well versed in exploring, navigating, and mastering the basics of diverse topics. Two more health and wellness courses continue the curriculum on healthy living and relationships. Year 2 begins elective course taking with a communication course in the fall and an elective in the spring. Academic success courses continue to assess and prepare students to learn course content and to obtain student success skills.

CCS Major Curriculum

In years three and four, major courses and experiences build on the Core and prepare students to transition to adult roles. Courses focus on career development and employment, independent living, extension of life-long learning competencies, and the development of in-depth understanding of topics related to their career field and general interests in arts and humanities, and social and basic sciences. The base in year three sets the stage for year four in which CCS students apply their learning in jobs and communities of choice. The senior year provides a transition to desired post school outcomes.

Junior Year Fall Semester	Senior Year Fall Semester
(3) Career Preparation I	(1-12) Internship I
(4) Jr. Practicum I	(1) Community Life I
(3) Academic Support I	(3) Community Life Lab
(3) Elective	(3) Elective
(3) Elective	(3) Elective
Junior Year Spring Semester	**Senior Year Spring Semester**
(3) Career Preparation II	(1-12) Internship II
(4) Jr. Practicum II	(1) Community Life II
(3) Academic Support II	(3) Community Life Lab
(3) Elective	(3) Elective
(3) Elective	(3) Elective

Years three (32 credits) and four (32 credits) provide more intensive preparation in the student's career field through work experiences and related elective inclusive classes. Through two courses each in career networking and inclusive electives students search options and opportunities in their career field specialization and develop depth of knowledge and richness of networking and connections. In practica, students gain experience in a variety of campus-based and off-campus employment settings. Activities, shared with degree seeking students with the same career interests expand the networks of CCS students. Students complete on and off campus work experiences and conduct research into career opportunities in their home communities as well. Students also map out needs and resources for independent living community life classes and labs. Individualized tutoring and coaching provide needed assistance for success in elective courses and work experience.

The focus of the "senior" year is internship and employment. CCS students make self-determined decisions about how to focus the final steps of their program toward a rewarding career in their field of interest. Program supports play a supportive role in developing the career exploration, work experiences, paid and unpaid internships, independent living, as well as placement into employment.

IMPACT ON PROGRAMS, COURSES, FACULTY, STAFF AND DEGREE SEEKING STUDENTS

The Career and Community Studies curriculum delivers instruction on critical knowledge and skills through both specialized and elective coursework with degree-seeking students and experiences. Beyond typical access

and accommodation (which provides students an equal opportunity to perform), CCS student participation in electives requires individualized supplemental support to ensure student success. Modifications in curriculum and instruction stem from unique learning characteristics presented by students with IDD. They may require individualization of syllabus objectives and/or specialized instruction, beyond practices like universal design, which largely level the playing field. While permission to "sit-in" on elective courses require instructor approval, it is important to note that individualization and support in electives taken are provided primarily by CCS faculty supplemental by degree-seeking peers. Individualization also ensures that at most, 1-2 students may be participating in a given course with peers.

In addition to a program director and instructors, it is possible there will be secondary appointments of EHHS tenure and non-tenure track faculty. Already, faculty from all four schools of EHHS, have both taught CCS specialized courses and integrated field clinical work with the CCS program for degree seeking students. Additionally, several faculty in EHHS have on-going research projects on the CCS program and students.

Career and Community Studies (CCS) provides students with intellectual disabilities a college-based program which utilizes a broad system of faculty, staff, and peer supports. Kent State degree-seeking students reflect a significant mode of inclusion and may benefit themselves in one of three ways. They may be completing field-clinical requirements associated with their major (i.e. special education, teacher education, rehabilitation counseling, speech pathology, etc.). The CCS program also provides numerous opportunities for students to meet their Experiential Learning Requirements (ELR). Thirdly, peer mentors engage in activities with or in support of CCS students across the academic, career, literacy, and independent living domains.

Degree seeking peers are similar-age students who assist and guide CCS students for the purposes of learning, socializing, and being independent. They also provide support for successful inclusion in classes and other activities. They are recruited from various classes, programs, student clubs, and organizations across campus. Peers may be majoring in the fields matched to the CCS student's post school career goals. For social activities, the objective is to help facilitate understanding of and participation in preferred campus activities.

Academic support activities performed by peers, for example, include helping students with their course assignments, organizing their time, or accessing the internet for information specific to a course project. Academic peers may also accompany a CCS student to an elective class to help the student to better acclimate to the classroom environment. The peer may guide the student in developing natural supports within classes so that the CCS student will be able to recognize and utilize those supports for added success.

All CCS students participate in work experiences and internships in which peers are utilized as supports. Sophomore year CCS students explore careers in which they self-assess interests, past experiences and current skills. Peers may provide structure and support for student success in job performance, in thinking through a career path, and in meeting milestones needed to accomplish their career goal. For CCS juniors, peers may support them in locating employment opportunities of interest on/near campus. CCS students may need help in contacting the employer and going through the application and interview process. In work experiences, support staff and peers may discuss barriers, problem solve, and share experiences. For CCS seniors, peer counseling and support reinforce the expected outcome of gainful employment in the CCS student's preferred career path.

Going forward, the CCS program will have numerous impacts for campus programs and the entire campus community. The CCS program and current students have altered attitudes toward diversity in learning and enriched interactions daily that occur with faculty and degree seeking students and the university community. CCS program principles embody the collective ethic that places students and their success at the center of the Kent State mission. Together the CCS students and the general student body will be prepared for a future where interdependence provides the foundation to a civil society.

FISCAL, ENROLLMENT, FACILITIES, AND STAFFING

The CCS program design accommodates 10-12 students per class, freshman through senior. At any one time, enrollment would range from 40 to 45. Staffing needs for this program requires one full-time dedicated program director and two transition instructors.

The CCS program director role is split among program coordination, counseling and advising, and instruction and is a calendar year appointment. The functions of the program director include:

1. Supervise and support the two instructors.
2. Coordinate with academic and non-academic units in CCS program planning and implementation.
3. Provide interdisciplinary leadership for programs and faculty engagement.
4. Develop and lead a CCS program advisory committee of internal and external stakeholders.
5. Develop community transition programs, including parent education, which meet community needs and advance the university mission.
6. Develop educational, marketing, and recruitment programs and materials for prospective students and their families, degree-seeking students, schools, and community programs.
7. Collaborate with community agencies and develop sources of funding that support CCS program mission and university advancement.
8. Provide a schedule each semester for CCS specialized courses, inclusive courses, and experiential learning and load distribution.
9. Provide advising and counseling to CCS students.
10. Organize and deliver person-centered backward planning activities associated with students' career field specialization.

The CCS program requires two transition instructors, one each for the academic and career domains. The role for the instructors is both instructional and supportive of student success in equal emphasis. The academic instructor primarily teaches and supports CCS students in the college student roles of exploration, academic success, and acclimation to campus life. The career instructor teaches and supports CCS students primarily in career roles of exploration and preparation for employment after graduation. Functions of the academic support instructor are:

1. Teach academic and student success knowledge and skills.
2. Provide training and supervision to degree seeking students participating in areas related to academics.
3. Create student academic schedules.
4. Negotiate learning contracts with faculty involved in CCS inclusive courses.
5. Supervise and evaluate academic progress for CCS students.
6. Manage day to day student activities and provide support as needed.

Functions for the career support instructor are:

1. Teach career and work performance knowledge and skills.
2. Provide training and supervision to degree seeking students participating in areas related to career and work.
3. Create student work schedules.
4. Negotiate agreements with work site personnel involved in CCS work labs, work experiences, and internship.
5. Supervise and evaluate career and work progress for CCS students.
6. Manage day to day activities and provide support as needed.

EVIDENCE OF NEED AND SUSTAINABILITY

Youth with intellectual disabilities face major obstacles to pursuing and achieving a career (or even a job) and a satisfactory quality of life. Nationally, studies have documented very low rates of employment for school exiters with intellectual disabilities, as low as 38% eight years after leaving high school (Newman, Wagner,

Knokey, et al., 2011). Outcome studies show that often students with IDD lack access to courses of study and transition supports that correlate with post school employment (Baer, Daviso, Flexer, McMahan-Queen, 2011).

One promising development in transition services is post-secondary education which predicts employment for youth with intellectual disabilities (Grigal, Hart, & Migliore, 2011). Youth with intellectual disabilities who participated in higher education were 26% more likely to be employed after vocational rehabilitation services. Also, their weekly earnings were 73% greater than non-participants in postsecondary education (Migliore & Butterworth, 2008). Yet, students with IDD have the lowest rate of postsecondary enrollment when compared to all other categories of disability (Newman, Wagner, Knokey, et al., 2011). High school students with IDD attended two or four year colleges at a rate of only 11% (Grigal, et al., 2011).

The picture of employment and appropriate post-secondary programs in Ohio mirrors trends at the national level. The Center for Innovation in Transition and Employment (CITE) collects high school transition services and outcome data (one year out) for the Office of Exceptional Children (OEC). (These data are state reporting requirements provided to the U.S. Department of Education.) Since 2005, the Center built a database of 1074 Ohio graduates with IDD that shows the need for postsecondary transition programs in Ohio (Daviso, Baer, McMahan Queen, 2014). Only 28% (similar to national data) obtained full-time employment one year after graduating. Twenty percent attended two or four year postsecondary programs. The barriers to employment and postsecondary education start with the high school programs provided to students with IDD. Only half of the sample studied had access to the general curriculum, a requirement to be successful in postsecondary transition programs. It is clear both nationally and in Ohio that the development of postsecondary transition programs would improve post school outcomes (e.g. employment) and provide impetus to change expectations and the educational and transition services landscape for youth with intellectual disabilities.

Postsecondary education is essential to the development of a career path and success and satisfaction in life. Besides career establishment and advancement, the financial benefits of postsecondary education are substantial over a lifetime (Carnevale, Rose, & Cheah, 2011). For persons with disabilities, postsecondary education protected them from job loss from the recent recession while also increasing their ability to find new employment (Kaye, 2010). Unfortunately, these same benefits were not realized for students with intellectual disabilities because transition and postsecondary programs are a relatively new trend and the field is still maturing.

The funding and piloting of the Career and Community Studies program demonstrated that college transition programs for youth with intellectual disabilities meets a significant, unmet, need, regionally and nationally. With courage and commitment the 19 CCS students have grown and adapted to the college environment. They have accessed adult learning opportunities, expanded social networks, connected their learning to their personal goals, started on a career trajectory toward employment , and assumed socially valued roles toward success in their adult/post school lives. Parents, advocates, and professionals recognize that opportunities for postsecondary education experiences have the same benefits for all students. They also realize that typical transition services for these youth either do not produce desired outcomes or put a ceiling on the possibilities for some students with intellectual disabilities.

CCS program principals exemplify the Kent State mission of personalized and contextualized learning that capitalizes on students' goals as primary factors in retention and graduation. Moreover, collaboration and interdisciplinary program principles are at the heart of the CCS program. Already discussed, is the fact that the CCS pilot project made connections throughout the university community. From support from vice-presidents, deans, and directors through involvement by undergraduates in mentoring or service learning activities, the CCS has set the stage for an ongoing infrastructure and interdisciplinary teaching, research, and service involving administration, faculty, staff, and degree-seeking students.

Beyond the revenue from tuition paying CCS students, the program potential for income generation is both real and potential. The CITE (which has conducted the pilot) has a long history of transition research, personnel development, and outreach. From its home in LDES, CCS will be housed with both the center as well as with special education and rehabilitation. Faculty from every school in EHHS have collaborated with the CCS program for research and interdisciplinary personnel preparation. The CCS program has all the essential features to generate a structure for research, teaching, and service in postsecondary transition for non-degree populations of students with disabilities.

The CCS program aligns with the Kent State mission in numerous dimensions. The pilot for CCS demonstrates a workable model and infrastructure across colleges, support services, the campus community, and degree-seeking student populations. The pilot provided a transition college experience in which CCS students participated in inclusive classes, work and career experiences, dorm life, and campus activities that benefitted both them and their fellow students. Internal and external audiences have demonstrated that their participation and support of the Kent State CCS program will sustain into the future.

The funding model for the CCS program consists of costs for instruction and costs to support participation in classes and campus activities. The on-going staffing required to provide basic instruction and student services are the program director and the two NTT positions (academic and career instructors). Services for student success for CCS students are not different in kind from degree-seeking students but may be more frequent and intensive. There are both in-kind and often potential resources to meet the additional individualization of services for the CCS student.

1. Degree-seeking students may obtain experiences to meet their own program requirements or simply volunteer (i.e. field experience, practicum, internship, experiential learning, or service learning).
2. Faculty across program areas in EHHS and the Colleges of Arts and Sciences, Business, and Communication and Information, may collaborate with CCS faculty to develop interdisciplinary programs and research.
3. Program faculty could pursue government and private funding sources to enhance program operations and to meet individual student service needs. The Transition Center submitted a proposal for a new five year personnel preparation project. Institutional advancement continues to pursue financial support for new and on-going costs of the CCS program (e.g. completing an Impact Profile).
4. Deans, that we consulted so far, see no impact on revenue when CCS students "sit in" inclusive classes with degree-seeking students.
5. The CCS program has potential for revenue generation through continuing education programs and community disability services (provided primarily in the summer).
6. After the first four years, there is potential in the form of demand to expand the program on the Kent campus as well as develop programs at the regional campuses.

TIMETABLE AND ACTIONS REQUIRED: The proposal will go through the required curriculum approval process, to take effect fall 2015. The following is the anticipated schedule:

Approval by LDES SCC: October 1, 2015
Presented to EHHS CCC: October 24, 2015
Presented to EPC: November 17, 2015

In conclusion, comprehensive transition and post-secondary programs (CTP's) expand program options that are strongly related to employment for youth with intellectual disabilities. CTP's have the potential to improve post-school outcomes and provide career preparation in students' identified career fields. A career that provides intrinsic motivation and a livable wage makes possible a desired quality of life.

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Career and Community Studies (Non-Degree)

COLLEGE: College of Education, Health and Human Services

DEPARTMENT: School of Lifespan Development and Educational Sciences

CAMPUS(ES): Kent Campus

DESCRIPTION: Career and Community Studies is a college-based, transition, non-degree program to prepare students with intellectual and developmental disabilities (ages 18-26) for adult life through academic pursuits, peer socialization, and career discovery and preparation. The program integrates inclusive classes, a typical college experience, and a transition curriculum to assist students in achieving adult roles and a quality of life in a community of their choice.

The first year of the program is designed as a foundation with courses covering disability issues, personal development, health and wellness, and literacies. Year two allows students to extend their knowledge and skills in participating in college-level courses and other campus environments. The last two years focus on career-field specialization with courses in independent living, life-long learning competencies, and career development and employment, as well as internships in the community where students apply their learning in jobs of choice.

CAREER OPPORTUNITIES: The Career and Community Studies program supports students for a career and employment in an area of the students' strengths and interests. In the first year, students take courses in career exploration and preparation, which assess student interest, past experience and current skills. During sophomore and junior years, students undertake 6-12 hours of practicum experience in work settings throughout campus. Senior year-students have internships off campus in an area of their specific interest. Students may work up to 36 hours a week based on the individual site and student preference. Expected outcomes are gainful employment, either full or part time, in the student's preferred career path. The program has established relationships with government agencies, local business and non-profit organizations.

ADMISSION REQUIREMENTS: The program is limited to 10-12 students each fall. Students participating in the program experience intellectual and developmental disabilities that may affect some intellectual functioning and adaptive behavior. Other qualifications include documentation of past successful work, academic, leadership, and community participation. Also required for admission are a completed application, reference letters, and an in-person interview with the CCS admission committee.

LANGUAGE REQUIREMENTS: None

GRADUATION REQUIREMENTS: Minimum 120 credit hours to receive a Record of Completion. Minimum 2.5 cumulative GPA in CCS Major and passing grades (S/U) in Special Topic courses.

PROGRAM LEARNING OUTCOMES: Graduates of the program become more self-determined persons who are better prepared for independent living and the achievement of career goals. Graduates gain confidence in critical and independent thinking, and use their own voice and vision in order to be active and informed citizens. Alumni understand basic concepts of the academic disciplines, and apply imagination and creativity as they begin a lifelong pursuit of knowledge. As ambassadors for the Career and Community Studies program, graduates are aware of ethical implications of their own actions, and are positive role models who contribute to societal views concerning inclusion, community, and tolerance for diversity.

Career and Community Studies (Non-Degree) – Program Requirements

MAJOR PROGRAM REQUIREMENTS (120 credits) *Courses count in major GPA*			
Course		**Title**	**Credits**
		Core Requirements	
CCS	00005	College Orientation [1]	1
CCS	00010	Personal Exploration I: Nutrition and Physical Fitness	3
CCS	00015	Academic Experience I: Disability Awareness	3
CCS	00020	Technology ~~Workshop~~ I LABORATORY	1
CCS	00025	Financial Literacy I	1
CCS	00030	Physical Education I [2]	1
CCS	00035	Health and Wellness I: Personal Social Skills	3
CCS	00105	Introduction to Career Exploration	1
CCS	00110	Personal Exploration II: Independent Living and Leisure Education	3
CCS	00115	Academic Experience II: Self-Determination	3
CCS	00120	Technology ~~Workshop~~ II LABORATORY	1
CCS	00125	Financial Literacy II	1
CCS	00130	Physical Education II [2]	1
CCS	00135	Health and Wellness II: Human Sexuality	3
CCS	00205	Career Exploration I	1
CCS	00210	Academic Success I	4
CCS	00215	Interpersonal Communications [3]	3
CCS	00225	Financial Literacy III	1
CCS	00235	Health and Wellness III: Injury Prevention	3
CCS	00292	Sophomore Practicum I	3
CCS	00305	Career Exploration II	1
CCS	00310	Academic Success II	4
CCS	00325	Financial Literacy IV	1
CCS	00335	Health and Wellness IV: Healthy Living/Substance Abuse	3
CCS	00392	Sophomore Practicum II	3
CCS	00405	Career Preparation I	3
CCS	00420	Academic Support I	3
CCS	00492	Junior Practicum III	4
CCS	00505	Career Preparation II	3
CCS	00520	Academic Support II	3
CCS	00592	Junior Practicum IV	4
CCS	00605	Community Life I	1
CCS	00606	Community Life I Laboratory	3
CCS	00692	Senior Internship I	1-12
CCS	00705	Community Life II	1
CCS	00706	Community Life II Laboratory	3
CCS	00792	Senior Internship II	1-12
		Additional Requirements	
CCS	00196	Freshman Individual Study[5]	1-3
CCS	00296	Sophomore Independent Study[5]	1-3
CCS	00395	Special Topics [4]	1-~~6~~4
CCS	00396	Junior Independent Study[5]	1-3
CCS	00495	Special Topics [4]	1-~~6~~4
CCS	00496	Senior Independent Study[5]	1-3
CCS	00595	Special Topics [4]	1-~~6~~4
CCS	00695	Special Topics [4]	1-~~6~~4
CCS	00795	Special Topics [4]	1-~~6~~4
		MINIMUM TOTAL	**120**

1. Students enrolled in CCS 00005 College Orientation also will attend sessions of the Kent State course US 10097 Destination Kent State: First Year Experience.
2. Students enrolled in CCS 00030 and CCS 00130 Physical I/II also will attend sessions of different Kent State PEB (Physical Education–Basic) courses.
3. Students enrolled in CCS 00215 Interpersonal Communications also will attend sessions of sessions of the Kent State course COMM 15000 Introduction to Human Communication.

4. Students enrolled in CCS 00395 Special Topics also will attend sessions of Kent State courses selected in consultation with an advisor.
5. Students enrolled in CCS 00196 Independent Study will need prior approval from their CCS Academic Advisor and the topic must pertain to a career field of interest.

In 2010 Kent State University began development of the Career and Community Studies (CCS) program which is a four-year, non-degree college experience for students with intellectual disabilities housed in the School of Lifespan Development and Education Sciences. The CCS program is designed to benefit the university, students with disabilities, and the community. In regard to the university, Career and Community Studies (CCS) aligns with Kent State University's institutional goals of promoting diversity, research, and effective degree programs to meet regional and national need. It promotes diversity by exposing Kent State students and faculty to students that have intellectual and developmental disabilities. This improves faculty and degree-seeking students' sensitivity to the aspirations and support needs of individuals with IDD. In particular, a positive impact is realized for students preparing to become, teachers, related service providers, and health care and human service professionals. The CCS provides, and will continue to provide, opportunities for students and faculty to conduct research related to effective teaching practices, health care provision, environmental engineering, physical development, transportation, universal design for learning, and many other areas.

Next spring, 19 students will graduate from the CCS pilot program which will bring an end to the grant funded development phase. Beginning in fall 2015, program sustainability is addressed through tuition fees paid by new students. All courses taken by CCS students are prefixed with CCS. Since paid employment in a career field is the goal of the program, students will participate in courses offered by all colleges dependent on students' skills and career interests. It is important to note that individualization and support in courses taken are provided primarily by CCS faculty and staff, and peer mentors. Individualization also ensures that at most one to two students may be participating in a given inclusive course.

Therefore, the purpose of this email is to request a meeting to be scheduled with Directors and Chairs, and perhaps interested faculty, in order to discuss collaboration efforts as we move forward in the curriculum approval process for the CCS program.

Course Pre/ #	Course Title	Credit	Faculty
ARTC 25400	Ceramics I	3	Eva Kwong
ARTC 35400	Ceramics II	3	Kurt Mangus
ARTC 45095	Investigating the Human Figure in Cer.	3	Kurt Mangus
ATTR 25036	Principles of Athletic Training	3	Lisa Chinn
ATTR 35040	Strength & Conditioning	2	Robert Lamieux
BSCI 10001	Human Biology	3	Randy Hoeh
BUS 10123	Exploring Business	3	Greg Graham
CACM 10011	Intro to Conflict Management	3	Theresa Repicky
COMM 15000	Intro to Human Communicaion	3	Sam Homer
COMM 15000	Intro to College Writing Stretch	3	Micelle Wollenzier
COMM 25863	Business & Professional Comm	3	Linda Duff
CS 10001	Computer Literacy	3	Arvind Bansal
CS 10051	Computer Science Principles	4	Gwenn Volkert
CS 10051	Intro to Computer Science	3	Gwenn Volkert
CS 13001	Computer Science 1: Programming	3	Mikhail Nesterenko
DAN 17001	Studio Modern Dance	1	Erin Smith
DAN 17004	Studio Jazz	1	Beverly Petersen-Fitts
DAN 17007	Studio Tap	1	Beverly Petersen-Fitts
DAN 17016	Studio Swing	1	Beverly Petersen-Fitts
DAN 47095	Hip Hip I	1	Danielle Stevens
DAN 47095	Hip Hop II	1	Danielle Stevens
DSCI 10310	My Story on the Web	3	Gordon Murray
ECED 10120	Intro to Early Childhood Services	3	Jennifer Sprafka
ECED 20163	Understanding Young Children: Typical	3	Pam Hutchins
EDPF 29535	Education in a Democratic Society	3	Kate Klonowski
ENG 10001	Intro to College Writing	3	Katherine Orr
ENG 20021	Intro to Creative Writing	3	Katherine Orr
ENG 30069	Poetry Writing	3	Katherine Orr
ENG 34041	Fairy Tales	3	Don-John Dugas
ENTR 27056	Intro to Entrepreneurship	3	Denise Easterling
EXSC 15010	Intro to Exercise	3	Michael Kalinski
EXSC 40612	Exercise Leadership for the Older Adult	3	Brandon Pollock
GEOG 17063	Geography of the US/Canada	3	Thomas Schmidlin
GEOG 21062	Physical Geography	3	Melissa Phillips
GEOG 40175	Natural Disasters	3	Thomas Schmidlin
GEOL 11040	Earth Dynamics	4	Ashleigh Stepp
GEOL 21080	Fundamentals of Oceanography	3	Wade Jones
GEOP 31062	Fundamentals of Meteorology	3	Thomas Schmidlin
GERO 14029	Intro to Gerontology	3	Kelly Cichy
HDFS 14027	Intro to Human Develop & Family Stu	3	Shannon Speaks
HDFS 24011	Interpersonal Relationships & Family	3	Chivon Fitch
HIST 12070	US History Modern	3	Kim Gruenwald

College of the Arts
Phone: X 22760

College of Arts and Sciences
Phone: X 22650

College of Business Admin
Phone: X 22772

College of Comm & Information
Phone: X 22950

College of EHHS
Phone: X 22202

Colleges we have not accessed but may in the future:

College of Applied Eng.
Phone: X 22892

College of Architecture
Phone: X 22789

College of Public Health
Phone: X 26500

HM 12023	Techniques of Food Production	5	Edward Hoegler
HM 13024	Intro to Hospitality Management	3	Mandy Ulicney
HM 23030	Lodging Operations and Management	3	Ning-Kuang Chuang
ITEC 19525	Educational Technology	3	Chia Ling Kuo
JMC 12001	Elementary Photography	2	Phillip Long
JMC 40095	Smartphone Photography	3	David LaBelle
JUS 12000	Intro to Justice Studies	3	Michelle Foster
JUS 26704	Issues in Law & Society	3	Anthony Vander Horst
MIS 24163	Principles of Management	3	Aviad Israeli
MUS 22121	Music as a World Phenomenon	3	Sunmin Yoon
MUS 36311	Applied Music - Voice	2	Jay White
MUS 45142	Men's Chorus	1	Doug Beery
NUTR 23511	Science of Human Nutrition	3	Carmen Blakely-Adams
PEB 10123	basketball	1	Karen Linder
PEB 10125	Basketball	1	Richard Doughman
PEB 10304	Bowling	1	Keith Lang
PEB 10306	Jogging	1	Kirsten Leigh Beverley
PEB 11634	Self-Defense	1	Pam Hickey
PEB 11663	Beginning Yoga	1	Pam Hickey
PEB 13003	Dance Exercise	1	Jane Jindra Parman
PEB 13030	Beginning Rock Climbing	1	David Herpy
PHYS 11030	Seven Ideas that Shook the Universe	3	John Barrick
PSYC 10001	General Psychology	3	Sharon Sciartelli
PSYC 20651	Child Psychology	3	William Merriman
RPTM	Community Development & Recreation	3	Mary Parr
RPTM 16000	Foundations of Recreation	3	Mandy Ulicney
RPTM 26060	Global Tourism	3	Phillip Wang
SOC 12050	Intro to Sociology	3	Ivanka Sabolich
SPAD 15000	Intro to Sports Administration	3	Gloria Gonzalez
SPAD 25000	Sport in Society	3	Robert Stadulis
SPAD 35025	Facility Management	3	William Mulrooney
SPED 23000	Intro to Exceptionalities	3	Andrea Simms
SPED 43010	Health Ed. for Early Childhood	3	Angela Backus
SPED 43010	Family & Professional Collaboration	3	Rebecca Morsefield
US 00006	Study Strategies in 7 Ideas	3	Daniel Wolfson
US 10001	First Year Experience	1	various

KENT STATE
UNIVERSITY

August 28, 2014

To Whom It May Concern:

This letter is to show my support to the Career & Community Studies Program (CCS), a non-degree, four-year college program for students with intellectual disabilities at Kent State University. I understand that CCS originated as a development program in 2011 and was funded through The Model Comprehensive Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID) of the Office of Postsecondary Education, U.S. Department of Education. These grants were provided to institutions of higher education or consortia of institutions of higher education to enable them to create or expand high quality, inclusive college experiences.

It has been explained to me that in order to complete the requirements of the CCS program, students must identify a career field of interest and sit in classes with like-minded peers without disabilities in order to gain knowledge of the identified field. Prior to a student joining a course, CCS faculty gets approval from the KSU faculty to ensure that the faculty is agreeable to collaborating with the program. CCS faculty and staff provide academic support to the student, and they are in regular communication with the KSU faculty to ensure the learning experience is successful for all. No KSU credits will be awarded, and students will receive a S/U grade. CCS students receive services through Student Accessibility Services who provide the same accommodations as other KSU students, and CCS staff provides the necessary modifications. This way the program is individualized to each student's needs.

It has been explained to me that beginning Fall 2015, new tuition paying students will enroll in the CCS program, and that specific CCS students will be sitting in on courses and using resources provided by the College of the Arts. I want to show my endorsement of the Career and Community Studies by allowing future students to continue to sit-in on various courses without receiving compensation. In order to show good faith and the desire to collaborate, the CCS program offers ways for students in the College of the Arts to complete course assignments and/or credits through experiential learning credit, field experiences, internships, or volunteer experiences.

Please accept this letter as evidence of my support and endorsement to the Career and Community Studies Program.

Sincerely,

Cynthia R. Stillings
Acting Associate Dean

cc. John R. Crawford, Dean, College of the Arts

College of the Arts
Office of the Dean
P.O. Box 5190 • Kent, Ohio 44242-0001
330-672-2760 • Fax 330-672-4706 • http://www.kent.edu/artscollege

KENT STATE
UNIVERSITY

September 3, 2014

Dear Ms. Dellman-Jenkins:

This letter is to show my support to the Career & Community Studies Program (CCS), a non-degree, four-year college program for students with intellectual disabilities at Kent State University. I understand that CCS originated as a development program in 2011 and was funded through The Model Comprehensive Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID) of the Office of Postsecondary Education, U.S. Department of Education. These grants were provided to institutions of higher education or consortia of institutions of higher education to enable them to create or expand high quality, inclusive college experiences.

It has been explained to me that in order to complete the requirements of the CCS program, students must identify a career field of interest and sit in classes with like-minded peers without disabilities in order to gain knowledge of the identified field. Prior to a student joining a course, CCS faculty gets approval from the KSU faculty to ensure that the faculty is agreeable to collaborating with the program. CCS faculty and staff provide academic support to the student, and they are in regular communication with the KSU faculty to ensure the learning experience is successful for all. No KSU credits will be awarded, and students will receive a S/U grade. CCS students receive services through Student Accessibility Services who provide the same accommodations as other KSU students, and CCS staff provides the necessary modifications. This way the program is individualized to each student's needs.

It has been explained to me that beginning Fall 2015, new tuition paying students will enroll in the CCS program, and that specific CCS students will be sitting in on courses and using resources provided by the College of Communication and Information. I want to show my endorsement of the Career and Community Studies by allowing future students to continue to sit-in on various courses without receiving compensation. In order to show good faith and the desire to collaborate, the CCS program offers ways for students in the College of Communication and Information to complete course assignments and/or credits through experiential learning credit, field experiences, internships, or volunteer experiences.

Please accept this letter as evidence of my support and endorsement to the Career and Community Studies Program.

Sincerely,

AnnMarie LeBlanc
Interim Dean

College of Communication and Information
Office of the Dean
P.O. Box 5190 • Kent, Ohio 44242-0001
330-672-2950 • Fax: 330-672-2952 • http://www.kent.edu/cci

From: Sinclair, Elizabeth

Sent: Monday, September 15, 2014 1:56 PM

To: Dellmann-Jenkins, Mary

Cc: Sinclair, Elizabeth

Subject: CCS Program

Hi, Mary,

Great talking with you today.

This email is to acknowledge the College of Business Administration's understanding of the Career & Community Studies Program (CCS). We know it is a non-degree, four-year college program for students with intellectual disabilities at Kent State University and that it was initially funded through The Model Comprehensive Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID) of the Office of Postsecondary Education, U.S. Department of Education.

It has been explained that in order to complete the requirements of the CCS program, students must identify a career field of interest and sit in classes with like-minded peers without disabilities in order to gain knowledge of the identified field. Prior to a student joining a course, CCS faculty seeks approval from the KSU faculty to ensure that the faculty is agreeable to collaborating with the program.

Given most College of Business Administration freshmen and sophomore level courses have either 1.) very large enrollments, 2.) at least one or more prerequisites or 3.) they require a penchant for quantitative analysis, we expect the only course that will be of interest is BUS 10123, Exploring Business. In addition, while the initial inquiry process may work for some units, we ask that before contacting a faculty member, CCS faculty first contact the Department Chair of the course. For Exploring Business, the Department Chair is Dr. Felix Offodile.

We understand that CCS faculty and staff provide academic support to the student, and they are in regular communication with the KSU faculty to ensure the learning experience is successful for all. No KSU credits will be awarded, and students will receive an S/U grade. CCS students receive services through Student Accessibility Services who provide the same accommodations as other KSU students, and CCS staff provides the necessary modifications.

It has been explained that beginning Fall 2015, new tuition paying students will enroll in the CCS program, and that CCS students will be sitting in on courses at Kent State University. We will support the program by accepting CCS' request to receive the compensation for students who enroll in the Exploring Business course, and by allowing no more than one future student at a time to 1.) sit in the Exploring Business course and 2.) enroll in a "child" section of the Exploring Business course that is created by CCS. In order to show good faith and the desire to collaborate, the CCS program offers ways for students who enroll in the CCS section of Exploring Business to complete course assignments and/or

credits through experiential learning credit, field experiences, internships, or volunteer experiences as long as the Exploring Business faculty member is in agreement.

It is important to note that the College of Business Administration instituted a laptop requirement starting with the Fall 2014 entering freshmen class. Therefore, CCS students who enroll in Exploring Business will be required to have a laptop computer for this class if they wish to fully participate.

Let me know if you have any questions or concerns.

Liz Sinclair, Assistant Dean

College of Business Administration

From: HALEY, MARY ANN

Sent: Tuesday, September 9, 2014 5:13 PM

To: Dellmann-Jenkins, Mary

Subject: Career and Community Studies Program

Dear Mary,

The College of Arts and Sciences supports the establishment of the Career and Community Studies (CCS) Program within the College of Education, Health and Human Services at Kent State University. We understand that the students to be enrolled in the program have intellectual disabilities but will be required to identify a field of interest and take courses with peers without disabilities. College of Arts and Sciences faculty will have the option of collaborating with the CCS Program to ensure a successful experience for all. As was the case during the pilot program, CCS students will be enrolled through the course prefix and numbers for the program and the College will not receive compensation through the normal KSU funding mechanisms. We look forward to the continued success of this program and creating educational opportunities for these students.

Best regards,

Mary Ann

Mary Ann Haley, Ph.D.

Associate Dean

College of Arts and Sciences

Kent State University

105 Bowman Hall

330-672-8968

KENT STATE
UNIVERSITY

August 28, 2014

To Whom It May Concern:

This letter is to show my support to the Career & Community Studies Program (CCS), a non-degree, four-year college program for students with intellectual disabilities at Kent State University. I understand that CCS originated as a development program in 2011 and was funded through The Model Comprehensive Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID) of the Office of Postsecondary Education, U.S. Department of Education. These grants were provided to institutions of higher education or consortia of institutions of higher education to enable them to create or expand high quality, inclusive college experiences.

It has been explained to me that in order to complete the requirements of the CCS program, students must identify a career field of interest and sit in classes with like-minded peers without disabilities in order to gain knowledge of the identified field. Prior to a student joining a course, CCS faculty gets approval from the KSU faculty to ensure that the faculty is agreeable to collaborating with the program. CCS faculty and staff provide academic support to the student, and they are in regular communication with the KSU faculty to ensure the learning experience is successful for all. No KSU credits will be awarded, and students will receive a S/U grade. CCS students receive services through Student Accessibility Services who provide the same accommodations as other KSU students, and CCS staff provides the necessary modifications. This way the program is individualized to each student's needs.

It has been explained to me that beginning Fall 2015, new tuition paying students will enroll in the CCS program, and that specific CCS students will be sitting in on courses and using resources provided by the College of the Arts. I want to show my endorsement of the Career and Community Studies by allowing future students to continue to sit-in on various courses without receiving compensation. In order to show good faith and the desire to collaborate, the CCS program offers ways for students in the College of the Arts to complete course assignments and/or credits through experiential learning credit, field experiences, internships, or volunteer experiences.

Please accept this letter as evidence of my support and endorsement to the Career and Community Studies Program.

Sincerely,

Cynthia R. Stillings
Acting Associate Dean

cc. John R. Crawford, Dean, College of the Arts

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JOHN R. KASICH
GOVERNOR
STATE OF OHIO

Executive Order 2013-05K

Directing State Departments, Boards and Commissions to Streamline the State Licensing Process to Take into Account Relevant Military Education and to Direct the Chancellor of the Ohio Board of Regents, in Collaboration with Presidents of the University System of Ohio, to Simplify the Process for Awarding College Credit for Military Education for Veterans and Service Members

WHEREAS, Ohio has nearly 900,000 military veterans residing in the state and another 80,000 residents currently serving in the United States Armed Forces, which includes active duty members as well as National Guard and Reserve forces.

WHEREAS, more than 75,000 Ohioans have served in the United States Armed Forces in support of combat operations in Afghanistan, Iraq, and around the world since September 11, 2001.

WHEREAS, the 2012 annual unemployment rate among all Ohio veterans was 7.6% and post-9/11 veterans' unemployment rate was 12.8%.

WHEREAS, Ohio employers report a deficit of job-seekers and workers with 21st century education and skills that can be filled by access to a highly-trained and educated cohort of veteran employment candidates.

WHEREAS, current and former military members have received extensive education and skills training in a broad range of areas that directly correlate to private sector occupations and as a result of their military experience have gained leadership and management perspectives that are invaluable to today's employers.

WHEREAS, the State of Ohio is committed to ensuring access to quality and affordable higher education for veterans of the United States Armed Forces through the University System of Ohio.

WHEREAS, more than 22,000 people are attending institutions of higher education in Ohio, utilizing federal veteran education benefits.

WHEREAS, all public institutions of higher education in Ohio have begun to use the American Council on Education *Guide to the Evaluation of Educational Experiences in the Armed Services* in evaluating and awarding academic credit for military training and experience.

NOW THEREFORE, I, John R. Kasich, Governor of the State of Ohio, by virtue of the authority vested in me by the Constitution and laws of this State, do hereby order and direct that:

1. State departments, boards and commissions that issue occupational certifications or licenses shall:

    a. To the extent permitted by law, review and revise policies and procedures to streamline the certification and licensing process to take into account relevant military education, skills training, and service when determining equivalency for purposes of issuing certifications and licenses.

    b. Identify state and federal laws that are barriers to the revision of policies and procedures to further streamline the issuance of certifications and licenses based upon relevant military education, training, or service, and advise the Governor's Office of Workforce Transformation regarding any such barriers and recommended actions for reform by December 31, 2013.

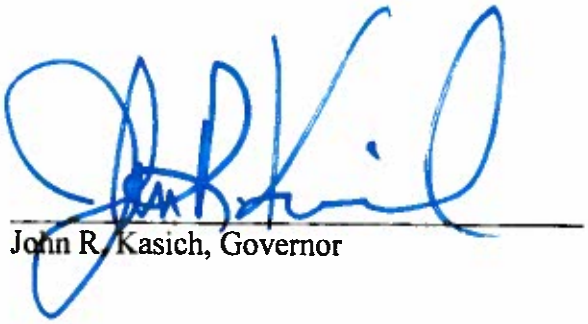
2. The Chancellor of the Ohio Board of Regents, in collaboration with the presidents of the University System of Ohio institutions, shall:

    a. Based on information provided in the resources of the American Council on Education, conduct a thorough review of current institutional policies on identifying military education and training to qualify for college credit, identify institutional policy recommendations to simplify that process, and make available additional awards of college credit that correspond to academic programs offered at the institution.

    b. Identify state and federal laws that are barriers to the revision of institutional policies and procedures to further streamline the award of college credit, and advise the Board of Regents regarding any such barriers and recommended actions for reform by December 31, 2013.

3. The Ohio Department of Veteran Services, Ohio Board of Regents, University System of Ohio institutions, the Department of Job and Family Services, the Adjutant General's Department and the Governor's Office of Workforce Transformation will conduct coordinated outreach to service members, veterans and veteran organizations to ensure they are aware of available employment, licensure and academic benefits.

I signed this Executive Order on June 11, 2013, in Columbus, Ohio, and it will not expire unless it is rescinded.



John R. Kasich, Governor

ATTEST:

Jon Husted, Secretary of State

Excerpt from House Bill 488

The ***board of trustees of each state institution of higher education*** shall do all of the following by December 31, 2014:

(A) Designate at least one person employed by the institution to serve as the contact person for veterans and service member affairs. Such a person shall assist and advise veterans and service members on issues related to Am. Sub. H. B. No. 488 130th G.A.
(B) Adopt a policy regarding the support and assistance the institution will provide to veterans and service members.
(C) Allow for the establishment of a student-led group on campus for student service members and veterans and encourage other service member- and veteran-friendly organizations.
(D) Integrate existing career services to create and encourage meaningful collaborative relationships between student service members and veterans and alumni of the institution, that links student service members and veterans with prospective employers, and that provides student service members and veterans with social opportunities; and, if the institution has career services programs, encourage the responsible office to seek and promote partnership opportunities for internships and employment of student service members and veterans with state, local, national, and international employers.
(E) Survey student service members and veterans to identify their needs and challenges and make the survey available to faculty and staff at the state institution of higher education. And periodically conduct follow-up surveys, at a frequency determined by the board, to gauge the institution's progress toward meeting identified needs and challenges.

The chancellor of the Ohio board of regents shall provide guidance to state institutions of higher education in their compliance with this section, including the recommendation of standardized policies on support and assistance to veterans and service members.

The person or persons designated under division (A) of this section shall not be a person currently designated by the institution as a veterans administration certifying official. (R.C. 3345.421)

[S]hall establish an appeals procedure for students who are veterans or service members for resolving disputes regarding the awarding of college credit for military experience. (R.C. 3345.423)

State institutions of higher education shall do all of the following by December 31, 2014:

1. *[E]ach state institution of higher education, as defined in section 3345.011 of the Revised Code, shall provide a student who is either a veteran or a service member with priority for course registration.* (R.C. 3345.422)
2. *[N]o state institution of higher education, as defined in section 3345.011 of the Revised Code, shall charge a student who is a veteran or a service member any fee for the evaluation of, transcription of, or application for college credit for military experience.* (R.C. 3345.424)

State institutions of higher education shall do all of the following by July 1, 2015 (R.C. 3333.164 C):

1. *[E]nsure that appropriate equivalent credit is awarded for military training, experience, and coursework that meet the standards developed by the chancellor pursuant to this section.* (R.C. 3333.164 C)

3342-4-14 University Policy regarding support and assistance policy for service members and veterans

(A) Policy statement. Kent state university seeks to assist service members and veterans as they pursue an advanced degree and/or certificate. In an effort to better serve this population, Kent state university has adopted this policy as required by Ohio Revised Code Section 3345.421 (B). The purpose of this policy is to set forth the support and assistance Kent state university will provide to service members and veterans.

(B) Definitions.

(1) In alignment with Section 3345.42 of the Ohio Revised Code, this policy utilized the definitions for "service member" and "veteran":

(a) "Service member" means a person who is serving in the armed forces of the United States.

(b) "Veteran" means any person who has completed service in the armed forces, including the national guard of any state or a reserve component of the armed forces, and who has been discharged under honorable conditions from the armed forces or who has been transferred to the reserve with evidence of satisfactory service.

(C) Implementation.

(1) Kent state university will provides the following support and assistance to service members and veterans:

(a) Establish and maintain a service member and veteran student services office;

(b) Refer service members and veterans to proper local, state and/or federal agencies in the event Kent state university believes that the service member or veteran is eligible for services;

(c) Work with the Ohio Board of Regents (OBR) to develop a veteran-friendly campus that increases the opportunity for service members and veterans to succeed academically;

(d) Work with other Ohio institutions of higher education to disseminate and share promising practices for serving service members and veterans effectively;

(e) Promote veteran-friendly campuses by utilizing OBR's structure to disseminate and share promising practices statewide for serving service members and veterans effectively;

(f) Train appropriate faculty and staff to increase awareness of the mindset and unique needs of service members and veterans returning from combat zones and/or tours of duty oversees;

(g) Create "safe zones" for service members and veterans through a student service member/veteran club, organization or association and through campus-wide awareness training;

(h) Provide a portion of student orientation (or a separate session) specifically for service members and veterans;

(i) Recognize the service of service members and veterans at various events such as graduation, community service awards, honors awards and an appreciation day;

DRAFT

3342-4-14 University Policy regarding support and assistance policy for service members and veterans

(j) Regularly evaluate institutional policies and procedures that create barriers to service member and veteran success;

(k) Empower those working directly with service members and veterans to provide services designed to promote educational achievement;

(l) Provide training, in partnership with Veteran Affairs, in the proper certification methods for certifying officials on each campus;

(m) Develop a clear outreach strategy to communicate with eligible persons about educational and training benefits to encourage the use of GI Bill benefits, as well as services and assistance offered by the institution;

(n) Continue to work with the legislature, workforce and higher education community to identify and develop statewide policies to ensure the transition to higher education is seamless for all students, including service members and veterans. (This may include, but is not limited to, issues such as transfer, credit for prior learning and/or experience, career ladders, support services, etc.); and

(o) Ensure the campus community is aware of benefits associated with the new Post 9/11 GI Bill and through the campus veterans' office and veteran coordinator(s) to actively find ways to connect returning service members and veterans with the services offered by the Department of Veteran Affairs.

(2) Workforce Training and Education.

(a) Kent state university will work to provide better access and success for service members and veterans in postsecondary education and training while improving transition to civilian work.

(b) Services provided will include:

(i) An online tool for exploring careers, searching programs in Ohio and providing consumer reporting information on earnings and employment outcomes for each program. This website should include special information targeted to service members and veterans regarding shortening the time to receive a credential or degree through:

(a) Expanding credit for prior learning;

(b) Articulation and transfer agreements;

(c) Bridge programs;

(d) Applied bachelor's degrees; and

(e) Online tools.

(ii) Improving services for service member and veteran job seekers by promoting seamless workforce development services such as those provided at Ohio Means Job Centers, campus career centers and affiliates.

DRAFT

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **15-Aug-14** Curriculum Bulletin _____

Effective Date **Fall 2015** Approved by EPC _____

Department	**FLA - Foundations, Leadership, and Administration**
College	**EH - Education, Health and Human Services**
Degree	**CER6 - Post-Baccalaureate Certificate**
Program Name	**Career Advising** Program Banner Code ~~C0XX~~ C635
Concentration(s)	Concentration(s) Banner Code(s)
Proposal	**Establish program**

Description of proposal:

This proposal is to establish certificate program in Career Advising to be offered by the Higher Education Administration and Student Personnel program in the School of Foundations, Leadership, and Administration in the College of Education, Health, and Human Services.

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

Current total credit hours: Proposed total credit hours ~~19-19~~ 19

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

The proposed Career Advising certificate program responds to absence of comparable graduate level programs or training opportunities for individuals interested in learning more about academic and career advising and/or aspiring to work in academic advising or career services or to become a credentialed career development facilitator. Furthermore, this program is appropriate for professionals currently employed in career services settings including counseling supervisors, counselors, career advisors, career specialists, school counselors, workforce development specialists, and others. The program expands the HIED course offerings with a focus on academic and career advising services and administration. The Career Advising certificate program has the potential to draw enrollment from professionals throughout the area for professional development. The courses have been approved and will be taught by current HIED and CHDS faculty.

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

HIED & CHDS & Undergraduate Studies Exploratory Advising Center

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REQUIRED ENDORSEMENTS

_____ ____/____/____
Department Chair / School Director

_____ ____/____/____
Campus Dean (for Regional Campuses proposals)

_____ ____/____/____
College Dean (or designee)

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

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

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **15-Aug-14** Curriculum Bulletin _____

Effective Date **Fall 2015** Approved by EPC _____

Department	**FLA - Foundations, Leadership, and Administration**		
College	**EH - Education, Health and Human Services**		
Degree	**CER8 - Post-Master's Certificate**		
Program Name	**Career Advising**	Program Banner Code	~~C8xx~~ C848
Concentration(s)	Concentration(s) Banner Code(s)		
Proposal	**Establish program**		

Description of proposal:

This proposal is to establish a certificate program in Career Advising to be offered by the Higher Education Administration and Student Personnel program in the School of Foundations, Leadership, and Administration in the College of Education, Health, and Human Services.

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

Current total credit hours: Proposed total credit hours ~~13 – 19~~ 19

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

The proposed Career Advising certificate program responds to absence of comparable graduate level programs or training opportunities for individuals interested in learning more about academic and career advising and/or aspiring to work in academic advising or career services or to become a credentialed career development facilitator. Furthermore, this program is appropriate for professionals currently employed in career services settings including counseling supervisors, counselors, career advisors, career specialists, school counselors, workforce development specialists, and others. The program expands the HIED course offerings with a focus on academic and career advising services and administration. The Career Advising certificate program has the potential to draw enrollment from professionals throughout the area for professional development. The courses have been approved and will be taught by current HIED and CHDS faculty.

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

HIED & CHDS & Undergraduate Studies Exploratory Advising Center

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REQUIRED ENDORSEMENTS

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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)

Transmittal Memo

Date: September 3, 2014

To: Catherine Hackney, Associate Dean for Administrative Affairs and Graduate Education

From: Tracy Lara

Re: Establishment of Career Advising certificate

This action is to establish a certificate program in Career Advising to be offered at the post-bachelor's and post-master's levels.

Courses in the Workflow:
HIED 6/76679: establish
HIED 6/76680: establish

Curricular/consultative bodies that have approved this action:
HIED: February, 2014
FLA SCC: September 3, 2014

Notice of Intent to Offer an Educational Program
Career Advising Certificate Program
Post-Baccalaureate/Post-Master's
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:
   Career Advising (Post-Baccalaureate/Post-Master's Certificate) CIP codes: **13.0406**

4. Narrative description of how the institution determined the need for the program.

   On January 30, 2014, KSU Provost Todd Diacon issued the following statement in a letter to the faculty highlighting the importance of the advising role:

   Over the past year on the Kent and Ashtabula campuses academic advisors, directors of advising centers, department chairs and deans embraced my call for mandatory academic advising for all freshmen and sophomores. This was not easy to implement. More advising slots had to be created, some advising directors fashioned expanded advising hours, and others experimented with advising students in their residence halls. In addition, each dean stepped up and committed college resources to hire advisors in sufficient numbers to handle this demand.

   However, we need to do more than employ extra personnel; we need to insure they have the necessary training to create the desired impact on student retention and success. Need for the proposed certificate program was established through the examination of work of national professional organizations, the change in counselor education accreditation standards and their impact on graduate preparation, empirical and conceptual literature, needs assessment data from students enrolled in KSU HIED and CHDS programs, curricula of graduate preparation programs in counseling and student affairs, and trends in career and academic advising.

   The proposed certificate will address the need for graduate level preparation in the area of college student academic and career development. Ohio has one of the largest higher education systems in the country with .5 million students enrolled. These students need exposure to professionals who are equipped to prepare for success in the workforce.

5. Narrative description of how the program was designed to meet market needs.

   The program was designed to meet a gap in professional education. A strong need has been established for students to gain assistance with their career development; however, there is an absence of educational programs available to prepare professionals to provide career development support and interventions. The program curriculum was based on contemporary career development and advising theory, practice, and research.

Furthermore, the program encompasses and exceeds professional preparation standards and competencies set forth by the National Career Development Association for the Career Development Facilitator credential. The curriculum also includes content and skills necessary for workforce development professionals, school counselors, and as well as academic advisors and career development specialists in higher education settings.

The 2013 Ohio Board of Regents (OBOR) Report entitled, "Status of Implementation of Strategic Recommendations for Advancing Ohio's Innovation Economy" acknowledged shifts in the world of work such as an increased demand for STEM workers and the need for adaptive workforce with entrepreneurial knowhow. In addition to establishing the priority goal to "ensure students begin postsecondary education ready to engage in STEM coursework and persist through graduation in STEM-related fields" (p. 16), OBOR stated "alignment of talent supply and employer demand will not occur naturally—it must be intentional (p. 11) and that "Ohio's educational system must prepare all students for success in the new economy" (p. 61). Therefore, a need clearly exists for professionals equipped to educate students about shifts in the world of work and to guide them in pursuing and succeeding in careers oriented to workforce demands.

According to the Ohio Bureau of Labor Statistics (OBLS) the annual projected employment growth in the area of educational, guidance, school, and vocational counselors is at 10% increase or 280 positions. In the category of postsecondary education administrators, the annual projected employment growth is 11% or 150 positions in Ohio (OBLS, 2014). However, these figures do not accurately portray the full potential of this program to prepare students for the workforce. Currently, there are 14 universities, 24 regional campuses, and 23 community colleges in the university system of Ohio (OBOR, 2013) among the 282 higher education institutions in the state (Chronicle, 2014). There are 111 independent non-profit colleges and universities and 31 for-profit higher education institutions within the state of Ohio. The northeast Ohio region includes more college campuses than any other region of the state with 23 four-year campuses and 15 two-year campuses. Each of these institutions employs academic advisors and career services personnel. Nationally, there are currently only one graduate certificate program in academic advising in higher education and one master's degree program in Academic Advising in the nation. Both programs are housed at Kansas State University in partnership with NACADA, the global community for academic advising. As of February 2014 there were 306 national postings for academic advisors and 221 national postings for career counseling and placement positions listed on higheredjobs.com.

The OBOR (2013) stated they "would "provide support to higher education institutions so they will be better able to develop curriculum and training programs that are responsive to documented industry need" (p. 57). Clearly, we need to prepare individuals to navigate the educational pipeline in order to succeed in their career trajectories and to contribute to the economic viability of the state and nation. To do this effectively in higher education institutions, we need professionals training to provide career advising.

Lara, Mupinga, & O'Connell (2013) conducted a qualitative study in which 6 career professionals were interviewed regarding training and preparation in career development. Each of the interviewees agreed that there is a need for educational preparation in academic and career advising. The Career Advising certificate program is

grounded in contemporary student and career development theory and practices. The curriculum encompasses the content and practice requirements enabling students to apply for the Career Development Facilitator credential offered through the National Career Development Association. The curriculum also provides content appropriate for workforce development professionals. Endorsements for the program have been provided by the KSU Director of Academic Advising who is in charge of professional development for academic advisors, as well as from the Director of the Exploratory Advising Center (EAC), who has expressed a strong interest in having certificate program enrollees complete their internships in the EAC.

The Career Advising certificate will be offered at the graduate level in order to professionalize the practice. Most academic advisors and career services professionals are educated at the master's degree level. The program is 19 credit hours including a practical experience and the admissions requirements are equivalent to those of the master's degree in Higher Education Administration and Student Personnel program. The Career Advising certificate program has been proposed to meet the needs of HIED and CHDS students interested in learning more about academic and career advising and/or aspiring to work in academic advising or career services or to become a credentialed career development facilitator. Furthermore, this course is appropriate for professionals currently employed in career services settings including counseling supervisors, counselors, career advisors, career specialists, school counselors, workforce development specialists, and others. The Academic & Career Advising Certificate Program has the potential to draw enrollment from career, advising, and workforce development professionals throughout the area for professional development. There are currently 282 higher education institutions in Ohio.

Applicant must meet the HIED program application criteria; minimally completing a Bachelor degree with a GPA of 3.00 or better preferred (post baccalaureate work may be taken into consideration when interpreting GPA).

<u>Requirements for successful completion of the program:</u> Students will complete the program with an overall GPA of 3.0 or better.

<u>Required Courses:</u>
CHDS 6/78182 *Career Development and Guidance* (3)
HIED 6/76653 *College Student Development* (3)
HIED 6/76677 *Workforce, Economic, & Community Development in Community Colleges* (3)
HIED 6/86679 *Career Advising: Theory and Practice* (3)
HIED 6/86680 *Administration of Career & Advising Services* (1)
HIED 6/76733 *Interpersonal and Group Dynamics* (3)
***OR* CHDS 6/77531 *Individual Counseling Procedures* (3)**
HIED 6/76492 *Internship in Higher Education Administration* (3)[1]

[1]Students must have completed at least six hours in the certificate program before applying for an internship. Internships must be in settings suitable for academic and career advising services. With advisor approval this requirement can be waived. In the case of a waiver, the internship can be substituted with one additional elective course as approved by the certificate advisor.

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.

O*Net was consulted for wage and employment projections.

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).

   Beginning in Spring of 2010, the Career Advising certificate program has been discussed with the Interim Dean of Undergraduate Studies, the Director of the Exploratory Advising Center, and the now Director of Academic Advising. In spring 2012, the President of the National Career Development Association consulted with the HIED faculty and Dr. Mark Savickas, instructor of CHDS 6/78182 Career Development and Guidance regarding the curriculum and program development. The HIED faculty members reviewed and approved the certificate program on February 13, 2014. The CHDS faculty members were consulted regarding program, curriculum, and student interest. CHDS faculty provided a letter of support and assisted in needs assessment data collection. In May 2014, the program was presented to and discussed with Dr. Joanne Damminger, President of the National Academic Advising Association (NACADA). Dr. Damminger lent her full support for the program and brought the program to the attention of other NACADA officers.

8. Date of the first day of class. Include both:
   a. The first day the program was or will be offered by the institution.
      August 2015

   b. The day you would like to begin disbursing Title IV funds to students enrolled in the program.
      Disbursement of Title IV funds for students to enroll in the Career Advising certificate program should coincide with regulations pertaining to students enrolling in an academic program beginning August 2015.

Catalog Copy

Certificate Program Name: Career Advising Certificate (Post-Baccalaureate)

Purpose and Goals:

The Career Advising certificate program has been proposed to meet the needs of students interested in learning more about academic and career advising and/or aspiring to work in academic advising or career services or to become a credentialed career development facilitator. Furthermore, this certificate program is appropriate for professionals currently employed in career services settings including counseling supervisors, counselors, career advisors, career specialists, school counselors, workforce development specialists, and others. The new courses expands the offerings with a focus on academic and career advising services and administration. The Career Advising certificate program is appropriate for professional development.

Admission procedures:

Applicant must meet the Higher Education Administration and Student Personnel program application criteria: official transcript(s), goal statement, two letters of recommendation, resume or vita and interview. Completing a Bachelor's degree with a GPA of 3.00 or greater preferred (post baccalaureate work may be taken into consideration when interpreting GPA).

Requirements for successful completion of the program:

Students must complete the program with an overall GPA of 3.0 or better.

Required Courses:

CHDS 6/78182 *Career Development and Guidance* (3)
HIED 6/76492 *Internship in Higher Education Administration* (3)[1]
HIED 6/76653 *College Student Development* (3)
HIED 6/76677 *Workforce, Economic, & Community Development in Community Colleges* (3)
HIED 6/76733 *Interpersonal and Group Dynamics* (3)
OR CHDS 6/77531 *Individual Counseling Procedures* (3)
HIED 6/76679 *Career Advising: Theory and Practice* (3)
HIED 6/76680 *Administration of Career & Advising* Services (1)

[1]Students must have completed at least six hours in the certificate program before applying for an internship. Internships must be in settings suitable for academic and career advising services. With advisor approval this requirement can be waived. In the case of a waiver, the internship can be substituted with one additional elective course as approved by the certificate advisor.

Catalog Copy

Certificate Program Name: Career Advising Certificate (Post-Master's)

Purpose and Goals:

The Career Advising certificate program has been proposed to meet the needs of students interested in learning more about academic and career advising and/or aspiring to work in academic advising or career services or to become a credentialed career development facilitator. Furthermore, this certificate program is appropriate for professionals currently employed in career services settings including counseling supervisors, counselors, career advisors, career specialists, school counselors, workforce development specialists, and others. The new courses expands the offerings with a focus on academic and career advising services and administration. The Career Advising certificate program is appropriate for professional development.

Admission procedures:

Applicant must meet the Higher Education Administration and Student Personnel program application criteria: official transcript(s), goal statement, goal statement, two letters of recommendation, resume or vita and interview. Completing a Master's degree with a GPA of 3.00 or greater preferred.

Requirements for successful completion of the program:

Students must complete the program with an overall GPA of 3.0 or better.

Required Courses:

CHDS 78182 *Career Development and Guidance* (3)
HIED 76492 *Internship in Higher Education Administration* (3)[1]
HIED 76653 *College Student Development* (3)
HIED 76677 *Workforce, Economic, & Community Development in Community Colleges* (3)
HIED 76733 *Interpersonal and Group Dynamics* (3)
OR CHDS 77531 *Individual Counseling Procedures* (3)
HIED 76679 *Career Advising: Theory and Practice* (3)
HIED 76680 *Administration of Career & Advising Services* (1)

[1]Students must have completed at least six hours in the certificate program before applying for an internship. Internships must be in settings suitable for academic and career advising services. With advisor approval this requirement can be waived. In the case of a waiver, the internship can be substituted with one additional elective course as approved by the certificate advisor.

New Program Needs Analysis and Faculty Credentials
Career Advising Post-Baccalaureate/Post-Master's Certificate

1. ESTABLISH A NEED FOR THE PROPOSED PROGRAM

Need for the proposed certificate program was established through the examination of work of national professional organizations, the change in counselor education accreditation standards and their impact on graduate preparation, empirical and conceptual literature, survey data from students currently enrolled in KSU HIED and CHDS programs, curricula of graduate preparation programs in counseling and student affairs, and trends in career and academic advising.

The proposed certificate will address the need for graduate level preparation in the area of college student academic and career development. According to the Chronicle of Higher Education Almanac (2013), Ohio has one of the largest higher education systems in the country with .5 million students enrolled (Ohio Board of Regents, 2013). These students need exposure to professionals who are equipped to assist students in preparation for success in the workforce. In a qualitative study of career service professionals, the six participants representing public and for-profit colleges/universities, secondary career centers, and high school counselors indicated a need for training in the area of career development to assist in guiding students to appropriate training and postsecondary options as well as to prepare students for the workforce (Lara, Mupinga, & O'Connell, 2013).

Dr. Tracy M. Lara, faculty member in HIED is a member (since 2003) and former co-chair (2006-2012) of the Association for Counselor Education and Supervision/National Career Development Association Joint Commission for the Preparation of Counselors for the 21st Century. The charge of the Commission representing these two national/international organizations is to provide resources and training to counselor educators to enhance their teaching of career development and career counseling. The ACES/NCDA Commission is the longest standing ad hoc committee of these organizations. In addition to this national profile of service oriented to preparing professional to address student/client career concerns, Dr. Lara's scholarship has examined students, junior faculty counselor educators, and counselors' perceptions and experiences regarding the place of career development in counselor training and practice.

A lack of interest in addressing client career concerns among counseling professionals is likely symptomatic of the inadequate training available in master's degree counseling programs (Pope, 2003; Savickas, 2003; Tang, 2003). Lara et al. (2011) found that even when students held favorable attitudes related to their career counseling coursework, students were not confident in their ability to perform career counseling and desire additional coursework oriented to career development. Junior faculty members who themselves do not feel adequately trained to conduct or teach career counseling are commonly assigned to teach the standalone career counseling course, often because senior faculty are not interested in teaching career counseling (Lara, Kindsvatter, Meyers, & Burton, 2012). As a result the course is often taught in the way that the content was learned, that is without inclusion of contemporary theories or an understanding of the role career plays in people's lives, well-being, and mental health (Severy, 2002). In a circular fashion, disinterest among faculty members, leads to disinterest among students which leads to disinterest among counseling professionals, leaving clients without options for professional

assistance in addressing their career development needs.

Harris-Bowlsbey (2003) reported counseling graduates pursue Career Development Facilitator (CDF) training to augment insufficient training provided in their degree programs. CDF training is available for individuals with bachelor's level education or less. Furthermore, another deprofessionalized avenue for individuals who desire to address career concerns exists through proprietary coaching workshops. Again, there is no graduate level preparation in academic and career advising available to fill the gap.

Since 2001, the standards for counselor education programs set forth by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) have evolved. The changing standards have impacted counselor education and counseling practice. The standards have shifted counselor education and counseling from a developmental, educational, holistic discipline rooted in vocational guidance to a helping profession oriented to the diagnosis and treatment of clinical mental health disorders. While counselor education programs historically offered the graduate programs pursued by students preparing to work in a variety of student affairs and student services roles in higher education, CACREP standards, have strongly emphasized the Student Affairs and Counseling specialization prepares "counselors" to work in higher education environments. The 2016 proposed standards have eliminated the term "student affairs and college counseling" from the description of the preparation standards oriented to positions within higher education. What was "student affairs and college counseling" has been replaced by "postsecondary counseling" and is described as preparation for "students who are preparing to specialize as **counselors** in postsecondary educational settings" (2016 Proposed Revisions, http://67.199.126.156/doc/Draft%202.pdf).

While the counseling profession has moved further away from holistic, developmental, and educational practices, Student Affairs has become a discipline and profession in its own right. Student affairs as a profession is oriented to providing holistic student services that contribute to the educational mission of their institutions and promote students' growth and development. Student affairs graduate preparation standards are set forth by the Council for the Assessment of Standards (CAS) in Higher Education. Student affairs professional continue to be concerned with the whole student, student development, educational practices, and career development as an integral part of the student college experience.

Currently, the only graduate level programs offering a concentration in career development are CACREP accredited Career Counseling programs; however, only 9 of these programs exist in the nation and these programs are oriented to clinical counselors desiring a specialization in career counseling. This highlights the separation of the counseling profession from its roots in vocational guidance and the waning interest among counselors to address developmental and educational needs of clients. While counseling as a profession has moved away from its roots in vocational guidance, no other discipline has filled in this educational and professional preparation gap. Currently, there are only 17 CACREP accredited Student Affairs programs out of the approximate 200 student affairs/college student personnel programs in the nation (CACREP, 2013). Of the 17 CACREP Student Affairs programs, more than half of the programs accreditation will expire in by the end of 2016. There are currently an additional 7 Student Affairs and College Counseling programs and 7 College Counseling programs bearing CACREP accreditation. This demonstrates how counselor education programs are transitioning to prepare professionals with a unified counselor identity and for clinical counseling roles in a

variety of settings.

In examining the curricula for Student Affairs and Counselor Education programs nationwide, student affairs programs generally offer a single course in college student development theory and counselor education programs offer a single course in career counseling. Neither of these curricular experiences are sufficient to cover the knowledge base necessary for developmentally appropriate theory based academic and career advising practice or administration. A single course designed to meet the standards is likely to result in a diluted and overwhelming course (Severy, 2002). Lara, Kline, and Paulson's (2011) highlighted students' interests in additional career courses. Pope (2003) indicated counselors-in-training perceive career counseling as boring and routine. Furthermore, Severy (2002) suggested that incorporating postmodern theories and emphasizing the complex and dynamic nature of career in coursework would alleviate the reputation for boredom in career coursework; it seems that it is not the content rather the quantity of content packed into a single course to fulfill the accreditation standards that is dampening students' attitudes.

In contrast to counseling trainees attitudes, currently, at KSU, there is a high demand among students enrolled in the Higher Education Administration and Student Personnel program for the CHDS 6/78182 Career Development and Guidance course (fall 2013 enrollment of 53 and spring 2014 enrollment of 68) and many HIED program graduates pursue careers in academic advising and/or career services. KSU students are fortunate in being able to incorporate a course in college student development and career development into their professional preparation and students enrolled in student affairs programs housed in the counselor education department as a vestige of past educational practices for student affairs practitioners likely are also able to complete this course combination.

More specifically, needs assessment survey data was collected from 149 students enrolled in the Kent State University master's level counseling program and higher education administration and student personnel programs. A total of 91 HIED students and 58 CHDS students responded to the questionnaire administered in their Leadership in Higher Education Administration and Practicum in Counseling courses respectively. To the question if the respondents address student/client career concerns in their assistantship, internship, or professional role, 88% of HIED students and 79% of CHDS students responded "Yes." Regarding the desire for additional coursework pertaining to career development, 93% of HIED and 79% of CHDS students responded "Yes." From the data, 71% of HIED and 74% of CHDS students would enroll in the Career Advising Certificate program. While these figures represent a strong interest in the Career Advising Certificate program, subgroups of the total respondents indicated an even stronger interest in additional coursework and desire to enroll in the program (89% of CHDS students who currently address career concerns, 85% of CHDS school counseling students; 92% of HIED students who have taken the CHDS 68182 Career Development and Guidance course, 90% of the HIED students who have/will have an internship in career/academic advising, and 87% of HIED students who plan to apply for career/academic advising jobs).

At KSU, Dr. Lara has also been actively involved in contributing to creating the KSU Exploratory Plan, a holistic approach to addressing the college transition, career development, and academic success of students who matriculate at KSU as exploratory students, students without an identified major. Exploratory is the largest major for incoming KSU freshmen,

numbering approximately 650 in fall 2013.

Academic and career advising practice has not kept up with the burgeoning body of literature associated with theory and practice (Chan & Derry, 2013). Advising and career practitioners are recognizing the need to integrate academic and career advising services which requires training practitioners with updated theory and skills. Attention has been given to the role of advisors in retaining students and promoting student persistence to degree completion. On January 30, 2014, KSU Provost Todd Diacon issued the following statement in a letter to the faculty highlighting the importance of the advising role:

Over the past year on the Kent and Ashtabula campuses academic advisors, directors of advising centers, department chairs and deans embraced my call for mandatory academic advising for all freshmen and sophomores. This was not easy to implement. More advising slots had to be created, some advising directors fashioned expanded advising hours, and others experimented with advising students in their residence halls. In addition, each dean stepped up and committed college resources to hire advisors in sufficient numbers to handle this demand.

However, we need to do more than employ extra personnel; we need to insure they have the necessary to training to create the desired impact on student retention and success. Dr. Lara's scholarship and service have highlighted and documented a lack of professionals qualified to provide quality academic and career development services. Therefore, this proposed program will provide a concentration in academic and career advising, equipping professionals with the knowledge and skills necessary to effectively guide students in navigating their careers for the 21st century. Today's turbulent economic times have changed the landscape of work in society. As a result of these changes, there is a high need for services that assist clients in constructing careers for well-being and productivity (Savickas et al., 2009).

Study 1: Qualitative Interview Study (Lara, Mupinga, & O'Connell, 2013)

a. The interview questions

Interview Questions:

1. Describe the career development needs of your students/clients/customers.
2. How do you approach the career development issues of your students/clients/customers?
3. Describe the most difficult student/client/customer career development issue you face?
4. Describe any circumstances for which you may make referrals? To whom do you refer?
5. What do you like best about assisting your students/client/customers with their career development issues?
6. What do you like least about assisting students/client/customers with their career development issues?
7. What gets in the way of addressing students/client/customers career development issues?
8. What would you like changed about how you address students/client/customers career development issues?

9. Describe how you were trained to assist students/clients/customers with their career development issues?
10. What trainings have had that have been helpful in meeting the career development needs of your students/client/customers?
11. What additional trainings classes you would like to have in order to meet the career development needs of your students/client/customers?
12. Any other comments?

b. Target population

The target population for the qualitative study included professionals who encounter client/customer career development issues: school counselors and administrators; college/university advisors, counselors, administrators, and faculty; military counselors; county workforce development employees; employment agency personnel, and corporate human resources and employee assistance program staff.

c. Description of sample

Study 1: The preliminary qualitative study included a sample of 5 participants representing the varied sectors of employment under consideration in this study: secondary education, postsecondary education, public service, military, and private sector employment.

d. Number and name of businesses involved in the sample

Due to the nature of the anonymous survey administration, specific businesses or names are not available. However, the participants included a career center director of a regional public university, two career development specialists at county career centers, a high school counselor, and a career center director at a proprietary postsecondary institution.

Study 2: Career Development Needs Assessment Survey (Lara, Mupinga, & O'Connell, 2014)

a. The survey instrument (administered online)

This is a descriptive survey study. The instrument was constructed based on preliminary interview data. See Appendix A.

b. Target population

Professionals who encounter client/customer career development issues: school counselors and administrators; college/university advisors, counselors, administrators, and faculty; military counselors; county workforce development employees; employment agency personnel, and corporate human resources and employee assistance program staff.

c. Description of sample

The survey was administered online and distributed via email and listservs to northeast Ohio school counselors, workforce development professionals, campus career center personnel, professional counselors, academic advisors, and government one-stop agencies.

d. Number and name of businesses involved in the sample

There were 180 responses to the questionnaire of which 170 were completed in entirety. Numbers reflected in the responses below may vary due to some data fields not completed in the response process. Due to the nature of the anonymous and confidential survey administration, specific businesses or names are not available.

Career Development Needs Assessment Survey Results

Do you ever assist students/clients with career development questions, problems, or concerns? (N=180)
Yes.....173 (96.1%)
No.....3 (1.7%)
Blank.....4 (2.2%)

Have you ever referred a student/client to a career counselor?
Yes.....142 (78.9%)
No.....27 (15.0%)
Wanted to but couldn't find one.....6 (3.3%)
Blank.....5 (2.8%)

Would you be interested in professional development opportunities oriented to developing skills in career advising?
Yes.....155 (86.1%)
No.....18 (10.0%)
Blank.....7 (3.9%)

How likely would you be to enroll in a graduate level certificate program to gain career advising skills?
Very Likely.....37 (20.6%)
Somewhat Likely.....47 (26.1%)
Unsure.....29 (16.1%)
Somewhat Unlikely.....29 (16.1%)
Very Unlikely.....31 (17.2%)
Blank.....7 (3.9%)

Do you see a need in your professional field for additional training opportunities in the area of career advising.
Yes a great need.....83 (46.1%)
Yes some need.....74 (41.1%)

Unsure.....8 (4.4%)
There is not much need.....7 (3.9%)
There is no need.....1 (0.6%)
Blank.....7 (3.9%)

Please rate the following on a scale of 1 (low importance) to 10 (high importance) for inclusion in a professional/graduate level certificate program. (N = 165)

	Mean	Median	Mode	SD
Developing strategies for partnering with employers.	4.67	8	10	16.56
Improving skills/strategies for working with students/clients when their career interests don't match their skills or are otherwise unrealistic.	5.47	9	10	18.58
Information on virtual delivery of career advising services.	3.28	7	7	18.28
Learning about ways to help students/clients gain experience through jobs or internships.	4.55	8	8	18.46
Strategies to help students/clients develop better soft skills.	5.28	8	10	16.61
Ideas to encourage/motivate students/clients to follow through on necessary tasks.	5.36	8	10	16.6
Equipping students/clients to use family support/consultation in their career development.	2.97	7	7	19.99
Training on career development assessments.	4.23	9	10	20.22

What is the highest level of education you have completed? (N=161)
Doctoral Degree.....16 (9.9%)
Master's Degree.....122 (75.8%)
Bachelor's Degree.....13 (8.1%)
Associate's Degree.....1 (0.6%)
High School Diploma.....1 (0.6%)
Blank.....4 (2.5%)

Gender (N=152)
Female.....127 (83.6%)
Male.....25 (16.4%)

What population do you primarily work with? (N=160)
High School.....10 (6.3%)
Traditional Undergraduate.....68 (42.5%)
Adults.....33 (20.6%)
Non-Trad Students.....17 (10.6%)
Other.....28 (17.5%)
Blank.....4 (2.5%)

Number of years you have been working in the field (N=154)
Mean.....**10.36 years**

Median.....**7 years**
Mode.....**2 years**
Type of institution you work at (check all that apply) (N=160)
High School.....6
College/University.....110
Career Center.....9
Public.....38
Private Non-Profit.....14
Private Proprietary.....10
Other.....6

Does your job require that you attain continuing education credits? (N=160)
Yes.....45 (28.1%)
No.....107 (66.9%)
Blank.....8 (5.0%)

Does your employer pay for college courses as professional development? (N=160)
Yes.....99 (61.9%)
No.....56 (35.0%)
Blank.....5 (3.1%)

Needs Assessment 1: HIED Graduate Students

a. The survey instrument

See Appendix B.

b. Target population

Graduate students enrolled in the Kent State University Higher Education Administration and Student Personnel master's program from the Leadership in Higher Education Administration Spring 2014 sections.

c. Description of sample

HIED needs assessment completed through a questionnaire administered to 91 HIED graduate students enrolled in the HIED Leadership course.

d. Number and name of businesses involved in the sample

Kent State University HIED needs assessment completed through a questionnaire administered to 91 HIED graduate students enrolled in the HIED Leadership course.

Needs Assessment 2: CHDS Graduate Students

a. The survey instrument

See Appendix C.

b. Target population

Graduate students enrolled in the Kent State University Higher Counseling master's program from the Counseling Practicum Spring 2014 sections.

c. Description of sample

CHDS needs assessment completed through a questionnaire administered to 58 CHDS graduate students enrolled in the CHDS Practicum course.

d. Number and name of businesses involved in the sample

Kent State University CHDS needs assessment completed through a questionnaire administered to 58 CHDS graduate students enrolled in the CHDS Practicum course.

Career Advising Certificate Needs Assessment Data from HIED and CHDS

Two separate questionnaires were administered to students enrolled in HIED 66657 Leadership in Educational Organizations and students enrolled in CHDS 77792/77892 Internship I/II Clinical Mental Health Counseling.

HIED Questionnaire: N = 91

Enrollment status	% of respondents
Full-time	84%
Part-time	14%
Guest Student	2%

Graduation Year	% of respondents
May 2014	52%
Dec 2014	3%
May 2015	36%
Aug 2015	1%
Dec 2015	3%
Aug 2016	1%
May 2016	1%
May 2019	1%
n/a	1%

Frequency of Responses	Yes	No	Wanted To
Taken CHDS 68182	57%	31%	12%
Assistantship in Advising or Career Services	12%	88%	
Internship in Advising or Career Services	53%	47%	
Encounter student career development questions	88%	12%	
Intend to apply for academic advising/career services positions	66%	34%	
Add'l coursework in advising would enhance HIED program	93%	7%	
Would enroll in Career Advising Certificate program	71%	29%	

The following represents students that marked additional coursework in academic and career advising would enhance the HIED program (Question 8).

100% of people who plan to apply for jobs in career/academic advising
98% of students that have taken CHDS68182
97% of students who have/ will have an internship in career/ academic advising
95% of full-time students
94% of students who have an assistantship in career/academic advising
91% of students that wanted to take CHDS68182
91% of students who do not have an assistantship in career/academic advising
85% of part-time students

The following represents students that marked that they WOULD enroll in the certificate (Question 9).

92% of students that have taken CHDS68182
90% of students who have/ will have an internship in career/ academic advising
87% of people who plan to apply for jobs in career/academic advising
82% of students that wanted to take CHDS68182
72% of students who have an assistantship in career/academic advising
71% of students who do not have an assistantship in career/academic advising
71% of full-time students
69% of part-time students
51% of students who have not/ will not have an internship in career/ academic advising
42% of students who do not plan to apply for jobs in career/academic advising

CHDS Questionnaire: N = 58

Enrollment status	% of respondents
Full-time	72%
Part-time	28%

Program	% of respondents
Clinical Mental Health	55%
School Counseling	45%

Graduation Year	% of respondents
May 2014	60%
Jul 2014	2%
Aug 2014	31%
Dec 2014	7%

Frequency of Responses	Yes	No	N/A
Address career concerns in job, GA, or internship	79%	16%	5%
Add'l coursework in career advising desirable	79%	21%	
Would enroll in Career Advising Certificate program	74%	26%	

The following represents students that marked that they would be interested in additional coursework to prepare for career advising (Question 5).

86% of full-time students
85% of School Counseling students
79% of people who DO currently address career concerns in their position
78% of people who currently DO NOT address career concerns in their position
75% of Clinical Mental Health Counseling students
63% of part-time students

The following represents students that marked that they WOULD enroll in the certificate (Question 6).

89% of people who DO currently address career concerns in their position
85% of School Counseling students
81% of full-time students
72% of people who currently DO NOT address career concerns in their position
66% of Clinical Mental Health Counseling students
56% of part-time students

e. Employment opportunities:

- **Occupational Title:** Educational, Vocational and School Counselors
- **SOC Code:** 21-1012
- **Occupational Description:** Counsel individuals and provide group educational and vocational guidance services.
- **Education Level Needed:** Master's Degree

1. Number of job openings (due to growth)

- 2008 Annual Employment: 10,950
- 2018 Projected Employment: 11,590
- 2008 to 2018 Change in Employment: +640
- 2008 to 2018 Percent Change: +5.8%

2. Salary for these employees*

	Entry Wage	Median Wage	Median Annual
Statewide:	$15.60	$25.49	$53,012
Cleveland Reg. (NE Ohio)	$18.80	$30.84	$64,160

*Occupation wage data reflects May 2012 survey data from the Occupational Employment Statistics (OES) survey. The data was updated to June 2013 wages by applying the June 2013 Employment Cost Index (ECI) to the May 2012 database.

Statistics from Ohio Department of Job and Family Services, *Ohio Labor Market Information, found at http://www.ohiolmi.com*

Letters of Support

1. Jude Rule, Director Exploratory Advising Center, Undergraduate Studies

February 20, 2014

Dr. Tracy Lara
School of Foundations, Leadership & Administration
405 White Hall
P. O. Box 5190
Kent, Ohio, 44242
Tel: (330)-672-0626

Re: Letter of Support for the Academic and Career Advising Certificate Program

I write this letter in my capacity as Director of the Exploratory Advising Center, Undergraduate Studies, to express my full-fledged support for the Academic and Career Advising Certificate Program. For an institution the size and importance of Kent State University, there is great relevance for a program like this to help prepare both students and student/academic affairs practitioners for a competitive market place.

I am convinced that an Academic and Career Advising Certificate Program would boost the prestige of Kent State University, setting it apart from comparable institutions. One of the reasons why Kent State University has persisted as an outstanding globally ranked institution is because of the breadth and depth of programs that are offered, and the Academic and Career Advising Certificate would go a long way to further the visibility and reputation of Kent State.

The heated national dialogue about the value of a college degree, employability of college graduates and ballooning student loan debt has led to increasing pressure on colleges and universities to produce highly skilled graduates who are ready for work in competitive fields. This certificate program will prepare our students as well as student /academic affairs professionals for careers in academic and career advising so they can best assist students as they navigate their entry into the workforce.

Traditionally, academic advising and career advising have been distinct functions carried out by students or academic affairs professional staff members in separate departments. In recent years, however, there has been a shift towards integrating these two functions. A 2007 survey by the National Academic Advising Association (NACADA) revealed that 74% of advisors who responded agreed that helping students make career decisions was important to their role as academic advisors and 79% wanted to know more about how to effectively help students to make career decisions (McCalla-Wriggins, 2009). The conclusion of the study revealed that there is an almost inseparable correlation between career advising and academic advising.

Undergraduate Studies
P.O. Box 5190 • Kent, Ohio 44242-0001
330-672-9292 • Fax: 330-672-9296 • www.kent.edu/undergradstudies

Students, parents and other stakeholders value well-rounded academic advisors who not only possess expert knowledge in institutional academic policies, procedures, degree and GPA requirements, but can also provide specific information about careers, skills required for certain jobs, employment options in different fields, and strategies to obtain employment (McCalla-Wriggins, 2009). This certificate program integrates theories on student development, student learning and career development so student affairs professionals can competently integrate the career development process into the academic experience.

I am enthusiastic about a potential for us having an Academic and Career Advising Certificate Program at Kent State because I know firsthand what far reaching impact it will have for the institution. I hope that this proposal will be given positive consideration.

Respectfully Submitted,

Jude Rule, M.Ed., Ed.S., L.P.C.C (Ohio, Michigan)
Director, Exploratory Advising Center
Kent State University
University Library – Fifth floor
Phone: 330-672-3676

2 Steven Antalvari, KSU Advising Director

KENT STATE
UNIVERSITY

To Whom It May Concern,

The landscape of academic advising has evolved significantly over the past few decades. Student needs have dictated many of these changes. To ensure we continue to provide quality service to students, it is imperative that academic advisors receive the education to develop their skill sets to ensure they are prepared to meet the expectations of today's students. An area of growth in recent years is career advising. Virginia Gordon defines this area as a "dynamic, interactive process that helps students understand how their personal interests, abilities, and values might predict success in academic and career fields they are considering and how to form their academic and career goals accordingly." No longer do advisors just advise on coursework. Advisors now more than ever mentor, teach, and empower students to grow beyond their academics and into their future of the world of work. Career discussions need to happen, and not just during a student's senior year in Career Services. Few advisors receive detailed education in career advising or even career development. At most, some programs may have one elective course in this field.

Kent State University's Higher Education Administration program strives to meet this growing demand for career advising by offering a certificate in career advising. This valuable opportunity will greatly enhance professional's ability to have these career conversations.

Best Regards,

Steven Antalvari
University Advising Director

University Advising
P.O. Box 5190 • Kent, Ohio 44242-0001
330-672-5200 • Fax: 330-672-9879

2. PROJECTED STUDENT AND GRADUATE DATA

Expected enrollment will include students employed as academic advisors and career services professionals in the 18 county northeast Ohio region that is comprised of 26 four-year colleges and 200+ two-year colleges within the 150 mile region. Additionally, students currently enrolled in the Kent State University Higher Education Administration and Student Personnel Higher Education Administration and Student Personnel program, the Counseling and Counselor Education Program, and the Vocational Rehabilitation Program may enroll to enhance their professional credentials.

See the Needs Assessment Data provided regarding the survey of HIED and CHDS students.

Due to the nature of the intended course offerings, students enrolled solely in the certificate program will be enrolled part-time. Steady enrollment is expected through the first five years of the program. Projections are based on the needs assessment data.

Academic Year	AY 15-16	AY 16-17	AY 17-18	AY 18-19	AY 19-20
Anticipated Enrollment	18-20	18-20	18-20	18-20	18-20

Table 1. Career advising certificate projected enrollment.

3. COMMUNICATIONS WITH BUSINESS AND INDUSTRY

See Study 1: Qualitative Interview Study information above (Lara, Mupinga, & O'Connell, 2013) and Study 2: Career Development Needs Assessment Survey (Lara, Mupinga, & O'Connell, 2014).

See also letters of support above from Jude Rule, Director of Exploratory Advising Center and Steven Antalvari, Advising Director.

Furthermore, see references in needs rationale regarding consultation career development professionals and organizations.

4. FACULTY CREDENTIALS AND CAPACITY

Courses will be taught by current HIED and CHDS faculty members, who all have graduate faculty status. No additional resources will be needed for the certificate program. The anticipated enrollments will more than cover the cost of the new 4 credit hours of coursework.

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.

Yes

- 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.

    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.

  Yes

- 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

- Faculty members show evidence of professional development in the discipline.

  Yes, faculty members are engaged with the professional organizations in their respective disciplines.

- Faculty members who received their degrees from the institution do not constitute the majority of the program's faculty.

  None of the five full-time HIED faculty members have completed their graduate degrees from Kent State 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.

  Yes

- Each program is led by a full-time faculty member.

  Yes.

- 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)

  Yes

- Individuals who are full-time employees of the institution teach a minimum of 60 percent of the program curriculum. Portions of the 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.

  Yes

- 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 program to encourage exposure to a diversity of experiences and perspectives.

  Yes

Exceptions may be reviewed on a case-by-case basis.

APPENDIX A: Survey Administered Online

Career Development Needs Assessment

Informed Consent to Participate in a Research Study

Study Title: Career Development Needs Assessment

Principal Investigator: Dr. Tracy Lara, **Co-Investigators:** Dr. Davison Mupinga and George O'Connell

You are invited to participate in a research study regarding the training needs for career development professionals. Please read the information below regarding the project, what you will need to do, and the associated risks and benefits of the research. Your participation is voluntary.

The purpose of this study is to describe the current training of career development professionals in Ohio, and to determine the training needs and challenges facing career development professionals.

Procedures
You will be complete this survey anonymously. No identifying information will be collected.

There may be no **direct benefits** to you, however, the information will be used to inform the potential creation of training opportunities that would be useful for professionals who encounter client/customer career development issues.

There are no anticipated **risks or discomforts** beyond those encountered in everyday life.

Your participation is voluntary. You may choose not to participate or you may discontinue your participation at any time.

Contact Information
If you have any questions or concerns about this research, you may contact Dr. Tracy Lara at 330-672-0626 or Dr. Davison Mupinga at 330-672-2656 or George O'Connell at 603-498-9968. This project has been approved by the Kent State University Institutional Review Board. If you have any questions about your rights as a research participant or complaints about the research, you may call the IRB at 330.672.2704.

CLICK THE BUTTON BELOW to access and complete the survey. By completing the survey you are consenting to participate.

Thank you for your participation!

Tracy M. Lara, PhD
Assistant Professor

Davison Mupinga, PhD
Associate Professor

George O'Connell
Doctoral Student

Please continue to the next page.

Career advisors assist individuals who are identifying and exploring occupational goals, preparing to enter the workforce, or planning to change jobs/fields. Career advisors must have knowledge of student/adult development and career-related concepts in order to apply theory and techniques in the advising process.

1. Do you ever assist students/clients with career development questions, problems, or concerns?

- ○ Yes
- ○ No

2. Have you ever referred a student/client to a career counselor?

- ○ Yes
- ○ No
- ○ I wanted to but couldn't find one

3. Would you be interested in professional development opportunities oriented to developing skills in career advising?

- ○ Yes
- ○ No

4. How likely would you be to enroll in a graduate level certificate program to gain career advising skills?

Very Unlikely	Somewhat Unlikely	Unsure	Somewhat Likely	Very Likely
○	○	○	○	○

Please provide any reasons for your response to question 4 (likelihood of enrolling in a certificate program).

5. Do you see a need in your professional field for additional training opportunities in the area of career advising.

There is no need	There is not much need	Unsure	Yes some need	Yes a great need
○	○	○	○	○

Please continue to the next page

Please rate the following on a scale of 1 (low importance) to 10 (high importance) for inclusion in a professional/graduate level certificate program.

	1	2	3	4	5	6	7	8	9	10
Developing strategies for partnering with employers.										
Improving skills/strategies for working with students/clients when their career interests										

don't match their skills or are otherwise unrealistic.

Information on virtual delivery of career advising services.

Learning about ways to help students/clients gain experience through jobs or internships.

Strategies to help students/clients develop better soft skills.

Ideas to encourage/motivate students/clients to follow through on necessary tasks.

Equipping students/clients to use family support/consultation in their career development.

Training on career development assessments.

What other topics for professional development regarding student/client career advising do you suggest?

Please share any other comments you have regarding the need professional development opportunities in career advising.

Please continue to the next page.

Demographic Information

What is the highest level of education you have completed?

If you answered 'other' for the previous question, what is the the highest level of education you completed?

What was name of the major or program of study for the above education credential?

Please list any other professional credentials you hold (e.g., licensure, certification, etc.)

Your Gender:

Please continue to the next page

Your Primary Job Title:

What population do you primarily work with:

- ○ High School
- ○ Traditional Age Undergraduate
- ○ Adults
- ○ Non-traditional Students
- ○ Other

Number of years you have been working in this field:

Type of institution you work at (check all that apply):

- ☐ High School
- ☐ College/University
- ☐ Career Center
- ☐ Public
- ☐ Private Non-Profit
- ☐ Private Proprietary
- ☐ Other

Does your job require that you attain continuing education credits?

- ○ Yes
- ○ No

Does your employer pay for college courses as professional development?

- ○ Yes
- ○ No

Please continue to the next page

APPENDIX B: HIED Needs Assessment Questionnaire

Career Advising Certificate Questionnaire: HIED

Please respond the questions below which are part of a needs assessment pertaining to the proposed Career Advising certificate program.

The Career Advising certificate responds to absence of comparable graduate level programs or training opportunities for individuals interested in learning more about academic and career advising and/or aspiring to work in academic advising or career services or to become a credentialed career development facilitator.

1. What is your enrollment status in the HIED program?

- ◯ Full-time
- ◯ Part-time
- ◯ Guest Student not enrolled in HIED Program

2. What is your anticipated graduation date? (Month/Year)

[ ]

3. Have you or will you take CHDS 68182 Career Development and Guidance as part of your academic program plan of study?

- ◯ Yes
- ◯ No
- ◯ Wanted to but I couldn't fit it in my schedule

4. Is your graduate assistantship in an academic advising or career services office?

- ◯ Yes
- ◯ No

5. Have you or do you intend to complete an internship in an academic advising or career services office?

- ◯ Yes
- ◯ No

6. In your graduate assistantship, professional role, or internship experience(s) have you encountered student career development questions, problems, or concerns?

- ◯ Yes
- ◯ No

7. Do you intend to apply for academic advising or career services position in your job search?

- ◯ Yes
- ◯ No

8. Do you believe that additional coursework oriented to academic and career advising would enhance the Higher Education Administration and Student Personnel program?

- ◯ Yes
- ◯ No

Page 1

Career Advising Certificate Questionnaire: HIED

9. If it were an option to you, from the start of your degree program would you enroll in the Career Advising certificate program?

- ◯ Yes
- ◯ No

APPENDIX C: CHDS Needs Assessment Questionnaire

Career Advising Certificate Questionnaire: CHDS

The Career Advising Certificate responds to the absence of comparable graduate level programs or training opportunities for individuals interested in learning more about academic and career advising and/or aspiring to work in academic advising or career services or to become a credentialed career development facilitator.

Career Advising Certificate (Tentative) Curriculum (16 Credit Hours)

[Courses listed below that are not currently in your degree plan of study would NOT substitute for courses in your degree plan and would NOT serve as electives within your degree plan.]

Prerequisite: HIED 6/76653 College Student Development (3 credit hours)

Required:

CHDS 6/78182 Career Development and Guidance (3 Credit Hours)
CHDS 6/77531 Individual Counseling Procedures (3 Credit Hours)
HIED 6/86679 Career Advising: Theory and Practice (3 Credit Hours)
HIED 6/76677 Workforce, Economic, & Community Development (3 Credit Hours)
HIED 6/86680 Administration of Career & Advising Services (1 Credit Hour)
HIED 6/76492 Internship, Practicum, & Field Exp. (3 Credit Hours) Students must have completed at least six hours in the certificate program before applying for an internship. Internships must be in settings suitable for academic and career advising services. With advisor approval this requirement can be substituted with one additional elective course.

Elective with HIED 6/76492 waiver may include: Elective (3 Credit Hours) substitution course as approved by certificate advisor.

Please complete all questions on the next page which are part of a needs assessment pertaining to the proposed Career Advising Certificate program.

Page 1

Career Advising Certificate Questionnaire: CHDS

Please respond to the following questions as part of a needs assessment pertaining to the proposed Career Advising Certificate program.

1. What is your enrollment status in the counseling program?

◯ Full-time ◯ Part-time

2. What is your degree area?

◯ Clinical Mental Health Counseling ◯ School Counseling

3. What is your anticipated graduation date? (Month/Year)

4. In your graduate assistantship, professional role, or counseling practicum/internship do you address career concerns, problems, or questions?

◯ Yes ◯ No ◯ N/A (Not Applicable)

5. Would you be interested in additional coursework to prepare you to do career advising? (Coursework in the certificate program would be additional coursework not included in your counseling degree plan of study.)

◯ Yes ◯ No

6. If it were an option for you would you enroll in a Career Advising Certificate program? (See Tentative Curriculum Description Above)

◯ Yes ◯ No

THANK YOU!

Page 2

AUGUSTINE, SUSAN

Subject: FW: proposal

From: Lara, Tracy
Sent: Thursday, August 28, 2014 10:49 AM
To: AUGUSTINE, SUSAN
Subject: RE: proposal

HIED faculty approved the courses and certificate program in February 2014.

KENT STATE
UNIVERSITY

February 20, 2014

Dr. Tracy Lara
School of Foundations, Leadership & Administration
405 White Hall
P. 0. Box 5190
Kent, Ohio, 44242
Tel: (330)-672-0626

Re: Letter of Support for the Academic and Career Advising Certificate Program

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Students, parents and other stakeholders value well-rounded academic advisors who not only possess expert knowledge in institutional academic policies, procedures, degree and GPA requirements, but can also provide specific information about careers, skills required for certain jobs, employment options in different fields, and strategies to obtain employment (McCalla-Wriggins, 2009). This certificate program integrates theories on student development, student learning and career development so student affairs professionals can competently integrate the career development process into the academic experience.

I am enthusiastic about a potential for us having an Academic and Career Advising Certificate Program at Kent State because I know firsthand what far reaching impact it will have for the institution. I hope that this proposal will be given positive consideration.

Respectfully Submitted,

Jude Rule, M.Ed., Ed.S., L.P.C.C (Ohio, Michigan)
Director, Exploratory Advising Center
Kent State University
University Library – Fifth floor
Phone: 330-672-3676

KENT STATE
UNIVERSITY

To Whom It May Concern,

The landscape of academic advising has evolved significantly over the past few decades. Student needs have dictated many of these changes. To ensure we continue to provide quality service to students, it is imperative that academic advisors receive the education to develop their skill sets to ensure they are prepared to meet the expectations of today's students. An area of growth in recent years is career advising. Virginia Gordon defines this area as a "dynamic, interactive process that helps students understand how their personal interests, abilities, and values might predict success in academic and career fields they are considering and how to form their academic and career goals accordingly." No longer do advisors just advise on coursework. Advisors now more than ever mentor, teach, and empower students to grow beyond their academics and into their future of the world of work. Career discussions need to happen, and not just during a student's senior year in Career Services. Few advisors receive detailed education in career advising or even career development. At most, some programs may have one elective course in this field.

Kent State University's Higher Education Administration program strives to meet this growing demand for career advising by offering a certificate in career advising. This valuable opportunity will greatly enhance professional's ability to have these career conversations.

Best Regards,

Steven Antalvari
University Advising Director

University Advising
P.O. Box 5190 • Kent, Ohio 44242-0001
330-672-5200 • Fax: 330-672-9879

From: COX, JANE A.
To: Lara, Tracy
Cc: KRETOVICS, MARK; MCGLOTHLIN, JASON
Subject: Career Advising Certificate
Date: Thursday, April 10, 2014 11:50:40 AM

Dear Tracy,

Thank you for discussing your proposed Career Advising Certificate with me and Jason McGlothlin (CHDS Master's Program Coordinator). It does not appear that this certificate program will encroach on any Counseling and Human Development Services programs.

Best,
Jane

Jane A. Cox, Ph.D., PCC-S
Associate Professor, CHDS Doctoral Coordinator
Counseling and Human Development Services
310 White Hall
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Kent State University
Kent, OH 44242

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KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 8/1/14 Curriculum Bulletin _____

Effective Date **Fall 2015** Approved by EPC _____

Department **Foundations, Leadership, and Administration**

College **EH - Education, Health and Human Services**

Degree **CER6 - Post-Baccalaureate Certificate**
CER8 - Post-Master's Certificate

Program Name **Institutional Research and Assessment** Program Banner Code C635 C848

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

Proposal **Establish program**

Description of proposal:

Establish new 18 credit hour certificate program delivered by Higher Education Administration and Evaluation and Measurement faculty (both in Foundations, Leadership, and Administration).

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

Current total credit hours: **0** Proposed total credit hours **18**

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

The proposed certificate program complements the existing Evaluation and Measurement M.Ed. and Ph.D. as well as the Higher Education Administration and Student Affairs M.Ed and Ph.D. programs. At this time, there are few programs in the country that feature a focus on assessment and institutional research despite a demonstrated need for expertise in these areas cited by NASPA (Student Affairs Administrators in Higher Education), ACPA (College Student Educators International), and the Association for Institutional Research (AIR). The certificate requires minimal course development; most courses will be taught by current HIED and EVAL faculty.

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

Evaluation and Measurement, Higher Education Administration (School of Foundations, Leadership, and Administration); Instructional Technology (Lifespan Dev & Educ Sciences) was consulted to determine if encroachment was an issue; see attached documentation.

REQUIRED ENDORSEMENTS

Mark [signature] 11/03/14
Department Chair / School Director

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

Catherine E Hagg 11/3/14
College Dean (or designee)

Nancy [signature] 11/5/14
Dean of Graduate Studies (for graduate proposals)

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

Curriculum Proposal Summary – Establish Post-Baccalaureate and Post-Master's Certificate

Certificate Name

Institutional Research and Assessment

Description of Action, Including Intended Effect

The purpose of this proposal is to establish a new certificate titled, Institutional Research and Assessment [C6XX and C8XX], at the post-bachelor's and post-master's levels. It can be earned alongside a master's or doctoral degree, or alone. This certificate will be delivered by Evaluation and Measurement [EVAL] and Higher Education Administration [HIED] faculty within the School of Foundations, Leadership and Administration [FLA] in the College of Education, Health and Human Services [EH].

The purpose and goal of this certificate is to equip students with the necessary abilities, techniques, and knowledge to serve as institutional research and/or higher education assessment personnel. Because this certificate bridges assessment and institutional research, the feedback from the ACPA/SAAL study along with three professional associations were considered in developing the learning outcomes for this certificate.

Catalog Description for Certificate

The Institutional Research and Assessment certificate is for professionals or aspirants for leadership positions in postsecondary settings and those who seek to learn more about assessment and institutional research and their role in American higher education. The program provides knowledge and skills development in the areas of higher education assessment, institutional research, technology, and the organization of higher education. Students have the option of adding (strongly recommended for students without full-time work experience) Internship in Higher Education (HIED 6/76492) at the conclusion of the certificate.

Requirements for Successful Completion of Certificate

Completion of the Institutional Research and Assessment Certificate will require 18 credit hours:

Prior coursework may be counted for all requirements, at the discretion of the certificate's advisor.

65511

- Research in Educational Services (EVAL ~~6/75511~~) or Approved Research Elective – 3 Credit Hours
- Student Affairs/Higher Education Functions (HIED 6/76651) – 3 Credit Hours
- Higher Education Data & Institutional Research (EVAL 68806/78806) – 3 Credit Hours
- Assessment & Evaluation in Higher Education (HIED 6/76749) – 3 Credit Hours
- Education Statistics I (EVAL 6/75510) – 3 Credit Hours
- Technical Skills Course – Choose between:
    - Technology, Systems, and Data in Higher Education Administration (HIED 6/76665) – 3 Credit Hours
    - Survey Design and Applied Research in Education (EVAL 68715 /78715)– 3 Credit Hours
    - Educational Statistics II (EVAL 6/78716) – 3 Credit Hours
- Optional: Internship in Higher Education (HIED 6/76492) – 3 Credit Hours

Admissions Procedure and Completion Requirements

As a graduate-level certificate, this program may be pursued by current degree-seeking students, or by non-degree graduate students. For consideration, all students must submit an application, application fee, transcripts, a resume, a statement of goals, and two letters of reference. Review of applications will be handled by the

coordinator for the Institutional Research and Assessment certificate, who will also evaluate transfer coursework (if substitute syllabi are submitted by student).

To successfully complete the Institutional Research and Assessment certificate, a student must maintain a minimum 3.0 overall GPA within the certificate. An internship (HIED 6/76492) may be completed at the conclusion (or near conclusion) of the program in an institutional research or assessment setting. The internship is optional, but is strongly recommended to allow for proper application of coursework *and* to provide 'real-world experience'.

Learning Outcomes

Because this certificate bridges assessment and institutional research, the feedback from a survey of ACPA/SAAL membership along with three professional associations were considered in developing the learning outcomes for this certificate.

Shared Learning Outcomes – Institutional Research and Assessment

[Courses where the outcome is introduced, reinforced, or mastered are listed with each heading.]

Demonstrate awareness of institutional issues and higher education environment **(EVAL 68806/78806, HIED 66749/76749)**

- Demonstrate appropriate depth of understanding of higher education environment and functional areas necessary for assessment and IR practice
- Demonstrate appropriate depth of understanding of college and university governance

Select appropriate data collection techniques and engage in data collection **(EVAL 68806/78806, EVAL 65510/75510, EVAL 68715/78715, EVAL 78716)**

- Discern and discuss the appropriate design(s) to use in assessment and institutional research efforts based on critical questions, data type, intended use, target population, and intended audience(s)
- Execute appropriate quantitative and qualitative design(s) in assessment and institutional research efforts based on critical questions, data type, intended use, target population, and intended audience(s)
- Identify the most effective data collection techniques and procedures to manage and analyze data
- Facilitate data collection for system/department-wide assessment and institutional research efforts using appropriate techniques and technology

Select or create valid and reliable assessment instruments **(EVAL 68715/78715, HIED 66665/76665, HIED 66749/76749)**

- Evaluate and create assessment tools appropriate for the purpose/target population capable of collecting valid and reliable data
- Evaluate and create surveys appropriate for the purpose/target population capable of collecting valid and reliable data
- Facilitate interviews and focus groups appropriately

Analyze data using the appropriate technique for the data collected and intended purpose **(EVAL 68806/78806, EVAL 65510/75510, EVAL 68715/78715, EVAL 78716)**

- Assess research designs and analysis techniques, including factors that might lead to measurement problems, such as those relating to sampling, validity, and reliability
- Assess trustworthiness and other aspects of quality in qualitative studies and assess the transferability of these findings to current work settings

- Use appropriate analyses for data type, intended use of data
- Use statistical analysis techniques to evaluate instruments and data, interpret information
- Articulate the limitations of findings imposed by the differences in practical and statistical significance, validity, and reliability

Interpret results of analysis based on context and data collected **(EVAL 68806/78806, EVAL 65510/75510, EVAL 68715/78715, EVAL 78716)**

- Contribute to the understanding of colleagues, faculty, and others in the institution of the relationship of departmental assessment and institutional research processes to learning outcomes and goals at the student, department, division, and institutional levels
- Effectively articulate, interpret, and use results of assessment and institutional research reports and studies, including professional literature

Write appropriate and effective reports, based on intended audience(s) **(EVAL 68715/78715, EVAL 68806/78806, HIED 66749/76749)**

- Write appropriate and effective reports using assessment and institutional research results
- Use culturally relevant and culturally appropriate terminology and methods to report assessment and institutional research results
- Produce informative data summaries, such as campus fact books or other reports as necessary
- Transform data into information and knowledge (tell the data's story, what it says)

Understand and navigate institutional politics and stakeholder positions related to the entire assessment process **(EVAL 68806/78806, HIED 66665/76665, HIED 66749/76749)**

- Demonstrate understanding of the political nature of data (collection, reporting, and management) as it relates to assessment and institutional research
- Demonstrate ability to perceive institutional decision-making processes (both formal and informal); political savvy
- Identify the political and educational sensitivity of raw and partially processed data and assessment and institutional research results, handling them with appropriate confidentiality and deference to the organizational hierarchy
- Understand and navigate institutional politics and stakeholder positions when communicating assessment results

Demonstrate appropriate technical knowledge (software and applications and systems) for assessment and institutional research **(EVAL 68715/78715, EVAL 68806/78806, HIED 66665/76665)**

- Demonstrate appropriate depth of understanding of statistical and office management software necessary for assessment and IR practice
- Demonstrate appropriate depth of understanding of higher education data systems, reporting systems, and other software necessary for Assessment and IR practice
- Understand and analyze database structures
- Perform queries and other data analysis in database programs such as Microsoft Access
- Perform queries to obtain data for assessment from student information systems

Promote and engage in ethical assessment, complying with professional and institutional standards and rules **(EVAL 68806/78806, HIED 66665/76665, HIED 66749/76749)**

- Engage in ethical practice
- Explain the necessity to follow institutional and divisional procedures and policies (e.g., IRB approval, informed consent) with regard to ethical assessment and institution research activities
- Manage the implementation of institutional and professional standards for ethical assessment and institutional research activities

Foster a culture of assessment and data-informed decision-making **(EVAL 68806/78806, HIED 66749/76749)**

- Create the climate at the department level that assessment and institutional research are central to the unit's work
- Create the expectation in the institution, division, or unit that assessment and institutional research are central to professional practice and plan for professional development opportunities
- Identify and explain the concepts of assessment, program review, evaluation, planning, and research (and the methodologies appropriate to each)
- Advocate for assessment and collaborate with faculty and staff in other areas or departments on shared objectives
- Explain to students and colleagues the relationship of assessment and institutional research processes to learning outcomes and institutional goals
- Keep current with issues in the field of assessment and institutional research to be able to innovate and use current best practices

Assessment-Specific Competencies

Create well-written, high-quality learning outcomes, aligned with organizational goals and values **(HIED 66749/76749)**

- Develop and write learning goals and objectives
- Align program and learning outcomes with organization goals and values
- Prioritize program and learning outcomes with organization goals and values

Design assessment plans **(HIED 66749/76749)**

- Design and execute an assessment plan
- Design ongoing and periodic data collection efforts such that they are sustainable, rigorous, as unobtrusive as possible, and technologically current within an assessment plan

Design and execute program/departmental review processes **(HIED 66749/76749)**

- Support data needs for and coordinate institutional self-study completion
- Engage in and support outcomes assessment, provide program improvement data
- Implement a program/department evaluation or review process

Institutional Research-Specific Learning Outcomes

Fulfill data requests for internal and external stakeholders **(EVAL 68806/78806, HIED 66665/76665)**

- Engage in external and internal reporting (IPEDS, state reports, accountability reporting)
- Calculate "official numbers" for internal and external constituents and reports
- Respond to national surveys, coordinating data collection
- Fulfill data requests for guidebooks, federal and state needs

Analyze common institutional data sources/categories **(EVAL 68806/78806, HIED 66665/76665)**

- Analyze student characteristics, engagement, satisfaction, retention, degrees awarded
- Analyze IPEDS data
- Analyze faculty and staff data
- Analyze financial data

Plan internal studies to explore relevant issues and answer institutional questions **(EVAL 68806/78806)**

- Conduct and support academic and management studies (includes campus climate research, institutional effectiveness studies, longitudinal student studies, retention/graduation studies)

- Conduct and support student, faculty and program assessments and evaluations of educational and program quality (also a function of accreditation/self-study)
- Study and analyze institutional policies
- Plan special studies (decision support studies, benchmarking, enrollment and revenue projections)
- Benchmark internal data with external data
- Engage in studies of stakeholders (alumni, employees, administrative structures)

Engage in Strategic Planning Processes **(EVAL 68806/78806, HIED 66665/76665)**

- Conduct planning studies and supporting the institution's planning function
- Contribute to strategic planning process with data and organizational expertise
- Use data to create projections (enrollment, revenue, tuition models)

Needs Analysis

See accompanying documentation (A IR Certificate 3 New Program Needs Analysis.docx)

Fiscal and Staffing Impact

It is anticipated that a majority of this certificate will be delivered by existing faculty in Evaluation and Measurement and Higher Education Administration. The (1) Higher Education Data and Institutional Research and (2) Survey Design and Applied Research courses will likely be taught by current professional staff members at KSU or surrounding institution at a cost of approximately $3,975 per course.

Timetable and Actions Required

Timetable and Actions Required: *The proposal will go through the required curriculum approval process with changes to take effect fall 2015. The following is the anticipated schedule:*

EVAL program approval: 9/2/14
HIED program approval: 8/21/14
FLA SCC approval: 9/3/14
presented to EHHS CCC for approval: 9/24/14
presented to EPC for approval:

Three courses are being proposed alongside this certificate; the faculty are in place and will be ready to begin instruction once the courses and the certificate have been approved.

Catalog Copy and Course Requirement Sheet

Institutional Research and Assessment (Post Bachelor's/Post Master's)

DESCRIPTION: The Institutional Research and Assessment certificate is for professionals or aspirants for leadership positions in postsecondary settings and those who seek to learn more about assessment and institutional research and their role in American higher education. The program provides knowledge and skills development in the areas of higher education assessment, institutional research, technology, and the organization of higher education. Students have the option of adding (strongly recommended for students without full-time work experience) Internship in Higher Education (HIED 6/76492) at the conclusion of the certificate.

Admission Requirements: As a graduate-level certificate, this program may be pursued by current degree-seeking students, or by non-degree graduate students. For consideration, all students must submit an application, application fee, transcripts, a resume, a statement of goals, and two letters of reference. Review of applications will be handled by the coordinator for the Institutional Research and Assessment certificate, who will also evaluate courses for transfer (if substitute syllabi are submitted by student).

Completion Requirements: To successfully complete the Institutional Research and Assessment certificate, a student must maintain a minimum 3.0 GPA within the certificate. An internship (HIED 6/76492) may be completed at the conclusion (or near conclusion) of the program in an institutional research or assessment setting. The internship is optional, but is strongly recommended.

CERTIFICATE REQUIREMENTS (15 credits)			
Course		**Title**	**Credits**
EVAL OR	6/75511 OR	Research in Educational Services OR Approved Research Elective	3
HIED	6/76651	Student Affairs/Higher Education Functions	3
HIED	6/76749	Assessment & Evaluation in Higher Education	3
EVAL	6/78806	Higher Education Data & Institutional Research (new course)	3
EVAL	6/75510	Education Statistics I	3
HIED OR EVAL OR EVAL	6/76665 OR 6/78715 OR 6/78716	Technology, Systems, and Data Analysis in Higher Education Admin. (new course) OR Survey Design and Applied Research in Education (new course) OR Education Statistics II	3
		TOTAL	**18**

Notice of Intent to Offer an Educational Program
Institutional Research and Assessment
(Post-Bacc/Post-Master's 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:

   Institutional Research and Assessment (Certificate)
   13.0406

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.

   This certificate program was developed in response to faculty observations of the increasing demands of assessment and accreditation, as well as reporting functions within higher education institutions. This translates to an increased demand for well-educated personnel to meet this need in the areas of academic and student affairs assessment as well as institutional research and accreditation functions.

   Please review attached needs analysis document; it explains, in part:
   In a recent survey of senior-level student affairs practitioners, 90.5% indicated a desire to increase their efforts related to assessment. While noting a desire to increase their assessment activities, many respondents reported difficulty in using results effectively.

   A 2013 poll of Kent State University Higher Education Administration and Student Affairs alumni positive regarding the potential for this certificate; 45.5% of respondents indicated that they were "likely" or "very likely" to enroll in the certificate (depending partially on how it was offered, hybrid, online or on-ground). This is a considerable level of interest given the diversity of functional areas and variety institutional placement.

   At the time of this proposal, there are few graduate programs or certificates that specialize in assessment in a meaningful way. Three institutions offer institutional research certificates, and

three institutions offer assessment certificates. Offering a program for both assessment and institutional research (which are similar but not completely the same) would present an advantage to Kent State University and be attractive to current students, potential students, and alumni. Two programs, Evaluation and Measurement and Higher Education Administration will work together to provide the content for this program, which supports and extends a goal in the university's strategic plan (3.1; continue to develop transdisciplinary academic and research strengths).

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.

Survey Results from ACPA/SAAL Listserv Survey
To better understand the needs of student affairs practitioners for assessment personnel, a survey study was conducted by a doctoral student in the Higher Education Administration program (for more information, see Eckert, Gregory, and Stafford, 2014). High-ranking administrators in colleges and universities were asked to indicate which skills (within a framework) were most essential for success in assessment and research functions. The results from this survey were used to inform the curriculum of the program, in addition to ACPA's ASK Standards (Assessment Skills and Knowledge Content Standards for Student Affairs Practitioners and Scholars) and the NASPA Assessment, Evaluation, and Research Knowledge Community Assessment Education Framework. Results indicated the senior-level administrators were most interested in the following outcomes:

- Design and execute and assessment plan
- Implement a program/department evaluation or review
- Write and develop learning goals and objectives
- Determine what method of assessment is appropriate depending on target population
- Write an appropriate and effective report using assessment results
- Engage in ethical assessment and research
- Identify the most effective methods to measure and perform assessment
- Develop and execute traditional quantitative and qualitative designs
- Critique and create an effective survey
- Evaluate different assessment instruments
- Identify patterns of student development and success (data analysis)
- Collaborate with faculty and staff in other areas or departments on shared objectives
- Benchmark internal data with external data
- Evaluate internal politics with stakeholders when communicating assessment results
- Create and analyze database structures
- Perform queries to obtain data for assessment from your student information system

Course contents were designed to align careful with the needs cited by major professional organizations for assessment and the practice of administration in higher education. The assessment and institutional research competencies for three organizations (ACPA (College Student Educators International), NASPA (National Association for Student Personnel Administrators), and AIR (Association for Institutional Research)) were aligned so that the curriculum could be designed to ensure candidates were provided learning opportunities that would cover a majority of those competencies.

The program length was determined in consideration of the learning outcomes for the program. The courses selected and number of credit hours allows for flexibility and appropriate coverage of course contents, with an ability to customize the program while maintaining a fairly short sequence of courses. It is hoped that full-time graduate students can incorporate these courses within a master's degree program, while other students can take the courses part-time and finish within 2 years.

Course level, admission requirements, and prerequisites were designed to set appropriate expectations and encourage academically qualified applicants to apply. Personnel working in assessment and institutional research are typically required to have master's degrees; offering this certificate at the graduate level is in line with that expectation. Admission requirements are aligned with Kent State University's Graduate School requirements for certificate admission (completed baccalaureate degree with 3.0 GPA or higher, letters of recommendation). There are no prerequisites for this certificate.

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.

   N/A

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 idea for a certificate program in Institutional Research and Assessment has been discussed for several years, but was brought to action by Shawn Fitzgerald, former director of Foundations, Leadership, and Administration. Conversations took place between 2012 and 2013 with faculty in Higher Education Administration and Evaluation and Measurement as research was being conducted:
   (1) to determine how certificate programs at other institutions were structured
   (2) to understand what professional organizations believed were critical competencies in this area
   (3) to determine if alumni from Higher Education Administration and Student Affairs supported the idea and would be interested in enrolling.

   Upon obtaining the information outlined above, a certificate was designed to align with the critical competencies identified by ACPA, NASPA, and AIR while maintaining an identify separate of the other certificate programs offered across the country.

8. Date of the first day of class. Include both:

a. The first day the program was or will be offered by the institution.

Fall 2015 (August 31, 2015)

b. The day you would like to begin disbursing Title IV funds to students enrolled in the program.

Fall 2015 (August 31, 2015)

References

ACPA's ASK Standards Booklet . (n.d.). Retrieved from: http://www.acpa.nche.edu/ask-standards-booklet

Eckert, E., Gregory, D. & Stafford, L. (2014, March 17). Essential skills for assessment: Things student affairs personnel should know (or learn). 2014 NASPA Annual Conference. Baltimore, MD.

Lasher, W. F. (2011). The history of institutional research and its role in American higher education over the past 50 years. In M. A. Coughlin & R. D. Howard (Eds.), The Association for Institutional Research: The first 50 years. Tallahassee, FL: Association for Institutional Research.

NASPA Assessment, Evaluation, and Research Knowledge Community. (n.d.). Retrieved from: http://www.naspa.org/constituent-groups/kcs/assessment-evaluation-and-research

New Program Needs Analysis and Faculty Credentials

Institutional Research and Assessment (Certificate)

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

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:

This certificate allows two programs within EHHS to work together for the mutual benefit of students in both areas. Students in Evaluation and Measurement are often asked to engage in educational evaluation of post-secondary programs, but are not specifically trained in post-secondary operations and student affairs functional areas. Higher Education Administration and Student Personnel students are not trained in assessment and evaluation, with the exception of one course along with their research methods preparation.

Assessment, a process engaged in by institutional researchers, student affairs professionals, and administrators in academic affairs, is an important activity in all functions of postsecondary education, and yet focused training in this area is lacking. Although efforts to better understand campus operations using data date back to the early days of Harvard's existence, institutional research as it is currently known really began in the mid-20th Century (Lasher, 2011). These efforts, prompted in the early 1900s by the Carnegie Foundation and later by the federal government, have evolved to meet an ever-diversifying audience of stakeholders and oversight bodies.

In a recent survey of senior-level student affairs practitioners, 90.5% indicated a desire to increase their efforts related to assessment. While noting a desire to increase their assessment activities, many respondents reported difficulty in using results effectively.

A 2013 poll of Kent State University Higher Education Administration and Student Affairs alumni positive regarding the potential for this certificate; 45.5% of respondents indicated that they were "likely" or "very likely" to enroll in the certificate (depending partially on how it was offered, hybrid, online or on-ground). This is a considerable level of interest given the diversity of functional areas and variety institutional placement. (Survey instrument is in section 1a.)

At the time of this proposal, there are few graduate programs or certificates that specialize in assessment in a meaningful way. Three institutions offer institutional research certificates, and three institutions offer assessment certificates. Offering a program for both assessment and institutional research (which are similar but not completely the same) would present an advantage to Kent State University and be

attractive to current students, potential students, and alumni. Two programs, Evaluation and Measurement and Higher Education Administration will work together to provide the content for this program, which supports and extends a goal in the university's strategic plan (3.1; continue to develop transdisciplinary academic and research strengths).

a. The survey instrument

This survey should take no more than 5 minutes to complete; we appreciate your time.

1. If this Assessment + Institutional Research certificate were offered, how interested would you be in taking it...

	Very likely	Likely	Somewhat likely	Somewhat unlikely	Unlikely	Very unlikely
In person	○	○	○	○	○	○
Online	○	○	○	○	○	○
Hybrid (mix of in person and online)	○	○	○	○	○	○

2. Would you be more likely to interview a candidate holding an Assessment + Institutional Research certificate if you were hiring a staff member to be involved in assessment?

- ○ Yes
- ○ No
- ○ Unsure

3. Would you advise a colleague to consider enrolling in the Assessment + Institutional Research certificate program, if offered by KSU?

- ○ Yes
- ○ No
- ○ Unsure

4. Please provide us with any feedback you have related to the creation of this certificate program (e.g. questions, concerns, statements of support, suggestions for content or delivery, etc.):

5. Please indicate the area Higher Education/Student Affairs with which you are most closely aligned:

- ○ Student Affairs (General)
- ○ Enrollment Management (General)
- ○ Academic Advising
- ○ Academic Affairs
- ○ Admissions
- ○ Adult and/or Veteran Services
- ○ Alumni Affairs
- ○ Assessment/Institutional Research
- ○ Athletics
- ○ Business/Finance
- ○ Campus Safety
- ○ Career Services
- ○ Other (please specify)
- ○ Commuter Services
- ○ Development/Fundraising
- ○ Dining/Food Services
- ○ Disability/Accessibility Services
- ○ Distance Education
- ○ Facilities/Maintenance/Planning
- ○ Financial Aid
- ○ Greek Life
- ○ Health/Counseling Services
- ○ International Student Services
- ○ Leadership Development
- ○ Multicultural Affairs
- ○ Orientation/First Year Experience
- ○ Registrar
- ○ Residence Life
- ○ Service Learning
- ○ Spirituality/Religious Services
- ○ Student Activities/Government
- ○ Student Conduct
- ○ Student Union
- ○ Technology/Information Services
- ○ Wellness/Recreational Services

b. Target population

This program is targeted to students in Evaluation and Measurement and Higher Education Administration and Student Affairs. The certificate is structured so that it can be completed within a master's or doctorate or as a stand-alone certificate. The needs analysis survey was sent to an accessible population, alumni of the Higher Education Administration and Student Affairs program. Several students

in Evaluation and Measurement have indicated an interest (verbally) to the program coordinator, but they were not included in the survey.

c. Description of sample

Survey participants were invited via email over a listserv consisting of Higher Education Administration and Student Affairs alumni. The survey was open for approximately one month (March-April 2013), and received 85 responses. It is unknown how many subscribers on the listserv viewed the invitation to participate.

A majority of respondents were in Academic Advising, Student Affairs, and Residence Life.

d. Employment opportunities by job titles including:

i. Number of job openings (due to growth)

This is difficult to measure; there is not a lot of research available on this topic. Positions in assessment and institutional research are posted on www.higheredjobs.com and other sites; at the time of writing, there are hundreds available. A popular listserv for assessment and research personnel has recently been discussing the lack of data on trends, but notes the increasing demand for well-trained personnel.

ii. Salary for these employees

Generally speaking, salaries for assessment personnel reflect the specialized knowledge and technical expertise required in their roles. Data on salaries available from www.higheredjobs.com does not appear to cover assessment personnel because they are scattered throughout institutions and have a wide variety of titles. Institutional research personnel had a mean income of 64,887 in the 2013-14 Professionals in Higher Education Salary Survey conducted by CUPA-HR (College and University Professional Association for Human Resources). Chief institutional research officers reported a mean income of 90,000. Assessment personnel tend to be paid at the high end of ranges within their units

The salaries for positions in higher education are often expressed in ranges; job titles that completers of this certificate program might seek include (but are not limited to):

Assessment Specialist

Assessment Coordinator

Coordinator of Assessment and Evaluation

Assistant or Associate Director for Assessment, Research and Retention

Assistant Dean of Assessment

Director of Assessment and Planning

Student Affairs Assessment Specialist/Coordinator

Research Analyst

Institutional Research Analyst

Institutional Research Officer

Assistant/Associate Director of Institutional Research

Director of Institutional Research

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.

Current Kent State University students will be recruited by communicating about the new program via listservs and posted materials in common areas within White Hall. A coordinated communication approach will take place via social media, LinkedIn, and university websites to connect with both current students and alumni of the Evaluation and Measurement and Higher Education Administration programs. Hobson's will also be used to identify and reach out to prospective students that have not yet joined Kent State University.

As would be expected, a website will be created to outline the certificate's coursework and admission requirements. At this time, the certificate is being developed for largely face-to-face delivery, so much of our communication and promotion will be focused on current or potential KSU students, and area professionals looking for professional development.

Because many students will have the option to add this certificate as part of an in-progress degree, it is anticipated that there will be fairly strong interest from the beginning from full-time enrollers. Part-time enrollment will likely be lower. The courses will be structured so they all be completed in a two-year cycle, with part-time students being able to complete in the same time as full-time, depending on how they sequence the courses.

	Fall 2015-Summer 2016	Fall 2016-Spring 2017	Fall 2017-Spring 2018	Fall 2018-Spring 2019	Fall 2019-Spring 2020
New Full-Time Enrollers	10	14	18	22	26
New Part-Time Enrollers	3	4	4	5	6
Full-Time Completers		6	12	16	20
Part-Time Completers		2	4	4	5

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.

Survey Results from ACPA/SAAL Listserv Survey

To better understand the needs of student affairs practitioners for assessment personnel, a survey study was conducted by a doctoral student in the Higher Education Administration program (for more information, see Eckert, Gregory, and Stafford, 2014). High-ranking administrators in colleges and universities across the United States were asked to indicate which skills (within a framework) were most essential for success in assessment and research functions. The results from this survey were used to inform the curriculum of the program, in addition to ACPA's ASK Standards (Assessment Skills and Knowledge Content Standards for Student Affairs Practitioners and Scholars) and the NASPA Assessment, Evaluation, and Research

Knowledge Community Assessment Education Framework. Results indicated the senior-level administrators were most interested in the following outcomes:

- Design and execute and assessment plan
- Implement a program/department evaluation or review
- Write and develop learning goals and objectives
- Determine what method of assessment is appropriate depending on target population
- Write an appropriate and effective report using assessment results
- Engage in ethical assessment and research
- Identify the most effective methods to measure and perform assessment
- Develop and execute traditional quantitative and qualitative designs
- Critique and create an effective survey
- Evaluate different assessment instruments
- Identify patterns of student development and success (data analysis)
- Collaborate with faculty and staff in other areas or departments on shared objectives
- Benchmark internal data with external data
- Evaluate internal politics with stakeholders when communicating assessment results
- Create and analyze database structures
- Perform queries to obtain data for assessment from your student information system

As previously mentioned, we surveyed alumni to determine a need for the program. These alumni work at many of the institutions reflected, below. Because this certificate is focused on training personnel for assessment and institutional research in higher education, the potential area employers are:

Kent State University
University of Akron
University of Mount Union
NEOMED
Cleveland State University
Youngstown State University
Case Western Reserve University
Cuyahoga Community College
Eastern Gateway Community College
Lakeland Community College
Lorain County Community College
North Central State College
Stark State College of Technology
Terra Community College
Oberlin College
Baldwin-Wallace University
Lake Erie College
John Carroll University
Notre Dame College
Ursuline College
Walsh Unviersity
Malone University
Heidelberg University
Bluffton University
Tiffin University

Ashland University
Hiram College
Ohio Board of Regents/Ohio Department of Education

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.

  N/A

- 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.

  All faculty hold doctorates.

- 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.

  Dr. Linnea Stafford is an institutional research professional with more than 7 years of experience; she will be teaching the course that provides an overview of institutional research. (EVAL 68806/78806)

  Dr. Debbie Shama-Davis is an evaluation professional with more than 30 years of experience in the field; she is an expert in data analysis, evaluation, and survey design. She will be teaching the survey design and applied research course. (EVAL 68715/78715)

  Dr. Erica Eckert is an assessment professional with more than 7 years of experience in higher education; her experience is with assessment, systems, technology, survey design, and administration. She will be teaching the data, systems, and technology course, as well as the assessment and evaluation in higher education course. (HIED 66665/76665, HIED 66749/76749)

- 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.

  Faculty coordinators of the internship course are qualified faculty or experience administrators.

- Faculty members show evidence of professional development in the discipline.

  Faculty in the HIED and EVAL program are very engaged with the professional organizations in their respective disciplines.

- Faculty members who received their degrees from the institution do not constitute the majority of the program's faculty.

  Faculty for the courses for the full certificate will rotate for the Student Affairs, Research, and Statistics courses; this requirement is difficult to prove as a result.

Faculty Capacity

- Faculty resources are sufficient to meet the teaching, scholarship, service and advising needs of the program and the expectations of the institution.

  Appropriate resources will be directed to the certificate; one faculty member will be responsible for admissions and advising candidates. Many of the requirements for the certificate are already offered on a rotating basis for Evaluation and Measurement and Higher Education Administration, so it is not anticipated that this certificate will levy a significant additional resource burden.

- Each program is led by a full-time faculty member.

  This program will be led by a faculty member in Evaluation and Measurement who is a full-time employee of Kent State University.

- 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)

  Yes

- Individuals who are full-time employees of the institution teach a minimum of 60 percent of the program curriculum. Portions of the 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.

  Yes

- Faculty members reflect the racial, ethnic and gender diversity of the community and the student body.

  Faculty for the courses for the full certificate will rotate for the Student Affairs, Research, Statistics, and Internship courses; this requirement is difficult to prove as a result.

- Students interact with several faculty members within the program to encourage exposure to a diversity of experiences and perspectives.

  Faculty for the courses for the full certificate will rotate for the Student Affairs, Research, Statistics, and Internship courses; this requirement is difficult to prove as a result.

Exceptions may be reviewed on a case-by-case basis.

Faculty Credentials

Course(s)	Faculty Name	Highest Degree	Granting Institution
Research: EVAL 65511	Various; taught Fall 2014 by: (1) Wei Huang, (2) Jason Schenker, (3) Cassandra Storlie	(1) Ph.D (2) Ph.D (3) Ph.D	(1) Kent State University (2) Kent State University (3) University of Iowa
Student Affairs Functions: HIED 66651/76651	Various; last taught by: Tracy Lara	Ph.D.	Idaho State University
HIED Data and IR: EVAL 68806/78806	Linnea Stafford	Ph.D.	Kent State University
Assessment in HIED: HIED 66749/76749	Erica Eckert	Ph.D.	Kent State University
Statistics I EVAL 65510/75510	Various; taught Fall 2014 by: (1) Steven Brown, (2) MD Emtiaz Rony, (3) William Merchant	(1) Ph.D (2) Master's Degree (Ph.D. in progress) (3) Unknown	(1) University of Missouri-Columbia (2) University of Dhaka (3) Unknown
Tech, Systems, and Data: HIED 66665/76665	Erica Eckert	Ph.D.	Kent State University
Survey Design and Applied Rsrch: EVAL 68715/78715	Debbie Shama-Davis	Ph.D.	Kent State University
Statistics II: EVAL 68716/78716	Various; last taught by: Jason Schenker	Ph.D.	Kent State University

References

ACPA's ASK Standards Booklet . (n.d.). Retrieved from: http://www.acpa.nche.edu/ask-standards-booklet

Eckert, E., Gregory, D. & Stafford, L. (2014, March 17). Essential skills for assessment: Things student affairs personnel should know (or learn). 2014 NASPA Annual Conference. Baltimore, MD.

Lasher, W. F. (2011). The history of institutional research and its role in American higher education over the past 50 years. In M. A. Coughlin & R. D. Howard (Eds.), The Association for Institutional Research: The first 50 years. Tallahassee, FL: Association for Institutional Research.

NASPA Assessment, Evaluation, and Research Knowledge Community. (n.d.). Retrieved from: http://www.naspa.org/constituent-groups/kcs/assessment-evaluation-and-research

ECKERT, ERICA

From: Niesz, Tricia
Sent: Saturday, August 30, 2014 9:07 AM
To: SCHENKER, JASON
Cc: Li, Jian; ECKERT, ERICA
Subject: RE: Institutional Research and Assessment Certificate Documents (more final)

Okay—we have program approval via vote dated 8/30/14 via email. Thanks to all!!

From: SCHENKER, JASON
Sent: Saturday, August 30, 2014 9:04 AM
To: Niesz, Tricia
Cc: Li, Jian; ECKERT, ERICA
Subject: Re: Institutional Research and Assessment Certificate Documents (more final)

I vote yes as well.

Jason

Sent from my iPhone

On Aug 30, 2014, at 8:29 AM, "Niesz, Tricia" <tniesz@kent.edu> wrote:

> I vote yes—thanks so much Erica!!
>
> ---
>
> **From:** Li, Jian
> **Sent:** Friday, August 29, 2014 6:18 PM
> **To:** ECKERT, ERICA; Niesz, Tricia; SCHENKER, JASON
> **Subject:** RE: Institutional Research and Assessment Certificate Documents (more final)
>
> Hi Erica,
>
> Thanks a lot for your hard work, especially when you are still dealing with jetlag! ^&^
>
> I vote yes.
>
> Jian
>
> ---
>
> **From:** ECKERT, ERICA
> **Sent:** Friday, August 29, 2014 4:22 PM
> **To:** Niesz, Tricia; Li, Jian; SCHENKER, JASON
> **Subject:** Institutional Research and Assessment Certificate Documents (more final)
>
> Hello there!
>
> Please find (attached) revised documents to reflect the changes discussed today (Tricia, Jian, myself) to the certificate. This is going to a curriculum review committee on Wednesday, 9/3, so it's a little time-sensitive. Feel free to review ALL documents, but to save you time, here's what the changes are:

1. The name! Institutional Research and Assessment is the new certificate name, based on feedback from both Eval and HIED faculty.
2. Requirements—rather than allowing students to choose Stat I or Stat II, all students will have to take Stat I. If a student enrolls in the certificate already having taken Stat I, they may substitute Stat II.
3. Requirements—Stat II has been moved to the "technical courses" as a third option (this allows students to take (1) Tech/Systems/Data, (2) Survey Design/Applied Research, OR (3) Stat II)
4. Stand Alone Certificate OR accompaniment to program—language was added to the beginning of document #4 to specify the certificate could be taken on its own or as an add-on to a program.
5. Textbook and Content Clarification for Tech/Systems/Data—the Groves book was removed as a textbook because it wasn't really germane to what was happening in the course... the 6 hours devoted to survey "design" is really "form construction," not the theory of how surveys, items, and sampling work.
6. Survey Design and Applied Research—good discussion occurred to explain the role and function of this course in the certificate; concerns over content-duplication were discussed and at this point the course is staying mostly as-is, but plans are outlined below for how it will change down the road.
7. Susan Augustine is my lord and savior—I made a couple of text tweaks to prerequisites (doctoral vs. graduate standing mistakes) in the workflow side—but that doesn't impact the discussion here. I just wanted to let you know that the curriculum gods are smiling upon us.

ALSO—while we are moving forward with the certificate proposal (assuming you all vote it to be OK) now, it is planned that in the near future the Survey Design and Applied Research course will be re-envisioned as a SPSS-expertise-gaining course (syntax and fancy things) and a separate, intense course on survey design will be created. They will then BOTH be options in the "technical" course section of the certificate—we'll revisit once the courses are developed. At this point we don't have the personnel to do both.

I feel like I'm forgetting something, but this is all I have.

With that all being said, are we okay to vote on this now, Tricia?

E

Erica Eckert, Ph.D.
Assistant Dean for Assessment and Accreditation
and Assistant Professor, Evaluation and Measurement
College of Education, Health, and Human Services
Kent State University
507 White Hall | Kent, Ohio 44242
eeckert@kent.edu | 330.672.2702

ECKERT, ERICA

From: KRETOVICS, MARK
Sent: Thursday, August 21, 2014 3:01 PM
To: ECKERT, ERICA
Cc: Niesz, Tricia
Subject: Re: Assessment and Institutional Research Certificate Proposal Documents

Erica,

The HIED fully support (unanimous) the certificate. There are still couple of concerns that you may want to address before it progresses too far.

1. is this going to be a stand alone certificate? If so it is a post bachelor certificate that will not require admission into a graduate program. Advantage to this is the potential for a larger audience.
2. The stats requirement should be the same regardless of level Master's or Doctoral. The certificate is the same so the requirements should also be the same.
3. The name. Since the emphasis is really IR, you may want to reverse the title. We realize that as it is stated may be more attractive for marketing. Just a thought.

Hope you vacation is going/went well.

Regards,

Mark Kretovics, PhD
Interim Director,
School of Foundations, Leadership, and Administration
College of Education, Health, and Human Services
300 White Hall
P.O. Box 5190
Kent, OH 44242
330.672.0642

From: <ECKERT>, ERICA <eeckert@kent.edu>
Date: Thursday, August 14, 2014 at 2:05 PM
To: "AUGUSTINE, SUSAN" <saugusti@kent.edu>
Cc: "NIESZ, TRICIA" <tniesz@kent.edu>, Mark Kretovics <mkretov1@kent.edu>
Subject: Assessment and Institutional Research Certificate Proposal Documents

Hello, Susan!

Here are the documents for the Assessment and Institutional Research certificate proposal. They are still under review by EVAL and HIED faculty, but have been looked at closely by Tricia Niesz. The first four documents are the proposal forms—the CCP, Intent to Offer, Needs Analysis, and Proposal Summary. Two notes from HIED and ITEC are also included. Finally, there are three new course proposals—two in EVAL, and one in HIED.

EVAL will be meeting to discuss and approve the certificate and two new EVAL courses in late August (we'll have everything together and changes made by 9/3 for SCC).

HIED is meeting next week to look at the new HIED course.

Thank you so, so much for your guidance and wisdom during this process—your comments and questions were invaluable.

E

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ECKERT, ERICA

From: KRETOVICS, MARK
Sent: Friday, July 18, 2014 3:51 PM
To: ECKERT, ERICA
Subject: Re: Letter of Support/No Encroachment for Assessment Certificate

Erica,

The Higher Education Administration and Student Personnel program fully supports this certificate. We believe that a certificate in Assessment and Institutional Research is needed within higher education and it will be marketable among our HIED students. With two HIED courses in the curriculum, it will be easier for our students to complete this certificate simultaneously with their Master's or Doctoral degree.

Please let me know if you need additional information.

Regards,

Mark Kretovics, PhD
Interim Director,
School of Foundations, Leadership, and Administration
College of Education, Health, and Human Services
300 White Hall
P.O. Box 5190
Kent, OH 44242
330.672.0642

From: <ECKERT>, ERICA <eeckert@kent.edu>
Date: Tuesday, July 8, 2014 at 3:50 PM
To: Mark Kretovics <mkretov1@kent.edu>
Subject: Letter of Support/No Encroachment for Assessment Certificate

Hi there—here's the course proposal (still being tweaked but mostly done) for the assessment certificate.

Basically I'm hoping you can review it and write me an email (no letter is needed!)
E

Erica Eckert, Ph.D.
Coordinator of Assessment & Evaluation / Assistant Professor
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507 White Hall | Kent, Ohio 44242
eeckert@kent.edu | 330.672.2702

ECKERT, ERICA

From: TIENE, DREW
Sent: Thursday, April 03, 2014 10:55 AM
To: ECKERT, ERICA
Subject: RE: MS Access Workshops in ITEC?

It doesn't sound as it there will be any significant encroachment upon ITEC's activities. So why don't you just proceed. Good luck.

Drew

From: ECKERT, ERICA
Sent: Thursday, April 3, 2014 10:23 AM
To: TIENE, DREW
Subject: RE: MS Access Workshops in ITEC?

Happy to chat via phone!!!

The certificate isn't about databases. It's about assessment and institutional research—and so a little technology is covered (doing data analysis in Excel and presenting information). The database part is really a desire for Eval & Measurement to have students be conversant in how data are stored in relational databases. They are not going to be building databases. The certificate is really all about how to do assessment, and what institutional researchers do ☺

E

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507 White Hall | Kent, Ohio 44242
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From: TIENE, DREW
Sent: Thursday, April 03, 2014 10:21 AM
To: ECKERT, ERICA
Subject: RE: MS Access Workshops in ITEC?

E.,

Access used to be covered in the introductory ITEC courses, but it is not a major focus these days, as far as I am aware (I don't teach those courses). Is the certificate ONLY about databases, or does it cover other aspects of technology? Maybe a phone call would be best here.

Drew

From: ECKERT, ERICA
Sent: Tuesday, April 1, 2014 10:11 AM

To: TIENE, DREW
Subject: RE: MS Access Workshops in ITEC?

Will do. Thanks.

Is Microsoft Access something covered in the ITEC program, traditionally? I am working on creating a certificate and I want to make sure that it doesn't conflict with what you ITEC is doing (or if it does, as you to be a part of it).

E

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507 White Hall | Kent, Ohio 44242
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From: TIENE, DREW
Sent: Monday, March 31, 2014 9:55 PM
To: ECKERT, ERICA
Subject: RE: MS Access Workshops in ITEC?

Hi Erica,

How refreshing to get a non-NCATE question! :) I have not seen Phil around the building lately. Actually, you might best check with Liz Cochran in 418 (efcochra@kent.edu) about whether Access is still taught as a workshop, since she oversees all the workshops.

Drew

From: ECKERT, ERICA
Sent: Tuesday, March 25, 2014 8:23 PM
To: TIENE, DREW
Subject: MS Access Workshops in ITEC?

Hi, Drew—

I have a 100% non-NCATE question for you!!!!!!!!!!!!!!!!

Way back when (2005), I took a pair of workshops in ITEC. Both were listed under ITEC 50093.

Phil Nelson taught them both—one was basic access database design, and the second was a more advanced level. Both were 2 credit hours.

Does ITEC still offer these? Or is that handled through another ITEC class?

E

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KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **21-Aug-14** Curriculum Bulletin _____

Effective Date **Fall 2015** Approved by EPC _____

Department	**Lifespan Development and Educational Sciences**
College	**EH - Education, Health and Human Services**
Degree	**CER6 - Post-Baccalaureate Certificate**
Program Name	**Nursing Home Administration** Program Banner Code ~~C6XX~~ C637
Concentration(s)	Concentration(s) Banner Code(s)
Proposal	**Establish program**

Description of proposal:

The purpose of this proposal is to establish a post-baccalaureat certificate in Nursing Home Administration (NHA). This program prepares individuals to apply managerial principles to the administration of nursing homes, assisted living facilities, adult day care, home health services, and other long term care services and supports. Includes instruction in social and clinical aspects of aging, health care delivery systems, LTC administration, aging policy and government programs, ethics, business management, financial management, human resource management, marketing, and applicable laws and regulations. Additionally, it prepares graduates for the national and state licensure examinations required in the State of Ohio to become a Licensed Nursing Home Administrator (LNHA).

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

Current total credit hours: **0** Proposed total credit hours **18**

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

The proposed NHA Certificate Post Bac will not impact other programs. Ths proposed program will supplement enrollments in the current NHA undergraduate program by allowing students who currently hold a Bachelor's degree to advance their careers in the Long Term Care field.

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

HDFS, GERO and Kent Stark campus where some of the coursework is offered spring semesters.

REQUIRED ENDORSEMENTS

H. Dillmann-Jenkins — 10 / 2 / 2014
Department Chair / School Director

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

Catherine E Hackf — 10 / 24 / 14
College Dean (or designee)

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

_____ — ___/___/___
Provost and Senior Vice President for Academic Affairs (or designee)

Transmittal Memo

Date: October 1, 2014

To: Catherine Hackney, Associate Dean for Administrative Affairs/Graduate Education

From: Mary Dellmann-Jenkins, NHA Advisor

Re: Nursing Home Administration certificate

This action establishes a post-baccalaureate certificate titled, *Nursing Home Administration*, housed within Human Development and Family Studies program in the School of Lifespan Development and Educational Sciences.

Included are: ccp form, notice of intent to offer, needy analysis, catalog requirements, and supporting documents

Courses submitted through the Course Catalog Update workflow:
GERO 43092, 63092, 43192, 63192, 44032, 64032

Curricular/consultative bodies that have approved this action:
HDFS: September, 2014
LDES SCC: October 1, 2014
Presented to EHHS Curriculum Committee: October 24, 2014
Presented to EPC: November 17, 20134
To be effective Fall, 2015

cc: Joanne Arhar, undergraduate slashed courses

Notice of Intent to Offer an Educational Program
Nursing Home Administration Post Bachelor's 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:
   (contact Therese Tillett if CIP code is unknown)
   Nursing Home Administration Certificate – Post Bachelor's
   51.0718 Long Term Care Administration/Management

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 need for licensed nursing home administrators in the field of Long Term Care (LTC) Services and Supports is growing and the need will only continue to grow due to the rising number of aging Baby Boomers. According to the Administration on Aging (http://www.aoa.gov/Aging_Statistics/future_growth/future_growth.aspx) by 2030, 1 in 5 US citizens will be over the age of 65 and nearly 1 in 4 will be over age 60. Aging throughout the world is increasing at an even higher rate (USA Today 6-30-2014). Kent State University's Nursing Home Administration (NHA) Program has been approved by the State of Ohio since 1979 and achieved national accreditation status from the National Association of Long Term Care Administrator Boards (NAB) in 2011. Kent's program is one of eleven nationally accredited programs to date. The NHA Advisory Committee is made up of CEO's, COO's, Presidents, Vice Presidents, students, graduates and other leaders of local and national nursing home organizations. The Committee identified the need for qualified LTC leaders and is supportive of the NHA Program. The Committee supports a Post Bachelor's Certificate to prepare individuals for the LTC field. Kent's NHA program prepares graduates to pass the national and state examinations that are required to work in the field of LTC. The State of Ohio requires a Bachelor's degree, an extensive internship, and successful passing of two examinations to become a leader in the LTC field. This career path is often sought by students with an initial undergraduate degree major who now seek a specialized course in NHA and are seeking to become LTC leaders or is a second career/career change for professionals who already hold a Bachelor's degree. The proposed program is not replacing the existing

Bachelor of Science program. The program loses more than ten students annually who want to pursue the field, already have a Bachelor's or Master's degree, and are not able to commit to the additional 30 hours of undergraduate coursework for a second Bachelor's degree in the current program. This certificate of 18 credit hours, once approved, may qualify students for Financial Aid. Students often are not eligible for Financial Aid for a second Bachelor's Degree and this creates an additional barrier for the current program requirements. The NHA Certificate – Post Bachelor's would be considered a "certificate of value" as it leads to employment in the field of LTC Services and Supports.

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.
   Projected growth in the LTC field is "much faster than average" or 22%, according to O*NET Online (http://www.onetonline.org/link/details/11-9111.00). In the State of Ohio, the Board of Executives of Long Term Care Services and Supports (BELTSS) requires a Bachelor's Degree, an extensive internship, and the successful passing of the state and national examinations prior to practicing in the field of LTC. In compliance with the State of Ohio, Kent developed a Bachelor's degree program for Nursing Home Administration (NHA) in the late 1970's that was approved by the State of Ohio in 1979. In 2011, the program achieved national accreditation status from the National Association of Long Term Care Administrator Boards (NAB) and is one of eleven programs in the nation to be accredited. The course content is well established and along with the Advisory Committee's input, faculty input, and student input, the NHA Certificate was created to address the needs of career change or second career individuals seeking entry into the field of LTC. The core program elements were identified as necessary to prepare an individual for two licensure exams and to become an effective leader in the field of LTC. Other considerations were based upon an individual's background, work experience, and educational status. Target students are those individuals who already have earned a Bachelor's degree in any field; individuals working in the field of LTC or another field; individuals interested in serving the older adult or special populations requiring LTC services and supports; or current undergraduate students who are close to graduating and now seek a specialized course in order to enter the LTC field. The program currently loses more than ten students annually because there is no other option at Kent State University for these students other than a traditional second bachelor's degree program. Since spring 2009, NHA Program Graduates numbered 42, and 10 were Post Bac (24%). For the academic year 2014-2015, 7 of the 21 NHA students are Post Bac (33%). This trend shows a growing percentage of Post Bac students since the program achieved national accreditation status.

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.

According to Long Term Education (http://www.ltce.com/learn/careerpaths.php), "Beginning salaries [for nursing home administrator] range from about $50,000 to $60,000 a year. A mid-career nursing home administrator should expect to earn between $65,000 and $90,000, though some earn more than $100,000. The administrator of the typical life care community will earn from $70,000 to $90,000, with many earning $100,000 to $150,000 and more. Salaries of assisted living administrators are nearly equal to those of nursing home administrators, and sometimes even higher! Beginning salaries range from $40,000 to 55,000. A mid-career assisted living facility administrator should expect to make from $65,000 to $85,000, though some earn as much as $100,000."
According to The Bureau of Labor Statistics, 2012 "median salary was $75,000 or more". According to Salary.com, median salary for a Nursing Home Administrator as of June 2014 is $97,065. These variations are due to type and size of facility and scope of responsibility.

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.
   As mentioned above, Kent State University has had a successful NHA program since the later 1970's. Kent has been able to grow the program that satisfies the need of the regulatory agency and the accrediting agency. Since achieving national accreditation status, the program turns away potential students because their options are limited to a traditional bachelor's degree option. This NHA Certificate will allow individuals with Bachelor's Degrees and a desire to become leaders in LTC to pursue licensure leading to a successful career.
   The State of Ohio oversees the licensing of individuals in the field of LTC through the Board of Executives of Long Term Care Services and Supports (BELTSS). The NHA Advisory Committee consists of employers of graduates of the program and preceptors for student internships in the program. United Church Homes is one of the organizations represented on the NHA Advisory Committee. United Church Homes has communities in thirteen states with headquarters in Marion, Ohio. The COO approached Kent State's NHA program regarding the development of future leaders of LTC and has partnered with Kent Stark on the Great Lakes Career-Ready Internship Grant. This NHA Certificate will assist in addressing this need and other similar LTC professional needs.

8. Date of the first day of class. Include both:
   a. The first day the program was or will be offered by the institution.
      Fall 2015

   b. The day you would like to begin disbursing Title IV funds to students enrolled in the program. Fall 2015

Nursing Home Administration Certificate (Post Bachelor's)

College
College of Education, Health and Human Services
Department
School of Lifespan Development and Educational Sciences
405 White Hall
Tel: 330-672-2294
Web: www.ehhs.kent.edu/ldes

The Nursing Home Administration (NHA) Certificate program prepares individuals to apply managerial principles to the administration of nursing homes, assisted living facilities, adult day care, home health services, and other long term care services and supports. Includes instruction in social and clinical aspects of aging, health care delivery systems, LTC administration, aging policy and government programs, ethics, business management, financial management, human resource management, marketing, and applicable laws and regulations. Additionally, it prepares graduates for the national and state licensure examinations required in the State of Ohio to become a Licensed Nursing Home Administrator (LNHA). Once licensed, individuals are qualified to lead organizations in the field of long term care (LTC) services and supports. It is particularly appropriate for graduate students from any discipline who are interested in LTC, but also for individuals currently working in the field of LTC who wish to advance their career as an executive of long term care services and supports.

Students may be required to successfully complete a 40 hour volunteer experience at a skilled nursing facility if missing from their current academic or work experience. The 18 credit hour certificate includes a practicum as required by the State of Ohio in a skilled nursing facility.

This certificate program is grounded in the latest research of best practices in LTC, and is designed to prepare future leaders in the field of LTC.

ADMISSION REQUIREMENTS: Application to the program is required along with completion of a Bachelor's degree program with a minimum 3.00 GPA and documented experience and/or coursework in HDFS related areas.

Program should be completed within one academic year or three semesters. NHA Practicum I & II must be completed consecutively. A 3.00 GPA must be maintained throughout the program.

CERTIFICATE REQUIREMENTS (18 credits)			
Course		**Title**	**Credits**
GERO	63092	NHA Practicum I* PRACTICUM IN NHA I	6
	63192	NHA Practicum II* PRACTICUM IN NHA II	6
	54032	Long Term Care Administration**	3
Choose one from the following:			3
ARCH	55640	Developing Environment for Older Adults (3)	
GERO	61191	Interdisciplinary Seminar in Gerontology (3)	
HDFS	54039	Bereavement, Trauma and other Losses (3)	
HPM	53003	Health Care Systems (3)	
PADM	60574	Strategic Planning (3)	
SOC	52010	Death & Dying (3)	
	or other related 3 credit course with approval of advisor		
		TOTAL	**18**

* Practicum enrollment by permission only.
**GERO 54032 recommended to be taken prior to 63092 and 63192

Gainful Employment Disclosure

CIP code:	51.0718
CIP title:	Long Term Care Administration/Management
AY 15 completers:	No data
AY 15 on-time completers:	No data
AY 15 on-time completion rate:	No data
Median Stafford loans:	not applicable; contact the Office of Student Financial Aid for more information
Median other loans:	not applicable; contact the Office of Student Financial Aid for more information
Award title:	not applicable; contact the Office of Student Financial Aid for more information
Total cost per credit hours:	$452
Total costs for credit hours:	$8,136 - $9,492
Book and supplies cost per credit hours:	$21
Total books and supplies costs:	$380
Term:	Fall 2014 and Spring 2015 and Summer 2015
Length:	40 Weeks
Fees per term:	Varies
Room and board per term:	$4,480
Other supply or miscellaneous costs:	N/A
SOC code:	11-9111.00
SOC title:	Medical and Health Services Managers
ONET link:	http://www.onetonline.org/link/summary/11-9111.00
Respondent placement rate:	100%

New Program Needs Analysis and Faculty Credentials

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 – *See Exhibit A – NHA Certificate Post Bac survey instrument*

   b. Target population – *The target population for the proposed NHA (Nursing Home Administrator) Post-Bachelor's Certificate includes Long Term Care (LTC) professionals with a Bachelor's degree; second career individuals with a Bachelor's degree; KSU students at the end of their current Bachelor's degree program who desire the Nursing Home Administrator (NHA) career path. Students in majors and/or degrees in Business, Gerontology, Health Care Administration, Nursing, Public Health, and Speech Pathology often seek this degree path.*

   c. Description of sample – *Sample population included former Kent State University NHA major graduates, members of a local LTC professional association, and members of Kent's NHA Advisory Committee.*

   d. Number and name of businesses involved in the sample – *The survey was distributed to 41 Kent State University graduates + 68 Stark County Area Administrator Network (SCAAN) members + 14 KSU NHA Program Advisory Committee members; Advisory Committee members represent area LTC organizations such as: Atrium Living Centers, Copeland Oaks, Extendicare, Jennings Center for Older Adults, Laurel Lake Retirement Community, National Church Residences, Sprenger Facilities, St. Joseph Care Center, United Church Homes, Western Reserve Masonic Community, and one representative from the Ohio Board of Examiners of Long Term Services & Supports (BELTSS).*

   e. Employment opportunities by job titles including:

      i. Number of job openings (due to growth)
      http://www.bls.gov/ooh/management/medical-and-health-services-managers.htm *According to the Bureau of Labor Statistics (BLS) Occupational Outlook Handbook, the "projected growth rate is 23%, much faster than average all other occupations". Job titles include Executive Director, Healthcare Administrator, Practice Administrator, Administrator, and Assistant Administrator.*

      ii. Salary for these employees:
      http://www.bls.gov/ooh/management/medical-and-health-services-managers.htm#tab-5 *According to BLS, Occupational Outlook Handbook, salary range is $53,940 to $150,560. The variation is due to type and size of facility and scope of responsibility.*

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; *See Exhibit B - letter of support from United Church Homes as one example of a partnership with Kent Stark on the Great Lakes Career Ready grant; United Church Homes is headquartered in Marion, Ohio with locations in thirteen states.*

- Local, state and national demographic information demonstrating trends linked to education; *According to BLS Occupational Outlook Handbook, the "projected growth rate" for the industry is "23%, much faster than average all other occupations". In the state of Ohio, candidates for the licensing exam must hold a Bachelor's degree and complete an extensive internship. The proposed NHA Certificate Post Bachelor's degree program would meet both requirements and prepare professionals for licensure. (Also see Item #3)*

- Pilot courses or certificate programs with a multi-year history of success, tied to metrics demonstrating the need and opportunity for a full degree; *Kent's NHA program is currently a successful undergraduate concentration within the Human Development and Family Studies (HDFS) major (see Exhibit C - NHA success). The NHA Program was approved by the State of Ohio in 1979. Successful completers are eligible to apply for the state and national licensure examinations. Kent's NHA program achieved national accreditation status from the National Association of Long Term Care Administrator Boards (NAB) in 2011. Kent's NHA program is one of eleven programs in the nation to be accredited. The proposed NHA Post Bachelor's Certificate meets the requirements of the licensing board in the State of Ohio and will allow persons who currently hold a Bachelor's degree to advance their careers in the Long Term Care (LTC) field.*

- Partnerships with other colleges and universities to leverage the strengths of each and serve multiple locations in the state; *The LTC Administration course (GERO 5/44042) has been offered at three of Kent's eight-campus system. As the program grows, the majority of the coursework may be offered online. This will allow the program to expand across the state of Ohio as well as throughout the region and contiguous states surrounding Ohio. There has been discussion on the national level regarding international options for LTC professionals and that would allow the program to leverage Kent's current International Partnerships. Kent currently has an articulation agreement with Stark State College's Health & Human Services Gerontology Associate Degree program.*

- Longitudinal data demonstrating the need for a higher level degree (i.e., a proven associate's leading to a bachelor's degree); *See Exhibit D - NHA Program Graduates since Spring 2009; This document indicates that 10 of the 42 graduates were Post Bac (24%) and 7 of the 21 current NHA students for academic year 2014-2015 students are Post Bac (33%). This trend shows a growing percentage of Post Bac students. In addition to existing numbers of Post Bac enrolled students and graduates, these numbers do not include the numerous inquiries from current students seeking the NHA major who do not enroll due to the limited option of a second 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; *Kent's NHA program is one of eleven nationally accredited programs and one of four in the state of Ohio. The current instructor and internship coordinator is a site visitor for the accrediting agency NAB and was an item writer for the national NHA examination. Lauren Jaeger is currently working with the NHA program on an endowed scholarship fund for students. Dorothy Fruit, former Family and Consumer Studies Director and faculty member and creator of the NHA program, established a scholarship fund for students in this major. As a result of relationships developed since 2008, students in Kent's NHA program are placed at quality partner locations for their two-semester practicum.*

- 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... *The proposed NHA Post Bachelor's Certificate is not replacing the current concentration. The proposed program will address the needs of individuals in the field of LTC who want to advance their career or individuals seeking a second career or career change. The proposed certificate will also attract current undergraduate students who discover their calling to the field of LTC at the end of their current bachelor's degree program in other related majors. Graduate level courses taken while completing the proposed NHA Post Bachelor's Certificate may be considered as electives for those students choosing to pursue the MA in HDFS. These include GERO 54032 and the listing of HDFS and GERO electives.*

- 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. *The program will piggyback on to the existing successful program. The proposed program can qualify students for financial aid.*

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. *Identified students for the proposed NHA Post Bachelor's Certificate include Long Term Care (LTC) professionals with a Bachelor's degree; second career individuals with a Bachelor's degree; KSU students at the end of their current Bachelor's degree program who desire the Nursing Home Administrator (NHA) career path. Of the 42 graduates of the program since spring 2009, 24% were Post Bac. Of the current 21 students for academic year 2014-2015, 33% of the students are Post Bac (refer to Exhibit D - NHA Program Graduates since spring 2009). The trend of Post Bac students continues to increase. Post Bac students who have not enrolled number an additional*

twenty+ since the program achieved national accreditation. Post Bac students currently enroll in lesser numbers than inquire about the program due to the fact that many cannot receive financial aid for a second Bachelor's degree. The current option of thirty credit hours for the NHA major has been another barrier for potential students. To address this barrier, the proposed NHA Certificate Post Bac will consist of 18 credit hours. Projected enrollment: Fall 2015 = 7 enrolled in certificate; Spring 2016 = 11 students (4 new); Summer 2016 = 15 students (4 new). Target enrollment is 12-15. In the following years, we project 5-6 students each year with equal numbers graduating each term.

For bachelor's and master's degree programs, list the professional uses of the proposed degree programs. *Upon completion of the proposed NHA Post Bachelor's Certificate program, students will be eligible to apply for the national and state licensure exams. The NHA license is required to operate a licensed nursing home, a licensed assisted living facility, and a retirement community. Graduates will also be eligible to apply for the Certified Executive for Assisted Living (CEAL) examination as an additional marketable certification in the field of LTC.*

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. *See Exhibit E– NHA Initial report with survey results as distributed to Kent State University graduates, Kent State NHA students, Stark County Area Administrator Network (SCAAN) members, and KSU NHA Program Advisory Committee members. Survey results indicate overwhelming support (97%) of the respondents in favor of the program) of the NHA Post Bachelor's Certificate program. Potential employers in the LTC field include the following types of organizations, both for profit and not-for-profit or nonprofit: independent living communities, assisted living facilities, skilled nursing homes, retirement communities, adult day care, home care agencies, senior service agencies, developmental disability services both residential and non-residential. In addition to the organizations represented on the NHA Advisory Committee (Atrium Living Centers, Copeland Oaks, Extendicare, Jennings Center for Older Adults, Laurel Lake Retirement Community, National Church Residences, Sprenger Facilities, St. Joseph Care Center, United Church Homes, Western Reserve Masonic Community) there are approximately 960 licensed nursing facilities in Ohio (http://www.odh.ohio.gov/odhprograms/ltc/nurhome/nurhome1.aspx), over 600 licensed assisted living facilities in Ohio (http://ltc.ohio.gov/AssistedLiving.aspx) and 106 retirement communities (http://www.seniorhomes.com/s/ohio/retirement-communities/) in Ohio. These communities primarily market to the older adult population (60+) and currently 19% of the population in Ohio (8% male and 11% female) is over the age 60 (http://suburbanstats.org/population/how-many-people-live-in-ohio). The older adult population (age 60+) was 40% nationally in 2012 and continues to grow exponentially (see Exhibit F – Generation stats chart). Additionally licensed Nursing Home Administrators in Ohio are aging and retirements will create even more job opportunities. The need for qualified LTC professionals will continue to increase by leaps and bounds over the next decade.*

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. *Yes*
- Faculty members hold a terminal degree or a degree at least one level above the degree current in which they are teaching.
    - 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. *In the field of LTC, a master's degree is generally a terminal degree. Licensure is held as the highest qualification necessary to be a leader in the field of LTC.*
- 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. *HDFS faculty (full-time and part-time) are qualified to teach these courses. The variety of expertise and training includes human development, family studies, gerontology, non-profit management, and grant writing (see Exhibit G – HDFS faculty, full and part-time, teaching courses in NHA Post Bachelor's Certificate.) The variety of faculty experience also includes research, marketing, activities, and psychology, consulting and operations of LTC facilities.*
- 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. *Yes*
- Faculty members who received their degrees from the institution do not constitute the majority of the program's faculty. *Yes, as evidenced by Exhibit G*

Faculty Capacity

- Faculty resources are sufficient to meet the teaching, scholarship, service and advising needs of the program and the expectations of the institution. *Yes; faculty resources are currently in place for existing concentration.*
- Each program is led by a full-time faculty member. *Yes*
- 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) *Yes*
- Individuals who are full-time employees of the institution teach a minimum of 60 percent of the program curriculum. Portions of the 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. *Yes*
- At least one full-time faculty member is required for every 30 full-time equivalent students in an undergraduate degree program. *N/A because the proposal is for a Post Bac Certificate.*
- 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 program to encourage exposure to a diversity of experiences and perspectives. *Yes*

Exceptions may be reviewed on a case-by-case basis.

Exhibit G: Human Development and Family Studies Full-Time Faculty & Adjunct Faculty Teaching Nursing Home Administration (NHA) Post-Bachelor's Certificate Coursework

Faculty Name	Course(s) Taught	Highest Degree Granting Institution
Russell Toomey (Full-Time TT)	HDFS 54020 Adolescent Development	Ph.D. University of Arizona
Rhonda A. Richardson (Full-Time TT)	HDFS 54028 Parent-Child Relationships	Ph.D. The Pennsylvania University
Kathleen Walker (Full-Time TT)	HDFS 54018 Professional Development in HDFS HDFS 54023 Building Family Strengths	Ph.D. Kansas State
Kathleen Bergh (Full-Time NTT)	HDFS 54029 Family Policy HDFS 54033 Nonprofit Management I HDFS 54034 Nonprofit Management II	M.A. University of Akron
Maureen Blankemeyer (Full-Time TT)	HDFS 54021 Family Intervention Across the Lifespan	Ph.D. Oklahoma State University
Susan Maxymiv (Part-Time)	HDFS 54039 Bereavement, Trauma & Other Losses HDFS 54021 Family Intervention Across the Lifespan	M.A. Kent State University
Heidi Johnson (Part-Time)	HDFS 54029 Family Policy GERO 54030 Adult Development and Aging	M.A. Kent State University
Jeanne Bennett (Part-Time)	GERO 54030 Adult Development and Aging GERO 54031 Social Policy/Community Resources for Older Adults	M.A Kent State University
Diana VanWinkle (Part-Time)	HDFS 54032 Nonprofit Fundraising and Grant Writing	M. Ed Kent State University
Donna Alexander (Part-Time)	GERO 54032 Long-Term Care Administration GERO 63092 Practicum I (new course) GERO 63192 NHA Practicum II (new course)	MBA Ashland University
Debra Durbin (Part-Time)	GERO 54032 Long Term Care Administration	MBA Malone University

Faculty Member: Donna Alexander

Contribution to LTCA Program:

- Internship Advisor
- Teaches GERO 43092 Practicum in NHA I, GERO 43192 Practicum in NHA II and GERO 44032 Long Term Care Administration.

Direct Experience in LTCA:

Vice President of Operations/Administrator: The Village at St. Edward, 2002 –2007

- Successful operation of CCRC - 230+ older adult retirement community, to include independent living, assisted living and nursing care
- Positive regulatory compliance - Ohio Department of Health and JCAHO as evidenced by no substandard citations from ODH, four deficiency free RCF surveys (2004, 2005, 2006, 2007) and compliant JCAHO survey
- Efficient management of 8 departments as evidenced by financial & budget achievement
- Effective human resource management of eight direct reports and almost 200 employees as evidenced by no turnover of department heads hired in last two years with no unionization
- Oversight of contract reviews for therapy, lab, pharmacy, and all other outside vendors to include annual customer satisfaction surveys and follow-up of survey items not meeting company standards
- Successful construction, renovation and remodel management and oversight that resulted in a new nurse office and serving pantry in RCF and a complete remodel of a 40+ year old nursing home

Regional Director of Operations: Extendicare Health Services, Raintree Healthcare, 1999-2001

- Direct responsibility for annual revenues of $38M
- Oversight of subacute, skilled nursing, and assisted living facilities
- Marketing and business development
- Cost control skills and expense reduction abilities utilized to achieve annual net operating incomes
- Attracted talent to successfully operate facilities and retained current talent that led to a decrease in turnover in my region
- Responsible for a team of 21 members, and 7 direct reports each having more than 100 employees at each location.

Administrator, Mobile Administrator, Executive Director: Integrated Health Services, Inc., Horizon Healthcare (acquired by IHS). 1994-1999

- Direct responsibility for over 100 employees at each business unit
- Marketing focus to achieve census budgets
- Achieved facility goals at each location, to include net operating income, census, reduction in accounts receivable and reduction in employee turnover
- Special focus on regulatory compliance as evidenced by no substandard surveys, no substantiated complaints
- Two consecutive Ohio Department of Health Deficiency Free surveys-1995/96
- Renovation management and oversight at three locations
- Nursing Home Administrator of the Year Award, 1995
- Excellence Awards in Housekeeping, Accounts Receivable, & Cost Control

Faculty Member: Jeanne Bennett

Contribution to LTCA Program:

- Teaches GERO 14029 Introduction to Gerontology and GERO 44030 Adult Development and Aging

Direct experience in LTCA:

Marketing Director/ Consultant, Cuyahoga Falls Country Place/Phillips Healthcare

Cuyahoga Falls, Ohio, 1994-1998

- Overall management of marketing & strategic plan for long term care facility
- Development of yearly plan and budget; coordinate marketing needs within organization (social services and rehabilitation)
- Press releases and development of printed materials; organizing special events; staff training.

Geriatric Case Manager/Social Worker, Center for Healthy Aging, Akron, Ohio 1994-1998

- Assessment (In-home), case management for geriatric clients and family members.
- Counseling and support group facilitation

Marketing/Admissions Coordinator, Laurel Lake Retirement Community Hudson, Ohio, 1990-1993

Marketing of 75-bed skilled & assisted living; meeting and interviewing families

Coordinating advertising; public relations; case management; development of strategic marketing plan

Interaction with local hospitals and discharge planners.

Director, Beverly Enterprises; Cuyahoga Falls, Ohio, 1989-1990

- Overall operation of assisted living facility for older adults; supervision of 25 member staff; marketing & budgeting.

Faculty Member: Kathy Bergh

Contribution to LTCA Program:

- Teaches HDFS 44029 Family Policy, HDFS 44033 Nonprofit Management I, HDFS 44034 Nonprofit Management II, HST 21000 Dynamics of the Helping Relationship

Direct Experience in LTCA:

Long-Term Care Education, Inc. 1997-1998

- Group Leader

Director of Marketing, Rockynol Retirement Community, Akron, OH, 1985-89

- Developed and implemented marketing programs that maintained occupancy goals of the facility
- Managed the marketing of a $6 million expansion
- Hired, trained and managed members of the Marketing Department
- Spoke to community groups and referral sources

Faculty Member: Paula Hartman-Stein

Contribution to LTCA Program:

- Teaches GERO 30656 Psychology of Aging and GERO 44030 Adult Development and Aging

Direct Experience in LTCA:

- Consultant, Sumner on Merriman. Akron, Ohio. Conducted psychological evaluations on all residents in assisted living and nursing units; group and individual therapy; in-service training to staff; supervision of clinical psychologists and social workers

- Consultant for the Geriatric Assessment Center, Akron General Medical Center. Provided cognitive evaluations and therapy for older adults and their families

- Consultant, Great Lakes Residential Services. Independence, Ohio. Duties included providing a sequence of training sessions for multi-disciplinary agency staff on the aging of developmentally disabled adults

- Consulting psychologist, Rockynol Retirement Community. Duties included organizational development consultation to administrative staff, assisting with decisions regarding level of care changes for residents, conducting support groups for employees, staff training to all levels of multi-disciplinary staff

Faculty Member: Greg Smith

Contribution to LTCA Program:

- Teaches GERO 14929 Introduction to Gerontology

Direct Experience in LTCA:

- *Consultant/Research Associate.* St. John's Home and Center of Gerontology, Rochester, NY, 1980-1985.

EXHIBIT A

This survey will take less than 5 minutes to complete. Thank you for your time.

1. Are you an LNHA?

- ○ Yes
- ○ No

2. Are you?

- ○ A Current KSU Student
- ○ A KSU Alumni
- ○ Other

3. Are you a Kent Advisory Committee Member, past or present?

- ○ Yes
- ○ No

4. Are you familiar with Kent's NAB approved NHA Bachelor's Degree Program?

- ○ Yes
- ○ No

5. In your opinion, is there value in Kent State offering a NHA Post Bachelor's Certificate that would qualify LTC professionals or second career individuals to be eligible to take the NHA licensure examinations?

- ○ Yes
- ○ No

6. If Kent State gained approval for an NHA Certificate Post Bachelor's, would you consider recommending the program to someone you know or to someone who is interested in advancing their career in the field of long term care services and supports?

- ○ Yes
- ○ No

7. Any Comments:

8. If you would like to be contacted about the outcome of this survey, please list your name, email, and/or phone number (optional):

Thank you for participating in this survey. We value your feedback.

EXHIBIT B

May 12, 2014

Ms. Faith Sheaffer-Polen
Director
The Corporate University
Kent State University at Stark
6000 Frank Avenue NW
North Canton, OH 44720

RE: Great Lakes Higher Education Corp. Career-Ready Internship Program Partnership

Dear Ms. Sheaffer-Polen:

United Church Homes is pleased to partner with Kent State University at Stark in the Great Lakes Career-Ready Internship grant application.

United Church Homes will offer a high-quality internship(s) that promotes career readiness in a professional field to qualified senior students attending Kent State University at Stark. United Church Homes estimates that we will offer 3 internship(s) between the grant period of August 1, 2014 and August 31, 2015. The intern(s) would work approximately 32 hours per work for 27 weeks for a total of 800 hours. Students generally work Monday through Friday during regular business hours. Internship periods begin in August, January, and May. This internship opportunity will prepare students to become future leaders in healthcare, specifically long-term care services and supports. Their academic program in conjunction with the internship experience allows the student to take the licensure exam following graduation.

Chapel Hill Community, a United Church Homes community located in Canal- Fulton, understands that the internship(s) is dependent upon receipt of the grant by Kent State University at Stark, and if awarded, the grant will pay the $10/hour wage of the intern. Chapel Hill Community reserves the right to alter the number of interns based on economic conditions, qualified applicants for the internship position(s), and the success of our organization.

We look forward to partnering with Kent State University at Stark.

Sincerely,

Charles R. Mooney
Sr. Vice President & COO
United Church Homes, Inc.
170 E. Center Street, Marion, OH 43302
Office: (740) 223-2020 Fax: (740) 382-4884

EXHIBIT C

Education, Health, and Human Services Home
Human Development & Family Studies
Nursing Home Administration
Human Development & Family Studies > Degrees > Undergraduate Program > Concentrations > Nursing Home Administration

For more information contact Dr. Mary Dellmann-Jenkins at mdellman@kent.edu

Nursing Home Administration alumnae and students gather for a picture on campus to celebrate the NHA accreditation. Pictured from left to right are Beth Collingwood, Danielle Rychak, Trish Lewis, and Stephanie Petrella.

Preparing Professionals in the Field of Long Term Care Administration
The Nursing Home Administration program at Kent State University is accredited by the National Association of Long Term Care Administrator Boards (NAB). Our program is one of eight NAB accredited programs in the country and one of four in the state of Ohio. The program is based on standards of excellence established by NAB and strong partnerships with outstanding area senior living communities providing safe and dignified person-centered care. This accreditation highlights the program's emphasis on developing students to become the next generation of leaders in the long term care profession.

The nursing home administration program at Kent State University focuses on preparing students to become executives in the field of long-term services and supports. According to the Bureau of Labor Statistics the job market for graduates of healthcare management programs is very strong due to the rapidly increasing aging population. The number of older adults living in nursing homes, assisted living facilities, retirement communities and those individuals requiring community services is predicted to double within the next ten years.

Upon completion of the program, graduates will be eligible to sit for the national exam offered through the National Association of Long Term Care Administrator Boards and the state exam offered by the Ohio Board of Executives of Long-term Services & Supports (BELTSS). Graduates of the program perform well on both exams due to the interdisciplinary coursework and high quality practicum sites offered in KSU's program.

Special Program Features
The curriculum was developed following the domains from NAB and emphasizes all areas needed to master the national examination. Kent State University's academic program is approved for accreditation from NAB. Students are required to complete a two semester supervised internship in a licensed nursing

EXHIBIT C

home or long term care facility. This professional training consists of 800-1000 hours of hands-on experience alongside professionals in nursing home administration. Students in the program are encouraged to become members of the American College of Health Care Administrators (ACHCA) and Ohio Health Care Association (OHCA). This organization provides opportunities for professional development, leadership and mentoring from leading professionals in the field.

Concentration Course Requirements:

ACCT	23020	Intro to Financial Accounting	3
ACCT	23021	Intro to Managerial Accounting	3
ARCH	45640	Developing Environments for Older Adults	1-3
GERO	43092	Practicum in NHA I	3-6
GERO	43092	Practicum in NHA II	3-6
GERO	44032	Long Term Care Administration	3
MIS	24163	Principles of Management	3
MIS	34180	Human Resource Management	3
PHIL	40005	Health Care Ethics	3

Scholarships

Students are strongly encouraged to apply for the following scholarships:

1. Outstanding Human Development Student Scholarship
2. Dorothy and James Fruit Gerontology Scholarship
3. John and Alicia Pieper Scholarship
4. Area Agency on Aging Scholarship (contact Tim Martin at tmartin@services4aging.org for an application)

For more information on available scholarships in the College of Education, Health and Human Services and eligibility requirements click here.

Available Resources:

- Nursing Home Administration Roadmap
- Selected Internship Sites in Northeast Ohio.
- Nursing Home Administration AIT Student Application Packet
- Nursing Home Administration AIT Preceptor Packet
- NAB.
- OHIO BENHA.
- McKnight's Long Term Care News.
- American College of Health Care Administrators

As a top Ohio undergraduate and graduate school, Kent State's eight campuses offer the resources of a large university with the friendly 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 graduates for over 100 years; join us today.

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EXHIBIT C

Education, Health, and Human Services Home
Human Development & Family Studies
Alumni Success Stories
Human Development & Family Studies > Alumni Success Stories

Kimberly Hartel-Joye

What year (years) did you graduate and which program(s) did you complete?
In 1993 I received a bachelor's of arts degree in Gerontology with a Long Term Care Administration concentration and a minor in Business Management.

What were some of your biggest challenges after graduating that shaped your career?
I was offered an administrator position when I really wasn't looking for a job. I was told that I would be successful if I wasn't afraid to ask a lot of questions. So, I took the position, asked a lot of questions (and still do) and 13 years later I am still with the same company.

What has been your most significant professional accomplishment since graduating?
My most significant professional accomplishment was when my nursing home won the Cornerstone of the Year Award in 2011. Forty-five nursing homes were eligible, and in order to be considered, six awards had to be earned. Each award was based upon goals and benchmarks. Only three homes earned all six awards and only one could be chosen for the Cornerstone of the Year Award. I was very proud to accept this award on behalf of my team.

Are you currently employed, and if so, where?
I am employed by Extendicare Health Services Inc. in Stow, Ohio. I am the administrator at Maison Aine, a 150-bed nursing home that specializes in Alzheimer's Disease and dementia.

As a top Ohio undergraduate and graduate school, Kent State's eight campuses offer the resources of a large university with the friendly 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 graduates for over 100 years; join us today.

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http://www2.kent.edu/ehhs/hdfs/alumni-success-stories.cfm

EXHIBIT D

NHA Program Graduates since Spring 2009

Bernhart Stiver, Leslie lbernha3@kent.edu
Bizzari, Julie jbizzarr@kent.edu
Blankenship, Samantha sblanke38@gmail.com
Bohrer, Tori tbohrer@kent.edu
Breneman, Kim kbrenema@kent.edu **Post-BAC**
Bruno, Tiffany tbruno@kent.edu
Carlson, Lindsay lbcarlso@kent.edu
Cogar, Miranda mcogar1@kent.edu
Corzine, Bryan bcorzine@kent.edu **Post-BAC**
Collingwood (Johnson), Beth bethc619@gmail.com
Donaldson Knowles, Angela donaldson42@msn.com **Post-BAC**
Durbin, Tom tdurbin5@kent.edu
Flecther, Cara cfletch3@kent.edu
Gordon, Kelly kgordon023@gmail.com
Gosnell, James jgosnel2@kent.edu
James, Caroline linafj1022@yahoo.com and cjames11@kent.edu
Laux, Kelly klaux1@kent.edu
Lewis, Trishina tlewis27@kent.edu
Mallone, Katherine kmallone@kent.edu
Mordew, Heather hmordew@kent.edu
Myers, Mary Anne MMYERS60@kent.edu **Post-BAC**
Owen, Emily eowen@sprengerhealthcare.com
Peel, Linda lpeel@kent.edu **Post-BAC**
Petrella, Stephanie spetrel1@kent.edu
Preston-Cox, Kristin kpreston@kent.edu **Post-BAC**
Pritchard, Samantha spritch3@kent.edu
Rasey, Keith krasey@pathwayshospice.co and krasey1@kent.edu **Post-BAC**
Rose, Angela arose1@kent.edu **Post-BAC**
Rychak, Danielle danielle.rychak@gmail.com
Shoaff, Amy ashoaff@kent.edu
Skeens, Aubrey askeens2@kent.edu and Aubrey.skeens@vased.org
Tiera Stowers tstowers@kent.edu
Suveges, Shannon ssuveges@kent.edu
Tykowski, Anna atykowsk@kent.edu
Vasserman, Anna avasserm@kent.edu **Post-BAC**
Waltermire, Jana (Strock) jstrock@provider-services.net
Weinhart, Amber aweinha1@kent.edu **Post-BAC**
Whitefield, Danielle dwhitfi1@kent.edu
Woods, Rachael rwoods16@kent.edu
Wynn, Cassy Kimball cwynn@copelandoaksinc.com
Yost, Kelly kyost2@kent.edu
Zarnick, Donna dadamsky@kent.edu

Updated 7/2014

EXHIBIT D

Current NHA students 2014/2015

Britney Judy
Lynette Schultz
Liana Keter - II
Amanda Cordos – II **Post-BAC**
Cayleigh Crook
Theresa Kornuc – **Post-BAC**
Rhonda Johnson - II **Post-BAC**
Tara Miller **Post-BAC**
Genna Sink Sp - '15
Lola Shephard Sp - '15
Amanda Moscibrocki **Post-BAC**
Teresa Wright – Sp '15
Rena McBride - Sp '15
Lindsay Patyak - Sp '15

Summer 2015:
Jordan Stengel **Post-BAC**
Aaron Webster (Canton HC) **Post-BAC**
Ashley Spadaro
Mariah Glascock (Wooster-Sprenger)
Hayley Decker (St. Ed's)
Lauren Burnette (Pebble Creek)
Annie Cima (non-profit)

Updated 8/26/2014

EXHIBIT E

Initial Report

Last Modified: 08/07/2014

1. Are you an LNHA?

#	Answer	Response	%
1	Yes	25	74%
2	No	9	26%
	Total	34	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.26
Variance	0.20
Standard Deviation	0.45
Total Responses	34

2. Are you?

#	Answer	Response	%
1	A Current KSU Student	0	0%
2	A KSU Alumni	25	74%
3	Other	9	26%
	Total	34	100%

Statistic	Value
Min Value	2
Max Value	3
Mean	2.26
Variance	0.20
Standard Deviation	0.45
Total Responses	34

3. Are you a Kent Advisory Committee Member, past or present?

#	Answer	Response	%
1	Yes	8	24%
2	No	26	76%
	Total	34	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.76
Variance	0.19
Standard Deviation	0.43
Total Responses	34

EXHIBIT E

4. Are you familiar with Kent's NAB approved NHA Bachelor's Degree Program?

#	Answer	Response	%
1	Yes	26	76%
2	No	8	24%
	Total	34	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.24
Variance	0.19
Standard Deviation	0.43
Total Responses	34

5. In your opinion, is there value in Kent State offering a NHA Post Bachelor's Certificate that would qualify LTC professionals or second career individuals to be eligible to take the NHA licensure examinations?

#	Answer	Response	%
1	Yes	33	97%
2	No	1	3%
	Total	34	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.03
Variance	0.03
Standard Deviation	0.17
Total Responses	34

6. If Kent State gained approval for an NHA Certificate Post Bachelor's, would you consider recommending the program to someone you know or to someone who is interested in advancing their career in the field of long term care services and supports?

#	Answer	Response	%
1	Yes	32	97%
2	No	1	3%
	Total	33	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.03
Variance	0.03
Standard Deviation	0.17
Total Responses	33

EXHIBIT E

7. Any Comments:

Text Response

Since I have been with my current organization I know of 5 employees they have sent through the AIT program via the state. As a Kent State Grad of the NHA program I would strongly recommend our employees go through the KSU Post Bachelor program if you were to gain approval.

If possible I would not increase the number of AIT intership hours in the facility. 800 is sufficient.

I have been a preceptor for 5 AITs in the last 5 years. I like the idea of an NHA Post Bachelor's certificate; however, it is really the 1000 hours that are cumbersome for most professionals to accomplish, especially since the time is unpaid and it is almost impossible to complete the hours on off shifts so that the professional can be gainfully employed at the same time as they are pursuing this program. I am presuming that this program would also incorporate the Core of Knowledge material as that is not addressed here. I personally think that the 1000 hours is too much and would like to see that reduced or incorporated into the classroom training by adding hours instead. I also believe that the AIT training should incorporate the STNA classes as this is a majority of the population of which the future LNHA serves and ultimately monitors the delivery of services. Much more instruction should be included on finance and accounting as most individuals don't have these backgrounds Please teach students how to use Excel as this will be beneficial in helping them to develop systems The long term care environment is very diverse and I believe that cultural diversity is an often overlooked topic Since the MDS is the data driven force in long term care, much more instruction should be given on this topic and how to analyze the data that is produced I think that the on site hours could be done more like a nursing rotation, i.e. 100 hours in Dietary at Nursing Home A, 100 hours at Nursing Home B, etc. versus all 1000 hours at one home. It is always helpful to see how multiple facilities operate. That would be especially prudent with regard to dementia units Customer Service system development is also a pertinent topic that is under-addressed Leadership styles is another oft overlooked topic Excellent idea!

With 15 hours of post graduate work required, it will be important to ensure the course work is specific to long-term care. However, if KSU offers the 15 graduate credit hours and there is still a required 1000 hours of AIT or practicum, why would a student want to do the 15 graduate hours when they can do a 1000 hour AIT? It might be easier to do the AIT with KSU connections but KSU would have to sell the advantage.

I think the demographics indicate the need for such a program. I seem many of my peers retiring - I think Administrators must be as old, on average, as the RN population in Ohio - and the need for good administrators is certainly going to increase as facilities are expanded to cope with the Boomer wave coming in another 10 or 15 years.

I have had the pleasure of mentoring 4 AITs in my career and expect many more. I have found that people who have worked in the industry and opt to obtain a LNHA are more serious students and quite frankly, more desirable in the LTC industry. I have often told the younger AITs that it is highly unlikely that a company would trust you with a 60 million dollar operation at 22-23 years old, without any experience. I very much support this type of training. I am the program planner of the Stark Co Area Administrator Network and I would be happy to forward this survey to member of that if you would want that. Please provide me with the results of this survey. Thank you Debbie Durbin RN, LNHA, MBA Administrator Chapel Hill Community ddurbin@uchinc.org or deb_durbin@hotmail.com

After 30 years of service as a licensed nursing home administrator I recognize the need to better prepare newly licensed administrators. Newly licensed administrators quickly

EXHIBIT E

resign from their positions and often leave the industry causing high turnover and poor *outcomes*. I would like to review the course of study to determine how effective and beneficial it may be to students.
I do not feel that I had enough guidance and support while studying for the NAB exam. I also learned that after my AIT experience (before I prepared to take the NAB exam), that I was not entirely sure I still wanted to be an LNHA. I did not pass the National exam by two points and decided I was not willing to retake the exam.
I would have to know more about the program before recommending it. I have a concern. 15 hours is not enough time for someone post bachelor's depending on the degree. The bachelor's would have to be in healthcare or someone with a healthcare background.
Without NAB approval, I do not see the value, as students would just have to redo the AIT, etc.
I am a recent graduate of KSU in nursing home administration. In June 2013 I passed all exams and hold an LNHA licensed in the state of Ohio. I have been agressively looking for work as an administrator and still do not have a job. Also there are many, in my experience, administrators out of work and I believe there are many more LNHA's than jobs. Also I do not think that this program prepares students for the licensing exams, which is the only way you can become an administrator.

Statistic	Value
Total Responses	12

8. If you would like to be contacted about the outcome of this survey, please list your name, email, and/or phone number (optional):

Name	Email	Phone
Emily Owen	eowen@sprengerhealthcare.com	330-275-0543
max agee	magee@extendicare.com	614-917-8673
Evelyn Moore	emoore@stllc.org	330-966-5604
Anna	atykowsk@kent.edu	
Shelly Grisik	sgrisik@healthpro-rehab.com	330-659-2929
Kim Frankeberger	kfrankeberger@atriumlivingcenters.com	330-283-9276
Beth	Septer	330-437-6260
Debra L. Durbin	deb_durbin@hotmail.com	3304187814
Kimberly Joye	kjoye@extendicare.com	330-688-1188
Richard Kesic	Richardkesic@gmail.com	330 -224-1484
Kevin Kauffman	Kkauffman@sprengerhealthcare.com	3404375501
Janine Stackhouse	jstackhouse@aultman. xom	3304794857
Mary Anne Myers	mmyers60@kent.edu	330-208-8297

Statistic	Value
Total Responses	13

EXHIBIT F

Generation	Date of Birth	Number	Age (in 2011)	% of population
Pre-Depression	Before 1932	11.3mm	80+	4%
Depression	1932-1947	29.8mm	65-79	10%
Baby Boomer	1947-1967	82.0mm	45-64	26%
X	1967-1976	41.1mm	35-44	13%
Y	1977-1996	85.3mm	15-34	27%
Z	After 1996	61.2mm	Less than 15	20%
		Total 310.7mm		

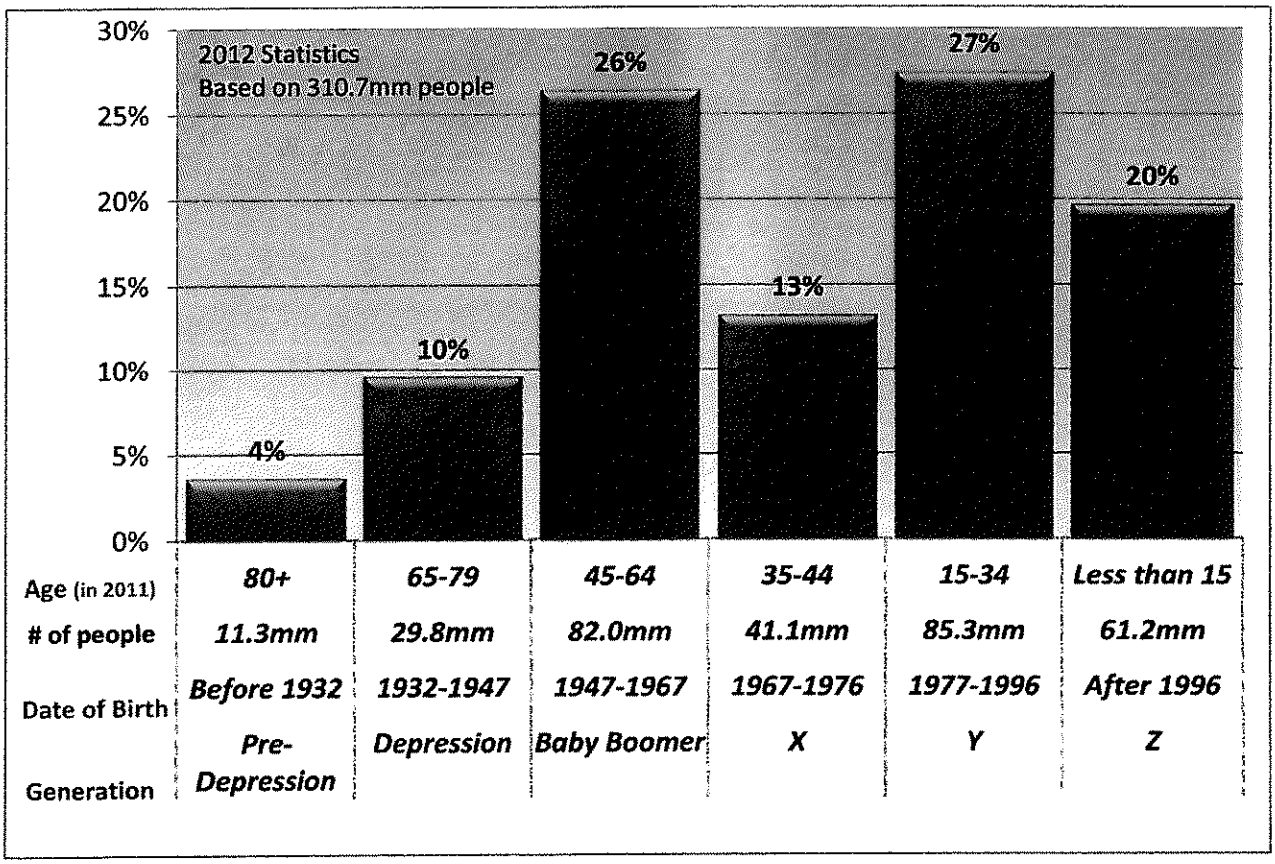

Exhibit G: Human Development and Family Studies Full-Time Faculty & Adjunct Faculty Teaching Nursing Home Administration (NHA) Post-Bachelor's Certificate Coursework

Faculty Name	Course(s) Taught	Highest Degree Granting Institution
Russell Toomey (Full-Time TT)	HDFS 54020 Adolescent Development	Ph.D. University of Arizona
Rhonda A. Richardson (Full-Time TT)	HDFS 54028 Parent-Child Relationships	Ph.D. The Pennsylvania University
Kathleen Walker (Full-Time TT)	HDFS 54018 Professional Development in HDFS HDFS 54023 Building Family Strengths	Ph.D. Kansas State
Kathleen Bergh (Full-Time NTT)	HDFS 54029 Family Policy HDFS 54033 Nonprofit Management I HDFS 54034 Nonprofit Management II	M.A. University of Akron
Maureen Blankemeyer (Full-Time TT)	HDFS 54021 Family Intervention Across the Lifespan	Ph.D. Oklahoma State University
Susan Maxymiv (Part-Time)	HDFS 54039 Bereavement, Trauma & Other Losses HDFS 54021 Family Intervention Across the Lifespan	M.A. Kent State University
Heidi Johnson (Part-Time)	HDFS 54029 Family Policy GERO 54030 Adult Development and Aging	M.A. Kent State University
Jeanne Bennett (Part-Time)	GERO 54030 Adult Development and Aging GERO 54031 Social Policy/Community Resources for Older Adults	M.A Kent State University
Diana VanWinkle (Part-Time)	HDFS 54032 Nonprofit Fundraising and Grant Writing	M. Ed Kent State University
Donna Alexander (Part-Time)	GERO 54032 Long-Term Care Administration GERO 63092 Practicum I (new course) GERO 63192 NHA Practicum II (new course)	MBA Ashland University
Debra Durbin (Part-Time)	GERO 54032 Long Term Care Administration	MBA Malone University

KENT STATE UNIVERSITY

TO: Educational Policies Council

FROM: Senior Vice President and Provost Todd A. Diacon

SUBJECT: Agenda for Monday, 26 January 2015
3:20 p.m., Governance Chambers, 2nd floor of Kent Student Center

DATE: Monday, 20 January 2015

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 the Office of Curriculum Services by Friday, 23 January 2015, to ensure that the materials are available at the meeting for review.

Joint Educational Policies Council Agenda
Graduate Educational Policies Council Agenda
Undergraduate Educational Policies Council Agenda
University Requirements Course Changes
Course Changes

JOINT EDUCATIONAL POLICIES COUNCIL

ACTION ITEM

1. Approval of minutes of 17 November 2014.
   Attachment 1

DISCUSSION ITEM

Office of the Provost *(presented by Associate Provost Melody J. Tankersley)*

1. 3342-3-02 University Policy on Instructors in Courses Carrying Academic Credit
   Attachment 2

GRADUATE EDUCATIONAL POLICIES COUNCIL

ACTION ITEMS

College of Arts and Sciences *(presented by Associate Dean Janis H. Crowther)*

Department of Geography

1. Establishment of Master of Geographic Information Science [MGIS] degree, to be offered 100 percent online only. The Geographic Information Science [GIS] major comprises three concentrations: CyberGIS [GISC], Environmental Geographic Information Science [GISE], Geographic Information Science and Health [GISH]. Including in proposal is establishment of 10 courses and revision to three courses. Minimum total credit hours to program completion are 32. Effective Fall 2015 | Attachment 3: Proposal, Catalog, Letters of Support

WITHDRAWN

GRADUATE EPC – ACTION ITEMS *continued*

College of Arts and Sciences *continued*

Department of Geography continued

WITHDRAWN

2. Establishment of Geographic Information Science [C611] post-baccalaureate certificate, to be offered 100 percent online only. Minimum total credit hours to program completion are 17.
   Effective Fall 2015 | Attachment 4

College of Arts and Sciences / College of Business Administration

(presented by Associate Dean Janis H. Crowther / Dean Deborah F. Spake)

Department of Mathematical Sciences / Department of Finance

3. Inactivation of Financial Engineering [FEM] major within the Master of Science [MS] degree, jointly offered by the Department of Finance and the Department of Mathematical Sciences. Admission to this program has been suspended since fall 2012.
   Effective Fall 2015 | Attachment 5

College of Education, Health and Human Services *(presented by Associate Dean Catherine E Hackney)*

School of Foundations, Leadership and Administration

4. Establishment of Ohio Superintendent's Licensure [C850] post-master's certificate to be offered 100 percent online only. Minimum total credit hours to program completion are 18.
   Effective Fall 2015 | Attachment 6

School of Lifespan Development and Educational Sciences

5. Revision of major name for the Counseling and Human Development Services [CHDS] major within the Doctor of Philosophy [PHD] degree. The name changes to Counselor Education and Supervision [CES]. Included in the proposal are revision to course requirements (lesser action item) that adds CES 88294 (formerly CHDS 88294) as required, and increases the internship experience, from 3 to 6 credits. Minimum total credit hours to program completion increase, from 81 to 87.
   Effective Fall 2015 | Attachment 7

School of Teaching, Learning and Curriculum Studies

6. Establishment of Advanced Pedagogy in Physical Education and Sport [APPES] major within the Master of Education [MED] degree. The program will be offered 100 percent online only through collaboration with the University of Wollongong in New South Wales, Australia. Students will apply and be admitted to one university and complete half the coursework (6 courses) at each university. Minimum total credit hours to program completion are 36.
   Effective Fall 2015 | Attachment 8: Proposal, MOU Addendum, Wollongong Proposal

INFORMATION ITEMS

College of the Arts

School of Art

1. Revision of instructional delivery for the Art Education [ARTE] major within the Master of Arts [MA] degree. The major will be offered 100 percent online, in addition to blended online/on-ground on the Kent Campus. Included in the proposal are revision to course requirements (lesser action item) that adds ARTE 51004 to both major and Non-Thesis Option [NTHS] concentration; reduces guided elective hours (formally art education electives); and adds ARTE 61398 to the NTHS concentration. Minimum total credit hours to program completion changes, from 33 (thesis) and 35 (non-thesis) to 34 for both.
   Effective Fall 2015 | Attachment 9

GRADUATE EPC – INFORMATION ITEMS *continued*

College of Education, Health and Human Services

School of Foundations, Leadership and Administration

2. Revision of instructional delivery for the College Teaching [C608] post-baccalaureate and [C813] post-master's certificates. The certificates will be offered 100 percent online, in addition to on-ground on the Kent Campus. Minimum total credit hours to program completion changes are 15.
   Effective Fall 2015 | Attachment 10

LESSER ACTION ITEMS

College of the Arts

School of Art

1. Establishment of Fashion [FASH] concentration in the Fine Arts [ARTS] major within the Master of Arts [MA] degree, in collaboration with School of Fashion Design and Merchandising. The concentration is short term, admitting only one cohort, for spring 2015. Minimum total credit hours to program completion are 30.
   Effective Spring 2015

School of Theatre and Dance

2. Revision of program description for Acting [ACT] concentration in the Theatre Studies [THEA] major within the Master of Fine Arts [MFA] degree. Revision includes adding language to the University Catalog that addresses the training philosophy and extended opportunities.
   Effective Fall 2015

College of Arts and Sciences

3. Establishment of optional concentration, Liquid Crystal Engineering [LCE], and revision of course requirements for the Chemical Physics [CPHY] major within the Master of Science [MS] degree. New LCE concentration includes 10 new CPHY courses. Revision includes removing CPHY 62245 and CPHY 62248 as required; moving CPHY 62241 and CPHY 62335 to additional major requirements for students not declared in the new concentration; adding four new courses (CPHY 62460, CPHY 62462, CPHY 62450, CPHY 62452) as required; and reducing elective hours. Minimum total credit hours to program completion are unchanged at 30 for those not declared in the new LCE concentration; total credits are 38 for the LCE concentration.
   Effective Fall 2015

4. Revision of course requirements for the Chemical Physics [CPHY] major within the Doctor of Philosophy [PHD] degree. Revision includes removing CPHY 72245, CPHY 72248 as required; adding new CPHY 72460, CPHY 72462, CPHY 72450, CPHY 72452 as required; and reducing elective hours from 45 to 40. Minimum total credit hours to program completion are unchanged at 90.
   Effective Fall 2015

Department of English

5. Revision of course requirements for the Rhetoric and Composition [RCMP] concentration in the English [ENGR] major within the Doctor of Philosophy [PHD] degree. Revision includes replacing four area requirements with one theory and one practice requirement; removing ENG 75011 as required; and adding new ENG 85056, ENG 85057 and existing ENG 75035, ENG 85033, ENG 85055 as options to meet theory and practice requirements. Minimum total credit hours to program completion are unchanged at 60.
   Effective Fall 2015

GRADUATE EPC – LESSER ACTION ITEMS *continued*

College of Arts and Sciences *continued*

Department of English continued

6. Revision of admission, course and transfer requirements for the Teaching English as a Second Language [TESL] major within the Master of Arts [MA] degree. Admission revision restricts students from declaring concurrently the Teaching English as a Second/Foreign Language [C623] post-baccalaureate or [C635] post-master's certificate. Course revision includes adding new ENG 63047, ENG 63045 as options to meet major requirements. Course revision to the optional TESL Education [TESE] concentration includes adding ENG 63044 as required; condensing five elective lists into three; and requiring students to complete the clinical field hours in ENG 68492 in P-12 schools. Transfer revision allows students who earned the above post-baccalaureate/master's certificate to apply maximum 12 credit hours from the certificate to the degree. Minimum total hours to program completion are unchanged at 36.
   Effective Fall 2015

7. Revision of course requirements for the Teaching English as a Second/Foreign Language [C623] post-baccalaureate and [C635] post-master's certificates. Revisions include adding new ENG 63045, ENG 63047 as elective options. Minimum total credit hours to program completion are unchanged at 18.
   Effective Fall 2015

School of Biomedical Sciences

8. Revision of admission and course requirements for the Biomedical Sciences–Neuroscience [NEUR] major within the Master of Science [MS] degree. Revision includes removing specific numbers of years of study in associated subject areas from admission requirements; updating program description; and adding course requirements to the University Catalog. Minimum total hours to program completion are 32.
   Effective Fall 2015

9. Revision of admission and course requirements for the Biomedical Sciences–Neuroscience [NEUR major within the Doctor of Philosophy [PHD] degree. Revision includes eliminating requirement that prospective applicants must have completed either a MS degree or 20 hours of graduate coursework; updating program description; and adding course requirements to the University Catalog. Minimum total hours to program completion are 60 for post-master's and 90 for post-baccalaureate.
   Effective Fall 2015

College of Communication and Information

School of Library and Information Science

10. Revision of course requirements for the Library and Information Science [LIS] major within the Master of Library and Information Science [MLIS] degree. Revision includes allowing any LIS course to apply to the program's elective requirement. Minimum total credit hours to program completion are unchanged at 37.
    Effective Fall 2015

GRADUATE EPC – LESSER ACTION ITEMS *continued*

College of Education, Health and Human Services

School of Lifespan Development and Educational Sciences

11. Revision of course requirements for the Behavioral Intervention Specialist [C605] post-baccalaureate and [C818] post-master's certificate. Revision includes removing SPED 63992 and adding SPED 63033 and SPED 64892. Minimum total credit hours to program completion increase, from 19 to 21.
    Effective Fall 2015

12. Revision of course requirements for the Clinical Mental Health Counseling [CMHC] major within the Master of Education [MED] degree. Revision comprises updated course subject, course numbers and course titles. Minimum total credit hours to program completion are unchanged at 60.
    Effective Fall 2015

13. Revision of admission and course requirements for the Counseling [COUN] major within the Educational Specialist [EDS] degree. Submission of the Graduate Record Examinations (GRE) is no longer required for admission; course requirements are now included in the University Catalog. Minimum total credit hours to program completion increase, from 21 to 30.
    Effective Fall 2015

14. Revision of course requirements for the School Counseling [SCON] major within the Master of Education [MED] degree. Revision includes reducing the credit hours—from 4 to 3—of CES 68392 (formerly CHDS 68392). Minimum total credit hours to program completion decrease, from 49 to 48.
    Effective Fall 2015

15. Revision of graduation requirements for the Special Education [SPED] major within the Master of Education [MED] degree. Revision includes allowing completion of the American Sign Language Proficiency Interview, level 2 or higher, as substitute for the required Sign Language Proficiency Interview.
    Effective Fall 2015

16. Revision of course requirements for the Special Education [SPED] major within the Doctor of Philosophy [PHD] degree. Revision includes removing SPED 83991, reducing research electives hours from, 18 to 12; and adding SPED 80001, SPED 80002, SPED 80003, SPED 80005, SPED 80092, SPED 83201, SPED 83301 as required. Minimum total credit hours to program completion increase, from 63 to 69.
    Effective Fall 2015

School of Foundations, Leadership and Administration

17. Revision of course requirements for the Cultural Foundations [CULT] major within the Master of Arts [MA] degree. Revision includes moving CULT 69521, CULT 69564, CULT 69560, CULT 69595 from required to 3-credit elective list; and increasing major elective hours, from 6 to 15. Minimum total credit hours to program completion decrease, from 33 to 30.
    Effective Fall 2015

18. Revision of course requirements for the Cultural Foundations [CULT] major within the Master of Education [MED] degree. Revision includes moving CULT 69521, CULT 69564, CULT 69560, CULT 69591, CULT 69595 from required to 3-credit elective list; and increasing major elective hours, from 6 to 21. Minimum total credit hours to program completion decrease, from 32 to 30.
    Effective Fall 2015

GRADUATE EPC – LESSER ACTION ITEMS *continued*

College of Education, Health and Human Services *continued*

School of Foundations, Leadership and Administration continued

19. Revision of course requirements for the Cultural Foundations [CULT] major within the Doctor of Philosophy [PHD] degree. Revision includes replacing the advisor-approved humanities-oriented research elective with CULT 80050; and adding CULT 79564, CULT 80030, CULT 89521 to 30-credit major electives. Minimum total credit hours to program completion are unchanged at 78.
    Effective Fall 2015

School of Teaching, Learning and Curriculum Studies

20. Establishment of six new concentrations and revision of admission and course requirements for the Curriculum and Instruction [CI] major within the Master of Education [MED] degree. The new concentrations, formerly specializations, are Curriculum and Teaching Studies [CTS], English/Language Arts [ENLA], Mathematics [MATH], Middle Childhood [MCED], Science [SCNC], Social Studies [SST]. Revision includes replacing the goal statement with application essay for admission; moving CI 670007 from elective to required; and increasing major coursework, from 6 to 8 credit hours. Each new concentration will require 24 concentration hours; existing Physical Education Teacher Education [PETE] will require 34 concentration hours. Minimum total credit hours to program completion are 32 for all the new concentrations; total credit hours increase, from 40 to 42, for the PETE concentration.
    Effective Fall 2015
21. Establishment of Middle Childhood Education–Language Arts and Reading Grades 4-9 [MCLR] non-degree graduate [NDGD] program for students seeking teacher licensure. Minimum total credit hours to program completion are 27.
    Effective Fall 2015
22. Establishment of Middle Childhood Education–Mathematics Grades 4-9 [MCMT] non-degree graduate [NDGD] program for students seeking teacher licensure. Minimum total credit hours to program completion are 30.
    Effective Fall 2015
23. Establishment of Middle Childhood Education–Science Grades 4-9 [MCSC] non-degree graduate [NDGD] program for students seeking teacher licensure. Minimum total credit hours to program completion are 30.
    Effective Fall 2015
24. Establishment of Middle Childhood Education–Social Studies Grades 4-9 [MCSS] non-degree graduate [NDGD] program for students seeking teacher licensure. Minimum total credit hours to program completion are 30.
    Effective Fall 2015

College of Nursing

25. Establishment of Clinical Compliance Policy for students' completing clinical coursework at healthcare agencies.
    Effective Fall 2015
26. Revision of admission and course requirements for the Advanced Nursing Practice [ANP] major within the Doctor of Nursing Practice [DNP] degree. Revision includes adding specific guidelines for the admission essay and replacing EPI 73026 with EPI 72017 as required. Minimum total credit hours to program completion are unchanged at 70-85, depending on concentration.
    Effective Fall 2015

GRADUATE EPC – LESSER ACTION ITEMS *continued*

College of Nursing *continued*

27. Revision of admission and course requirements for the Advanced Practice Nursing [APN] major within the Doctor of Nursing Practice [DNP] degree. Revision includes adding specific guidelines for the admission essay and replacing EPI 73026 with EPI 72017 as required. Minimum total credit hours to program completion are unchanged at 71.
    Effective Fall 2015

28. Revision of admission and course requirements for the Nursing [NURS] major within the Master of Science in Nursing [MSN] degree. Revision includes adding specific guidelines for the admission essay; updating curriculum content; and reducing credit hours for certain courses in the Nurse Educator [NUED] concentration. Minimum total credit hours to program completion decrease, from 33 to 32, for the NUED concentration; total credits are unchanged at 36-48, depending on concentration.
    Effective Fall 2015

29. Revision of graduation requirements for the Nursing [NURS] major within the Doctor of Philosophy [PHD] degree. Revision includes adding minimum B grade to all coursework required for graduation and eliminating required preliminary exam. Minimum total credit hours to program completion are unchanged at 72.
    Effective Fall 2015

College of Podiatric Medicine

30. Revision of course requirements for the Podiatric Medicine [PM] major within the Doctor of Podiatric Medicine [DPM] degree. Revision includes adding CLI 80441, CLI 80442, CLI 80521, CLI 80522 as required; and removing required CLI 80340, CLI 80440, CLI 80491. Minimum total credit hours to program completion increase, from 206 to 213.
    Effective Fall 2015

College of Public Health

31. Revision of course requirements for the Epidemiology [EPI] and Health Policy and Management [HPM] concentrations in the Public Health [PH] major within the Doctor of Philosophy [PHD] degree. Revision to EPI concentration includes adding EPI 80198 as approved elective. Revision to HPM concentration includes removing HPM 73023 from either/or with HPM 73022; and removing SBS 80198 as either/or with HPM 80198. Minimum total credit hours to program completion are unchanged at 91.
    Effective Fall 2015

School of Digital Sciences

32. Revision of course requirements for the Digital Sciences [DS] major within the Master of Digital Sciences [MDS] degree. Revision includes updating the list of pre-approved electives for all concentrations; adding DSCI 51510 and DSCI 51610 as either/or for required MIS 64083 in the Digital Systems Management [DSMT] concentration; and adding DSCI 51510 and MIS 64082 as either/or for required CS 63901 in the Digital Systems Software Development [DSSD] concentration. Minimum total credit hours to program completion are unchanged at 32.
    Effective Fall 2015

33. Revision of course requirements for the Enterprise Architecture [C631] post-baccalaureate certificate. Revision includes updating the list of pre-approved electives. Minimum total credit hours to program completion are unchanged at 18.
    Effective Fall 2015

UNDERGRADUATE EDUCATIONAL POLICIES COUNCIL

ACTION ITEMS

EPC Ad Hoc Committee for Academic Policies *(presented by Associate Provost Melody J. Tankersley)*

1. Revision of Not Permitted to Continue policy to clarify the process, procedures and communication for undergraduate students who have been deemed ineligible by their academic unit to continue in their declared degree program. Included in proposal is establishment of Degree Pathway Alternatives [DPA] non-degree undergraduate [NDUG] program.
   Effective Fall 2015 | Attachment 11

University Requirements Curriculum Committee *(presented by Dean Donald F. Palmer)*

2. Report from the Diversity Subcommittee of the University Requirements Curriculum Committee.
   Effective Spring 2015 | Attachment 12
3. Designation of Experiential Learning Requirement status for all study abroad and study away activities (course or non-course)—including NSE 10095 (National Student Exchange) and OIA 10095 (Study Abroad)—that are sanctioned by the university.
   Effective Fall 2015 | Attachment 13
4. Designation of Kent Core status to the following course in the additional category: MCLS 20000 Global Literacy and Cultural Awareness (3); course number will be revised to MCLS 20001.
   Effective Fall 2015 | Attachment 14

TABLED

5. Designation of Kent Core status to the following three new courses in the basic sciences category: BSCI 21010 Anatomy and Physiology I (4); BSCI 21020 Anatomy and Physiology II (4); and CHEM 10055 Molecules of Life (3). (Note: BSCI 20020 Biological Structure and Function (5) will be inactivated for fall 2016, and will appear on a later EPC agenda.)
   Effective Fall 2015 | Attachment 15: BSCI 21010, BSCI 21020, CHEM 10055
6. Designation of temporary Kent Core status to AS 10095 Special Topics: Molecules of Life (3) in the basic sciences category. The course is the pilot version of CHEM 10055, which will be offered fall 2015 (see item 5 above).
   Effective Spring 2015 | Attachment 16
7. Designation of Kent Core status to the following four new courses in the mathematics and critical reasoning category: MATH 10771 Basic Mathematical Concepts I Plus (5); MATH 10772 Modeling Algebra Plus (5); MATH 10774 Algebra for Calculus Stretch II (3); and MATH 10775 Algebra for Calculus Plus (4).
   Effective Fall 2015 | Attachment 17: MATH 10771, MATH 10772, MATH 10774, MATH 10775
8. Authorization of dean of Undergraduate Studies to approve non-course Experiential Learning Requirement (ELR) applications for all undergraduate students; and authorization of any full-time faculty member to approve and supervise non-course ELR applications. The full-time faculty member does not need to have an appointment in the student's major department.
   Effective Fall 2014 | Attachment 18

UNDERGRADUATE EPC –ACTION ITEMS *continued*

College of Applied Engineering, Sustainability and Technology

(presented by Interim Dean Robert G. Sines Jr.)

9. Establishment of Aerospace Engineering [AERS] major within the Bachelor of Science [BS] degree to be offered at the Kent Campus. Minimum total credit hours to program completion are 128.
   Effective Fall 2015 | Attachment 19: Proposal, Catalog/Roadmap

10. Establishment of Aviation Management [AVMN] minor to be offered at the Kent Campus. Minimum total credit hours to program completion are 15.
    Effective Fall 2015 | Attachment 20

11. Establishment of Safety, Quality and Lean in Manufacturing [SQL] minor to be offered at the Kent Campus. Minimum total credit hours to program completion are 18.
    Effective Fall 2015 | Attachment 21

College of Arts and Sciences *(presented by Dean James L. Blank)*

Center for Comparative and Integrative Programs

12. Establishment of History and Philosophy of Science [HPS] minor to be offered at the Kent Campus. Minimum total credit hours to program completion are 18.
    Effective Fall 2015 | Attachment 22

13. Establishment of World Literature and Cultures [WLC] minor to be offered at the Kent and Stark campuses. Minimum total credit hours to program completion are 18.
    Effective Fall 2015 | Attachment 23

Department of Modern and Classical Language Studies

14. Establishment of Italian Studies [ITST] minor to be offered at the Kent Campus. Minimum total credit hours to program completion are 18.
    Effective Fall 2015 | Attachment 24

College of Business Administration *(presented by Dean Deborah F. Spake)*

Department of Management and Information Systems

15. Establishment of General Business [GBUS] major within the Bachelor of Business Administration [BBA] degree to be offered on-ground at the Kent Campus. They last two years of the program may be taken 100 percent online, in addition to on-ground, for completer students. Minimum total credit hours to program completion are 120.
    Effective Fall 2015 | Attachment 25: Proposal, Catalog/Roadmap

Division of Undergraduate Studies *(presented by Dean Eboni J. Pringle)*

16. Revision of academic structure, from Division of Undergraduate Studies to University College.
    Effective Fall 2015 | Attachment 26

17. Formalization of Cooperative Education Program, which was piloted fall 2014 through the College of Applied Engineering, Sustainability and Technology.
    Effective Fall 2015 | Attachment 27

UNDERGRADUATE EPC *continued*

INFORMATION ITEMS

Office of Global Education

1. Establishment of institutional articulation agreement between Kent State University and Methodist College Kuala Lumpur, Malaysia. With the agreement, Kent State recognizes specific MCKL courses as either equivalent to Kent State courses, fulfilling Kent Core or as general elective credit.
   Effective Spring 2015 | Attachment 28

College of Applied Engineering, Sustainability and Technology

2. Temporary suspension of admission for the Technology Education Licensure [TEDL] concentration in the Technology [TECH] major within the Bachelor of Science [BS] degree. Admission to the concentration previously was suspended from spring 2012 to fall 2013. Suspension will last for maximum three years, at which time the program will be reevaluated and a decision made to either reopen admission or to inactivate the program.
   Effective Spring 2015 | Attachment 29

College of Education, Health and Human Services

School of Teaching, Learning and Curriculum Studies

3. Temporary suspension of admission for the Trade and Industrial Education [TIED] major within the Bachelor of Science in Education [BSE] degree. The major will be suspended for maximum three years, at which time the program will be reevaluated and a decision made to either reopen admission or to inactivate the program.
   Effective Fall 2015 | Attachment 30

Regional College

4. Notification to Ohio Board of Regents to grandfather approval of the following four degree programs that have been offered fully and historically at Kent State's Twinsburg location (now Regional Academic Center): Associate of Arts [AA] degree; Associate of Science [AS] degree; and the Computer Technology [COMT] and Business Management Technology [BMRT] majors within the Associate of Applied Business [AAB] degree.
   Attachment 31

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. Revision includes adding AERN 20000, AERN 30000 as required in the major core; and replacing MIS 34165, TECH 31000, TECH 31016, TECH 36620 with MIS 34180, AERN 35339, AERN 35031, AERN 45040 in the Aviation Management [AVMN] concentration. Minimum total credit hours to program completion are unchanged at 120.
   Effective Fall 2015

2. Revision of course requirements for the Construction Management [COMA] major within the Bachelor of Science [BS] degree. Revision includes approving specific course substitutions for students in a dual degree with the Architectural Studies [ARCS] major within the Bachelor of Arts [BA] degree. Minimum total credit hours to program completion are unchanged at 120.
   Effective Fall 2015

UNDERGRADUATE EPC – LESSER ACTION ITEMS *continued*

College of Architecture and Environmental Design

3. Revision of course requirements for the Architectural Studies [ARCS] major within the Bachelor of Arts [BA] degree. Revision includes approving specific course substitutions for students in a dual degree with the Construction Management [COMA] major within the Bachelor of Science [BS] degree. Minimum total credit hours to program completion are unchanged at 125.
   Effective Fall 2015

College of the Arts

School of Art

4. Revision of course requirements for the Art Education [ARTE] major within the Bachelor of Arts [BA] degree. Revision includes adding ARTE 41004 as required. Minimum total credit hours to program completion increase, from 120 to 122.
   Effective Fall 2015

School of Fashion Design and Merchandising

5. Revision of course requirements for the Fashion Design [FD] major within the Bachelor of Arts [BA] degree. Revision includes reducing course credit hours—from 3 to 1—for required FDM 10020, FDM 10030, FDM 10050; and adding as required FDM 10021, FDM 10031, FDM 10051. Minimum total credit hours to program completion are unchanged at 120.
   Effective Fall 2015

6. Revision of course requirements for the Fashion Design [FD] major within the Bachelor of Science [BS] and Bachelor of Fine Arts [BFA] degrees. Revision includes reducing course credit hours—from 3 to 1—for required FDM 10020, FDM 10030, FDM 10050; and adding as required FDM 10021, FDM 10031, FDM 10051. Minimum total credit hours to program completion are unchanged at 120 for the BS and at 124 for the BFA.
   Effective Fall 2015

School of Music

7. Reopening of admission and revision of course requirements for the Music [MUS] major within the Bachelor of Arts [BA] degree. Admission to the major has been suspended since fall 2012. Course revisions align with requirements for the state Transfer Assurance Guides (TAG) and the National Association of Schools of Music. Minimum total credit hours to program completion decrease, from 121 to 120.
   Effective Fall 2015

8. Revision of course requirements for the Music [MUS] major within the Bachelor of Music [BM] degree. Revision includes increasing course credit hours—from 3 to 4—for MUS 11121, MUS 11122, MUS 21121, MUS 21122; replacing MUS 21121, MUS 21122, MUS 31121 with MUS 21111, MUS 21112, MUS 41112; removing 3 general elective hours from the Composition [COMP], Instrumental Performance [ISTM] and Piano Performance [PPER] concentrations; and removing 3 music elective hours from the Voice Performance [VPER] concentration. Minimum total credit hours to program completion are unchanged at 125.
   Effective Fall 2015

9. Revision of course requirements for the Music [MUS] minor. Revision includes increasing the credit hours—from 3 to 4—for MUS 11121, MUS 11122; and reducing music elective hours—from 3-4 to 0-2—depending on meeting minimum total program hours. Minimum total credit hours to program completion are unchanged at 21.
   Effective Fall 2015

UNDERGRADUATE EPC – LESSER ACTION ITEMS *continued*

College of the Arts *continued*

School of Music continued

10. Revision of course requirements for the Music Education [MUED] major within the Bachelor of Music [BM] degree. Revision includes adjustments for course credit hour revisions within the major requirements and for both Choral General [CHG] and Instrumental [ISTM] concentrations. Revision to the Choral General concentration includes replacing MUS 48512 with MUS 48231. Revision to the Instrumental concentration includes removing option MUS 47411 and replacing instrumental electives with MUS 47412, MUS 47512, MUS 47513, MUS 47612, MUS 47712. Minimum total credit hours to program completion are unchanged at 132.
    Effective Fall 2015

11. Revision of course requirements for the Music Technology [MUST] major within the Bachelor of Science [BS] degree. Revision includes increasing course credit hours—from 3 to 4—for MUS 11121, MUS 11122 and removing general elective hours. Minimum total credit hours to program completion are unchanged at 120.
    Effective Fall 2015

School of Theatre and Dance

12. Inactivation of all concentrations and revision of course requirements for the Dance [DANC] major within the Bachelor of Fine Arts [BFA] degree. The inactivated concentrations are Dance Education [DEDU]—admission suspended since spring 2014—and Dance Performance [DPER]. Major curriculum comprises the former Dance Performance (revised) requirements. Minimum total credit hours to program completion decrease, from 129 to 120.
    Effective Fall 2015

13. Revision of course requirements for the Dance [DANC] minor. Revision includes removing required DAN 17050, DAN 27174; and moving DAN 17051, DAN 17052, DAN 17151, DAN 17152 from required to electives. Minimum total credit hours to program completion decrease, from 30 to 20.
    Effective Fall 2015

14. Revision of admission and progression requirements for the Musical Theatre [MUT] concentration in the Theatre Studies [THEA] major within the Bachelor of Fine Arts [BFA] degree. The proposal reflects additional and more specific requirements for students declared in the concentration to maintain successful status in the program and successful skill development.
    Effective Fall 2015

College of Arts and Sciences

15. Revision of College General Requirements for Bachelor of Arts [BA] degree programs. Revision includes replacing MCLS 20000 with MCLS 21417, MCLS 22217, MCLS 23217, MCLS 28404, MCLS 28405 as either/or options to fulfill the college's foreign language requirement.
    Effective Fall 2015

Center for Applied Conflict Management

16. Revision of course requirements for the Applied Conflict Management [ACM] major within the Bachelor of Arts [BA] degree. Revision includes adding CACM 35095, CACM 49091 to list of CACM electives; and establishing approved substitutions to major requirements for students who earn credit for participating in the Washington Program in National Issues or Columbus Program in Intergovernmental Issues. Minimum total hours to program completion are unchanged at 120.
    Effective Fall 2015

UNDERGRADUATE EPC – LESSER ACTION ITEMS *continued*

College of Arts and Sciences *continued*

Center for Applied Conflict Management continued

17. Revision of course requirements for the Applied Conflict Management [ACM] minor. Revision includes adding CACM 35095, CACM 49091 to the list of CACM elective options. Minimum total hours to program completion remain unchanged at 21.
    Effective Fall 2015

Center for Comparative and Integrative Programs

18. Revision of one concentration name and course requirements for the Integrative Studies [IGST] major within the Bachelor of Integrative Studies [BIS] degree. The name of the Integrative Studies–Three Minors [ISM] concentration changes to Integrative Studies–Two Minors [ISTW] to correspond with reducing the number of minors students must complete. Course revision includes adding new IGST 40099 as required. Minimum total credit hours to program completion are unchanged at 120.
    Effective Fall 2015
19. Revision of course requirements for the Jewish Studies [JWST] minor. Revision includes condensing three elective lists into one; and allowing maximum two courses from same subject to fulfill minor electives. Minimum total credit hours to program completion decrease, from 21 to 18.
    Effective Fall 2015
20. Revision of course requirements for the Paralegal Studies [PLST] major within the Bachelor of Arts [BA] degree. Revision includes adding new PLST 42701, PLST 42705, PLST 42706, PLST 42708, PLST 48408 as elective options. Minimum total credit hours to program completion are unchanged at 120.
    Effective Fall 2015
21. Revision of course requirements for the Paralegal Studies [PLST] minor. Revision includes adding new PLST 42701, PLST 42705, PLST 42706, PLST 42708, PLST 48408 as elective options. Minimum total credit hours to program completion are unchanged at 30.
    Effective Fall 2015
22. Revision of course requirements for the Paralegal Studies [C202] post-secondary certificate. Revisions include adding new PLST 42701, PLST 42705, PLST 42706, PLST 42708, PLST 48408 as elective options. Minimum total credit hours to program completion are unchanged at 30.
    Effective Fall 2015
23. Revision of course requirements for the Religion Studies [RELS] minor. Revision includes reducing the number of courses available as options to fulfill the minor core requirements; removing cognate studies options; adding a disciplinary approaches requirement; and adding elective courses from a larger number of departments. Minimum total credit hours to program completion decrease, from 21 to 18.
    Effective Fall 2015

Department of Computer Science

24. Revision of course requirements for the Computer Science [CS] major within the Bachelor of Arts [BA] degree. Revisions include replacing CS 33006 with new CS 44901; adding new courses CS 13011 and CS 13012 as either/or for required CS 13001; and limiting only 3 credit hours of CS 33192 to fulfill CS upper-division electives. Minimum total credit hours to program completion are unchanged at 120.
    Effective Fall 2015

UNDERGRADUATE EPC – LESSER ACTION ITEMS *continued*

College of Arts and Sciences *continued*

Department of Computer Science continued

25. Revision of course requirements for the Computer Science [CS] major within the Bachelor of Science [BS] degree. Revisions include adding new courses CS 13011 and CS 13012 as either/or for required CS 13001; and limiting only 3 credit hours of CS 33192 to fulfill CS upper-division electives. Minimum total credit hours to program completion are unchanged at 120.
    Effective Fall 2015

26. Revision of course requirements for the Computer Science [CS] minor. Revisions include adding new courses CS 13011 and CS 13012 as either/or for required CS 13001; and limiting only 3 credit hours of CS 33192 to fulfill electives. Minimum total credit hours to program completion are unchanged at 20.
    Effective Fall 2015

Department of Mathematical Sciences

27. Revision of course requirements for the Applied Math [AMTH] concentration of the Applied Mathematics [AMTH] major within the Bachelor of Science [BS] degree. Revisions include adding new CS 13011 and CS 13012 as either/or for required CS 13001; and establishing minimum C (2.000) grades in required MATH 12002, MATH 12003, MATH 22005, MATH 21001, MATH 32044, and MATH 42031 or MATH 42201 as graduation requirements. Minimum total credit hours to program completion are unchanged at 120.
    Effective Fall 2015

28. Revision of course requirements for the Computational Mathematics [CMTH] concentration of the Applied Mathematics [AMTH] major with the Bachelor of Science [BS] degree. Revisions include adding new CS 13011 and CS 13012 as either/or for required CS 13001; and establishing minimum C (2.000) grades in required MATH 12002, MATH 12003, MATH 22005, MATH 21001, MATH 23022, and MATH 32044 as graduation requirements. Minimum total credit hours to program completion are unchanged at 120.
    Effective Fall 2015

29. Revision of course requirements for the Financial Mathematics [FMTH] and Probability and Statistics [PSTT] concentrations of the Applied Mathematics [AMTH] major within the Bachelor of Science [BS] degree. Revisions include adding new CS 13011 and CS 13012 as either/or for required CS 13001; and establishing minimum C (2.000) grades in required MATH 12001; MATH 12003, MATH 22005, and MATH 21001 as graduation requirements. Minimum total hours to program completion are unchanged at 120.
    Effective Fall 2015

30. Revision of course requirements for the Applied Mathematics [AMTH] minor. Revisions include adding new MATH 10774, or new MATH 10775 as either/or for prerequisite requirement of MATH 11010; and adding new CS 13011 and CS 13012 as either/or for CS 13001. Minimum total credit hours to program completion are unchanged at 24.
    Effective Fall 2015

31. Revision of course requirements for the Mathematics [MATH] major within the Bachelor of Arts [BA] degree. Revision includes adding new CS 13011 and CS 13012 as either/or for CS 13001; and establishing minimum C grade required for graduation in MATH 12002, MATH 12003, MATH 21001, MATH 22005. Minimum total hours to program completion are unchanged at 120.
    Effective Fall 2015

UNDERGRADUATE EPC – LESSER ACTION ITEMS *continued*

College of Arts and Sciences *continued*

Department of Mathematical Sciences continued

32. Revision of course requirements for the Mathematics [MATH] minor. Revisions include adding new MATH 10774, or new MATH 10775 as either/or for prerequisite requirement of MATH 11010; and adding new CS 13011 and CS 13012 as either/or for CS 13001. Minimum total credit hours to program completion are unchanged at 26.
    Effective Fall 2015

Department of Physics

33. Revision of course requirements for four of the seven concentrations in the Physics [PHY] major within the Bachelor of Science [BS] degree—Applied Physics [APHY], Applied Mathematics [AMTH], Computer Science [CS], Research [RESE]. Revision includes adding new CS 13011 and CS 13012 as either/or with required CS 13001. Minimum total credit hours to program completion are unchanged at 120.
    Effective Fall 2015

Department of Political Science

34. Revision of course requirements for the Pre-Law [PLAW] minor. Revision includes removing PHIL 21001, PHIL 21002; adding CACM 11001, POL 30130; reducing, renaming and restructuring minor elective categories; and adding new POL 40170, POL 40171 as electives. Minimum total credit hours to program completion decrease, from 24 to 21.
    Effective Fall 2015

Department of Sociology

35. Establishment of Victimology [VICT] concentration in Criminology and Justice Studies [CRJU] major within the Bachelor of Arts [BA] degree. Minimum total credit hours to program completion are 120.
    Effective Fall 2015

College of Business Administration

36. Revision of course requirements for the International Business for Business Majors [IBBU] minor. Revision includes adding a non-course global business experience to elective list. Minimum total credit hours to program completion are unchanged at 12.
    Effective Fall 2015

37. Revision of course requirements for the International Business for Non-Business Majors [IBNB] minor. Revision includes adding a non-course global business experience to elective list. Minimum total credit hours to program completion are unchanged at 24.
    Effective Fall 2015

College of Communication and Information

School of Journalism and Mass Communication

38. Revision of course requirements for the Advertising [ADV] major within the Bachelor of Science [BS] degree. Revision includes adding new JMC 21004, JMC 31004, JMC 31007 as required; adding existing ANTH 18210, COMM 21000, COMM 35600, ENG 30063, JMC 20006, SOC 22100 as required; adding ACCT 23020 (or ENTR 27056) as required; adding two elective lists; removing ENG elective list; removing CS 10001, ECON 22061, JMC 28001, JMC 41003 as required; and removing LIS 10010 as either/or with required LIS 30010. Minimum total credit hours to program completion are unchanged at 124.
    Effective Fall 2015

UNDERGRADUATE EPC – LESSER ACTION ITEMS *continued*

College of Communication and Information *continued*

School of Journalism and Mass Communication continued

39. Revision of name and course requirements for the Electronic Media [ELMD] minor. Revision includes changing the minor name to Digital Media Production [DMP] (to align with name of major); removing required JMC 20004, JMC 22002, JMC 22003, JMC 23030, JMC 23031; adding JMC 20001, JMC 20009, JMC 20011 as required; and removing JMC 40095 as an option to meet an upper-division elective requirement. Minimum total credit hours to program completion decrease, from 22 to 21.
    Effective Fall 2015

40. Inactivation of all concentrations and revision of course requirements for the Journalism [JNL] major within the Bachelor of Science [BS] degree. The inactivated concentrations are Broadcast News [BNEW], Magazine [MAGA], Multimedia News [MNEW], Photojournalism [PHOJ]. Revision includes establishing skills, specialization and culminating experience options to give students flexibility in course choice; and adding nine new JMC courses as electives. Minimum total credit hours to program completion are unchanged at 124.
    Effective Fall 2015

College of Education, Health and Human Services

41. Establishment of Education Licensure Application college policy, which informs students of application deadlines for State of Ohio teacher licensure and contains a provision that state-approved program/licensure requirements are subject to change, which may entail a student who applies for licensure after the deadline to complete additional coursework beyond what was required in the conferred degree.
    Effective Fall 2015

42. Establishment of Admission GPA for Undergraduate Students college policy. Undergraduate students who have not completed yet minimum 12 credits at Kent State will be evaluated for program admission and progression (advanced study, professional phase) based on high school GPA for new freshmen, or transfer GPA for transfer students. Once students successfully complete minimum 12 credits at Kent State, only their Kent State cumulative GPA will be considered for program admission and progression (advanced study, professional phase).
    Effective Fall 2015

43. Revision of admission, course and graduation requirements for the Education [EDUC] minor. Revision includes adding minimum 2.500 cumulative GPA for admission and minimum 2.500 GPA cumulative for advanced study, student teaching, graduation and application for teaching licensure. In addition, course requirements are revised to reflect curricular changes made to associated majors. Minimum total credit hours to program completion are unchanged at 42.
    Effective Fall 2015

School of Foundations, Leadership and Administration

44. Revision of course requirements for the Hospitality Management [HSPM] major within the Bachelor of Science [BS] degree. Revision includes removing required ENG 30063; moving HM 43029 from elective to required; and increasing and decreasing credit hours for specific required courses. Minimum total credit hours to program completion are unchanged at 120.
    Effective Fall 2015

UNDERGRADUATE EPC – LESSER ACTION ITEMS *continued*

College of Education, Health and Human Services *continued*

School of Foundations, Leadership and Administration continued

45. Revision of course requirements for the Hospitality Management [HSPM] minor. Revision includes adding HM 33026 and reducing elective hours from, 6 to 3 credits. In the elective list, HM 33070, HM 37777, HM 43040 are added; and HM 33020, HM 33026, HM 33029, HM 33035, HM 33036, HM 41095, RPTM 36060 are removed. Minimum total credit hours to program completion decrease, from 23 to 24.
    Effective Fall 2015

School of Health Sciences

46. Revision of course requirements for the Community Health Education [CHED] major within the Bachelor of Science [BS] degree. Revision includes replacing PH 30004 with PH 30002 in the elective list. Minimum total credit hours to program completion are unchanged at 120.
    Effective Fall 2015
47. Revision of course requirements for the Human Sexuality [HUSX] minor. Revision includes adding nine courses to the sexuality elective list; and adding THEA 41115 to and removing eight courses from the lesbian, gay bisexual and transgendered studies elective list. Minimum total credit hours to program completion are unchanged at 21.
    Effective Fall 2015
48. Revision of course requirements for the Speech Pathology and Audiology [SPA] major within the Bachelor of Science [BS] degree. Revision includes adding as required CHEM or PHY courses from the Kent Core. Minimum total credit hours to program completion are unchanged at 120.
    Effective Fall 2015

School of Lifespan Development and Educational Sciences

49. Revision of Human Services Technology [HST] concentration in the Human Development and Family Studies [HDFS] major within the Bachelor of Science [BS] degree. Revision includes replacing PSYC 40111 (or SOC 32762) with HST 11002 as required; and adding PH 10001 as either/or with required HED 11590. Minimum total credit hours to program completion are unchanged at 120.
    Effective Fall 2015
50. Revision of course requirements for the Nonprofit Studies [NPST] minor. Revision includes removing 3 credit hours of the professional electives requirement; and replacing CTTE 46192, CHDS 44092 with EDST 44092 for internship elective. Minimum total credit hours to program completion decreases, from 21 to 18.
    Effective Fall 2015
51. Revision of graduation requirements for the American Sign Language/English Interpreting [ASEI] concentration in the Special Education [SPED] major within the Bachelor of Science in Education [BSE] degree. Revision includes allowing completion of the American Sign Language Proficiency Interview, level 2 or higher, as substitute for the required Sign Language Proficiency Interview.
    Effective Fall 2015

UNDERGRADUATE EPC – LESSER ACTION ITEMS *continued*

College of Education, Health and Human Services *continued*

School of Teaching, Learning and Curriculum Studies

52. Establishment of Double Major/Dual Degree Policy for the following eight majors within the Bachelor of Science in Education [BSE] degree: Earth Science [ESCI], Integrated Language Arts [INLA], Integrated Mathematics [IMTH], Integrated Science [INCI], Integrated Social Sciences [INSS], Life Science [LFSC], Life Science/Chemistry [LFSC], Physical Science [PHSC]. The policy requires students to complete required content and methods courses in both majors, as well as separate practicum and inquiry courses. In addition, they will be guided by faculty on their student teaching requirements.
    Effective Fall 2015

College of Nursing

53. Establishment of Clinical Compliance Policy to replace the Health Policy Requirements for Undergraduate Students. The inactivated policy is outdated and not consistent with current healthcare agency requirements for students' completing clinical coursework at their facilities.
    Effective Fall 2015

College of Public Health

54. Establishment of a concentration and revision of course requirements for three concentrations in the Public Health [PH] major within the Bachelor of Science in Public Health [BSPH] degree. The new concentration is Community-Based Public Health [CBPH], which will be offered fully online, in addition to on-ground delivery at the Kent Campus. Revision to the Global Health [GLHL] concentration includes adding PH 44002, PH 44004 as either/or to required PH 41092. Revision to the Health Services Administration [HSVA] concentration includes adding PH 21000, PH 31000, PH 41000 as required; and removing 3 general elective credits. Revision to the Pre-Medicine, Dental, Osteopathy [PMD] concentration includes adding CHEM 30284 as a recommended elective for students planning to take the Medical College Admission Test (MCAT). Minimum total credit hours to program completion are unchanged at 120.
    Effective Fall 2015

Regional College

55. Establishment of tech prep articulation agreement for the Electrical/Electronics Engineering Technology [EEET] major within the Associate of Applied Science [AAS] degree. Eligible graduates of the Project Lead the Way: Computer Integrated Manufacturing program at Akron STEM High School will earn credit for EERT 22004, IERT 22010, MERT 12000, MERT 22009 toward the degree program.
    Effective Fall 2015

56. Revision of course requirements for the Enology [ENOL] major within the Associate of Applied Science [AAS] degree. Revision includes adding ENOL 24700, VIN 11100 as required; adding BMRT 11000 as either/or for required BMRT 21020; adding BSCI 10002 and BSCI 10003 as either/or for required BSCI 10110; removing required COMT 11000, GEOG 31080; and increasing general elective hours. Minimum total credit hours to program completion are unchanged at 60.
    Effective Fall 2015

UNDERGRADUATE EPC – LESSER ACTION ITEMS *continued*

Regional College *continued*

57. Establishment of tech prep articulation agreement for the General [GENL] concentration in the Mechanical Engineering Technology [MERT] major within the Associate of Applied Science [AAS] degree. Eligible graduates of the welding program at Choffin Career Center (Youngstown) will earn credit for MERT 12000 toward the degree program.
    Effective Fall 2015

58. Establishment of tech prep articulation agreement for the Mechanical Engineering Technology [MERT] major within the Associate of Applied Science [AAS] degree. Eligible graduates of Project Lead the Way: Computer Integrated Manufacturing at Akron STEM High School will earn credit for CADT 22003, IERT 22010, MERT 12000, MERT 12001 toward the degree program.
    Effective Fall 2015

59. Inactivation of Medical Billing [C123] post-secondary certificate at the East Liverpool Campus. The certificate is and will continue to be offered at the Salem and Tuscarawas campuses.
    Effective Fall 2015

60. Revision of course requirements for the Office Software Applications [C146] post-secondary certificate. Revision includes adding ITAP 26640 as required; and removing ITAP 16680, US 10095 as electives. Minimum total credit hours to program completion increase, from 19 to 21.
    Effective Fall 2015

61. Revision of course requirements for the Applied Business [APBU] concentration of the Technical and Applied Studies [TAS] major within the Bachelor of Technical and Applied Studies [BTAS] degree. Revision includes renaming Applied Business Requirement Electives to Applied Business Requirements, removing elective options, replacing elective MIS 34165 with BMRT 31005, and moving BMRT from requirements to electives; adding ECON 32082 and IERT 22006 to electives; and reducing elective list, from 12 to 9 credits.
    Minimum total credit hours to program completion are unchanged at 120.
    Effective Fall 2015

62. Revision of course requirements for the Viticulture [VITI] major within the Associate of Applied Science [AAS] degree. Revision includes adding BMRT 11000 as either/or for required BMRT 21020; adding BSCI 10002 and BSCI 10003 as either/or for required BSCI 10110; adding VIN 11200 as either/or for required BSCI 16001; removing required COMT 11000, GEOG 31080; increasing required VIN elective hours; adding courses with the new ENOL subject heading as options to fulfill elective hours; and increasing general elective hours.
    Minimum total credit hours to program completion are unchanged at 60.
    Effective Fall 2015

School of Digital Sciences

63. Revision of course requirements for the Digital Sciences [DS] major within the Bachelor of Arts [BA] degree. Revision includes updating the list of pre-approved electives. Minimum total credit hours to program completion are unchanged at 120.
    Effective Fall 2015

UNDERGRADUATE EPC – LESSER ACTION ITEMS *continued*

School of Digital Sciences *continued*

64. Revision of course requirements for the Digital Sciences [DS] major within the Bachelor of Sciences [BS] degree. Revision includes updating the list of pre-approved electives for all concentrations; adding CS 13011 and 13022 as either/or for required CS 13001 and adding MIS 44043 as either/or for required CS 33007 for the Digital Systems Software Development [DSSD] and Enterprise Architecture [ENAR] concentrations. Minimum total credit hours to program completion are unchanged at 120.
    Effective Fall 2015

65. Revision of course requirements for the Digital Sciences [DS] minor. Revision includes updating the list of pre-approved electives; adding CS 13011 and 13022 as either/or for required CS 13001; and adding DSCI 41510 and 41610 to the list of electives. Minimum total credit hours to program completion are unchanged at 18.
    Effective Fall 2015

Agenda prepared by the Office of Curriculum Services

UNIVERSITY REQUIREMENTS COURSE CHANGES

Courses Approved for Kent Core for Fall 2014

MATH 20095 Special Topics: Basic Math Concepts I Plus (5)
[mathematics and critical reasoning] ..... Revise
Temporary Kent Core status for fall 2014, spring 2015 and summer 2015 only (pilot combination of MATH 00023 Basic Algebra III and MATH 14001 Basic Mathematical Concepts I)

Courses Approved for Kent Core for Fall 2015

See Action Items 4, 5, 6 7 on page 8

Courses Approved for Experiential Learning Requirement for Fall 2015

CS 44901 Software Development Project (4) ..... New
EERT 10192 Overhead Line Technology I Practicum (5) ..... New
EERT 10292 Overhead Line Technology II Practicum (5) ..... New
EERT 20192 Overhead Line Technology III Practicum (5) ..... New
EERT 20292 Overhead Line Technology IV Practicum (5) ..... New
HDFS 42092 Human Development and Family Studies Study Away Experience (3) ..... New
IERT 20192 Internship in Engineering Technology (2) ..... New
JMC 41192 Practicum in Advertising and Public Relations (3) ..... New
JMC 43092 Student Media Practicum in Journalism (1-3) ..... New
MATH 40055 Actuarial Mathematics I (4) ..... Revise
NSE 10095 National Student Exchange ..... Revise
OIA 10095 Special Topics: Study Abroad ..... Revise
PH 45092 Service Learning Practicum in Community-Based Public Health (3) ..... New

Course Approved for Diversity Requirement for Fall 2015

GEOG 37085 Geography of Central America and Mexico (3) to:
Geography of Latin America and the Caribbean [global] ..... Revise

Courses Approved for Writing Intensive Course Requirement for Fall 2015

CS 44901 Software Development Project (4) ..... New
HIST 49091 Senior Seminar in History (3) ..... Revise
IGST 40099 Senior Project (3) ..... New
MATH 40055 Actuarial Mathematics I (4) ..... Revise
NURS 30070 Health Care Policy (3) ..... New

Experiential Learning Requirement Course Revisions for Fall 2015

CHDS CES	20092	Field Experience I: Middle Childhood (1) to:	Revise
DSCI	49992	Internship in Digital Science (1-6)	Revise
ECON	42292	Internship in Economics (3)	Revise
ENG	41009	Student Teaching (9)	Revise
ENG	41092	ESL/EFL Practicum I (3) to: ESL/EFL Practicum in Intensive English Programs	Revise
ENG	41192	ESL/EFL Practicum II (3) to: ESL/EFL Practicum in a P-12 Setting	Revise
JMC	33092	Student Media Practicum (1-3) to: Student Media Practicum in Digital Media Production	Revise
JUS CRIM	46792	Internship (3-9) to:	Revise
JUS CRIM	46798	Research in Justice Studies (3-12) to: Research in Criminology and Justice Studies	Revise
SPAD	45092	Internship in Sport Administration (3-12)	Revise
VIN	11392	Winter Viticulture Practicum (2) to: Winter Viticulture Fieldwork	Revise
VIN	11492	Spring Viticulture Practicum (2) to: Spring Viticulture Fieldwork	Revise
VIN	11592	Summer/Fall Viticulture Practicum (2) to: Summer/Fall Viticulture Fieldwork	Revise
VIN ENOL	25792	Fall Wine Production Internship (3) to: Fall Wine Production Fieldwork	Revise
VIN ENOL	25992	Cellar Operations Internship (2) to: Cellar Operations Fieldwork	Revise

Kent Core Course Revisions for Fall 2015

ARCH	10011	Survey of Architectural History I (3) to: Global Architectural History I [fine arts]	Revise
ARCH	10012	Survey of Architectural History II (3) to: Global Architectural History II [fine arts]	Revise
BSCI	11010	Anatomy and Physiology I for Allied Health (3) to: Foundational Anatomy and Physiology I [basic sciences]	Revise
BSCI	11020	Anatomy and Physiology II for Allied Health (3) to: Foundational Anatomy and Physiology II [basic sciences]	Revise
HIST	12070	History of the United States: The Formative Period (3) to: Early America: From Pre-Colonization to Civil War and Reconstruction [humanities]	Revise

Kent Core Course Revisions for Fall 2015 *continued*

HIST 12071 History of the United States: The Modern Period (3) to:
Modern America: From Industrialization to Globalization [humanities]..... Revise

JUS CRIM 26704 Issues in Law and Society (3) to:
..... Revise

MATH 11010 Algebra for Calculus (3) [mathematics and critical reasoning]..... Revise

MATH 11012 Intuitive Calculus (3) [mathematics and critical reasoning]..... Revise

MATH 11022 Trigonometry (3) [mathematics and critical reasoning] ..... Revise

MATH 12001 Algebra and Trigonometry (5) [mathematics and critical reasoning]..... Revise

MATH 14002 Basic Mathematical Concepts II (4) [mathematics and critical reasoning]..... Revise

Diversity Course Revisions for Fall 2015

HIST 12070 History of the United States: The Formative Period (3) to:
Early America: From Pre-Colonization to Civil War and Reconstruction [domestic]..... Revise

HIST 12071 History of the United States: The Modern Period (3) to:
Modern America: From Industrialization to Globalization [domestic]..... Revise

JUS CRIM 37311 Minorities in Crime and Justice (3) [domestic] to:
..... Revise

JUS CRIM 37411 Women in Crime and Justice (3) [domestic] to:
..... Revise

JUS CRIM 37511 Immigration: Law, Crime and Justice (3) [domestic] to:
..... Revise

TECH 31000 Cultural Dynamics of Technology (3) [domestic]..... Revise

Writing Intensive Course Revisions for Fall 2015

HIST 32050 The Historian's Craft (3) to:
Historical Research Methods ..... Revise
Revision includes removal of Writing Intensive Course (WIC) attribute

MATH 41001 Introduction to Modern Algebra I (3)..... Revise
Course approved for Experiential Learning Requirement effective Fall 2015 (EPC approved 20 October 2014)

MATH 42091 Seminar: Modeling Projects (3) to:
42039 Modeling Projects..... Revise
Course approved for Experiential Learning Requirement effective Fall 2015 (EPC approved 20 October 2014)

COURSE CHANGES

Course Changes Effective Fall 2015

AERN 15250	FAA Orientation (3)	Revise
AERN 15300	Matlab® for Aerospace Engineers (3) to: Introduction to Engineering Analysis using Matlab®	Revise
AERN 15743	Private Pilot Helicopter Flight Add-On (3)	Revise
AERN 20000	Professional Development in Aeronautics I (1)	New
AERN 25350	Fundamentals of Air Traffic Control (2)	Revise
AERN 25743	Commercial Pilot Flight I (2)	Revise
AERN 30000	Professional Development in Aeronautics II (1)	New
AERN 35031	Aviation Industry Regulations (3)	New
AERN 35040	Aircraft System I (3)	Revise
AERN 35339	Fixed Base Operator Operations (3)	New
AERN 35342	Terminal Operations I (2)	Revise
AERN 35345	Terminal Operations I Laboratory (1)	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 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 45010	Aircraft Dispatch I (3)	Revise
AERN 45040	Labor Relations in the Aviation Industry (3)	New
AERN 45100	Operational Planning in Aviation (3)	Revise
AERN 45150	Applied Flight Dynamics I (3)	Revise
AERN 45200	Strategic Aviation Management (3)	Revise
AERN 45343	En Route II (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 Add-On (1)	Revise
AERN 45655	Advanced Multi-Engine Pilot Flight (1)	Revise
AERN 45656	Certified Flight Instructor Instrument Helicopter Flight Add-On (1)	Revise

Course Changes Effective Fall 2015 *continued*

AERN 45657 Multi-Engine Flight Instructor (1) ..... Revise

AERN 45659 Basic Acrobatic Flight (1) to:
Upset Recovery Training ..... Revise

AERN 65240 Aviation Safety Management System (3) ..... New

ARTE 61198 Research in Art Education (3) to:
61101 Research Seminar in Art Education ..... Revise

ARTE 61298 Master's Project: Art Education (2) to:
61380 Master's Research Seminar ..... Revise

ARTE 61398 Master's Project Research (1) ..... New

ARTF 14001 Drawing II (3) ..... Revise

BAD 84011 Systems Simulation (3) to:
MIS ..... Revise

BMRT 21005 Purchasing and Supply Management (3) to:
31005 ..... Revise

BMRT 21008 Case Studies in Management Technology (3) ..... Revise

BMRT 36415 Customer Service (3) ..... Revise

BMRT 46409 Strategic Management of Technology and Innovation (3) ..... Revise

BMS 50703 Neural Mechanisms of Learning and Memory (3) ..... New

BMS 60295 Special Topics in Cellular and Molecular Biology (2-5) to: (1-5) ..... Revise

BMS 60495 Special Topics in Medical Physiology (2-5) to:
Special Topics in Physiology (1-5) ..... Revise

BMS 60595 Special Topics in Pharmacology (2-5) to: (1-5) ..... Revise

BMS 60729 Cellular and Molecular Neuroscience (4) ..... Revise

BMS 60751 Current Research in Auditory Neurobiology (1) ..... New

BMS 60795 Special Topics in Neurobiology (2-3) to: (1-5) ..... Revise

BMS 61000 Responsible Conduct of Research (1) ..... Revise

BMS 61001 Introduction to Biomedical Sciences (1) ..... Revise

BMS 70295 Special Topics in Cellular and Molecular Biology (2-5) to: (1-5) ..... Revise

BMS 70495 Special Topics in Medical Physiology (2-5) to:
Special Topics in Physiology (1-5) ..... Revise

BMS 70595 Special Topics in Pharmacology (2-5) to (1-5) ..... Revise

BMS 70703 Neural Mechanisms of Learning and Memory (3) ..... New

BMS 70729 Cellular and Molecular Neuroscience (4) ..... Revise

BMS 70751 Current Research in Auditory Neurobiology (1) ..... New

BMS 70795 Special Topics in Neurobiology (2-3) to: (1-5) ..... Revise

BMS 71000 Responsible Conduct of Research (1) ..... New

Course Changes Effective Fall 2015 *continued*

BMS	71001	Introduction to Biomedical Sciences (1)	New
BMS	78695	Special Topics in Biological Anthropology (2-5) to: (1-5)	Revise
BSCI	40020	Biology of Aging (3)	Revise
CACM	21002	Gender, Power and Conflict (3)	Revise
CACM	32020	Strategic Planning (3)	Revise
CACM	33030	Conflict in the Workplace (3)	Revise
CACM	34040	Negotiation (3)	Revise
CACM	38080	Mediation: Theory and Training (3)	Revise
CACM	49091	Variable Title Seminar in Conflict Management (1-3)	Revise
CHDS	10001	Introduction to a Career in Teaching (3)	Inactive
CHDS	10002	Introduction to Careers in Education, Health and Human Services (3)	Inactive
CHDS CES	20092	Field Experience I: Middle Childhood (1) to:	Revise
CHDS CES	37800	Small Group Process (2) to:	Revise
CHDS CES	40093	Variable Title Workshop in Counseling and Human Development Services (1-4) to: Variable Title Workshop in Counselor Education and Supervision	Revise
CHDS CES	44084	Behavioral Science in Health Professions (1-3) to:	Revise
CHDS CES	50093	Variable Title Workshop in Counseling and Human Development Services (1-4) to: Variable Title Workshop in Counselor Education and Supervision	Revise
CHDS CES	60199	Thesis I (2-6) to:	Revise
CHDS CES	60299	Thesis II (2) to:	Revise
CHDS CES	64084	Behavioral Science in Health Professions (1-3) to:	Revise
CHDS CES	67392	Advanced Individual Counseling Practicum (3) to:	Revise
CHDS CES	67492	Practicum I: Clinical Mental Health Counseling (3) to:	Revise
CHDS CES	67530	Introduction to Counseling (3) to: Counseling Theories	Revise
CHDS CES	67531	Individual Counseling Procedures (3) to: Counseling Skills and Techniques	Revise
CHDS CES	67580	Multicultural Counseling (3) to:	Revise

Course Changes Effective Fall 2015 *continued*

CHDS 67591 Seminar in Counseling and Human Development Services (1-3) to:
CES Seminar in Counselor Education and Supervision ..... Revise

CHDS 67592 Practicum II: Clinical Mental Health Counseling (3) to:
CES ..... Revise

CHDS 67595 Special Topics in Counseling and Human Development Services (1-3) to:
CES Special Topics in Counselor Education and Supervision ..... Revise

CHDS 67596 Individual Investigation in Counseling and Human Development Services (1-3) to:
CES Individual Investigation in Counselor Education and Supervision..... Revise

CHDS 67628 Diagnosis in Counseling (3) to:
CES ..... Revise

CHDS 67663 Orientation to Clinical Mental Health Counseling (3) to:
CES ..... Revise

CHDS 67664 Addictive Behavior and Treatment Issues (3) to:
CES Theories and Practices in Addictions Counseling ..... Revise

CHDS 67665 Treatment Planning in Addiction Counseling (3) to:
CES ..... Revise

CHDS 67695 Special Topics in Clinical Mental Health Counseling (1-3) to:
CES ..... Revise

CHDS 67698 Individual Research in Clinical Mental Health Counseling (1-9) to:
CES ..... Revise

CHDS 67820 Group Work: Theory and Techniques (3) to:
CES ..... Revise

CHDS 67858 Seminar in Group Counseling (2) to:
CES ..... Revise

CHDS 68011 Foundations of School Counseling (3) to:
CES ..... Revise

CHDS 68066 Counseling Adolescents (3) to:
CES ..... Revise

CHDS 68067 Counseling Children (3) to:
CES ..... Revise

CHDS 68068 Developmental Guidance and Affective Education (3) to:
CES School Counseling Program Management and Leadership..... Revise

CHDS 68069 Orientation to School Counseling (3) to:
CES School Counseling: Orientation and Ethics ..... Revise

CHDS 68095 Special Topics in School Counseling (1-3) to:
CES ..... Revise

CHDS 68126 Principles of Measurement and Appraisal (3) to:
CES Introduction to Assessment in Counseling..... Revise

CHDS 68128 Individual Appraisal of Personality/Interest/Motivation (3) to:
CES Clinical Assessment in Counseling..... Revise

Course Changes Effective Fall 2015 *continued*

CHDS 68130 Psychopathology for Counselors (3) to:
CES ..... Revise

CHDS 68167 Advanced Counseling Procedures (3) to:
CES Case Conceptualization and Treatment Planning..... Revise

CHDS 68168 Advanced Counseling Theories (3) to:
CES ..... Revise

CHDS 68182 Career Development and Guidance (3) to:
CES Career Counseling..... Revise

CHDS 68284 Supervision of Counseling (3) to:
CES ..... Revise

CHDS 68392 School Counseling Practicum (4) to: (3)
CES ..... Revise

CHDS 68529 Couples Therapy: Theory and Techniques (3) to:
CES ..... Revise

CHDS 68533 Family Therapy: Theory and Techniques (3) to:
CES ..... Revise

CHDS 68538 Advanced Multicultural Counseling (3) to:
CES ..... Revise

CHDS 68592 Practicum in Couples and Family Therapy (3) to:
CES ..... Revise

CHDS 70093 Variable Title Workshop in Counseling and Human Development Services (1-4) to:
CES Variable Title Workshop in Counselor Education and Supervision..... Revise

CHDS 77492 Practicum I: Clinical Mental Health Counseling (3) to:
CES ..... Revise

CHDS 77530 Introduction to Counseling (3) to:
CES Counseling Theories..... Revise

CHDS 77531 Individual Counseling Procedures (3) to:
CES Counseling Skills and Techniques..... Revise

CHDS 77580 Multicultural Counseling (3) to:
CES ..... Revise

CHDS 77584 Writing for Professional Publications (3) to:
CES ..... Revise

CHDS 77592 Practicum II: Clinical Mental Health Counseling (3) to:
CES ..... Revise

CHDS 77628 Diagnosis in Counseling (3) to:
CES ..... Revise

CHDS 77663 Orientation to Clinical Mental Health Counseling (3) to:
CES ..... Revise

CHDS 77664 Theories and Practices in Addictions Counseling (3) to:
CES ..... Revise

Course Changes Effective Fall 2015 *continued*

CHDS 77665 Treatment Planning in Addictions Counseling (3) to:
CES ..... Revise

CHDS 77695 Special Topics in Clinical Mental Health Counseling (1-3) to:
CES ..... Revise

CHDS 77792 Internship I: Clinical Mental Health Counseling (3) to:
CES 67792 ..... Revise

CHDS 77820 Group Work: Theory and Techniques (3) to:
CES ..... Revise

CHDS 77858 Seminar in Group Counseling (2) to:
CES ..... Revise

CHDS 77892 Internship II: Clinical Mental Health Counseling (3) to:
CES 67892 ..... Revise

CHDS 78011 Foundations of School Counseling (3) to:
CES ..... Revise

CHDS 78066 Counseling Adolescents (3) to:
CES ..... Revise

CHDS 78067 Counseling Children (3) to:
CES ..... Revise

CHDS 78068 School Counseling Program Management and Leadership (3) to:
CES ..... Revise

CHDS 78069 Orientation to School Counseling (3) to:
CES School Counseling: Orientation and Ethics ..... Revise

CHDS 78126 Principles of Measurement and Appraisal (3) to:
CES Introduction to Assessment in Counseling..... Revise

CHDS 78128 Individual Appraisal in Counseling (3) to:
CES Clinical Assessment in Counseling..... Revise

CHDS 78130 Psychopathology for Counselors (3) to:
CES ..... Revise

CHDS 78181 Gestalt Therapy (3)..... Inactive

CHDS 78182 Career Development and Guidance (3) to:
CES Career Counseling..... Revise

CHDS 78192 Internship I: School Counseling (3) to:
CES 68192 ..... Revise

CHDS 78292 Internship II: School Counseling (3) to:
CES 68292 ..... Revise

CHDS 78529 Couples Therapy: Theory and Techniques () to:
CES ..... Revise

CHDS 78533 Family Therapy: Theory and Techniques (3) to:
CES ..... Revise

Course Changes Effective Fall 2015 *continued*

CHDS CES	78538	Advanced Multicultural Counseling (3) to:	Revise
CHDS CES	78592	Practicum in Couples and Family Therapy (3) to:	Revise
CHDS CES	80090	Doctoral Residency Seminar in Counseling and Human Development Services (3) to: Doctoral Residency Seminar in Counselor Education and Supervision	Revise
CHDS CES	80199	Dissertation I (15) to:	Revise
CHDS CES	80299	Dissertation II (15) to:	Revise
CHDS CES	87392	Advanced Individual Counseling Practicum (3) to:	Revise
CHDS CES	87595	Special Topics in Counseling and Human Development Services (1-3) to: Special Topics in Counselor Education and Supervision	Revise
CHDS CES	87596	Individual Investigation in Counseling and Human Development Services (1-3) to: Individual Investigation in Counselor Education and Supervision	Revise
CHDS CES	88167	Advanced Counseling Procedures (3) to: Case Conceptualization and Treatment Planning	Revise
CHDS CES	88168	Advanced Counseling Theories (3) to:	Revise
CHDS CES	88281	Research Seminar in Counseling and Human Development Services (3) to: Research Seminar in Counselor Education and Supervision	Revise
CHDS CES	88284	Supervision of Counseling (3) to:	Revise
CHDS CES	88292	Internship in Counseling and Human Development Services (3-6) to: Internship in Counselor Education and Supervision	Revise
CHDS CES	88294	College Teaching in Counseling and Human Development Services (3) to: College Teaching in Counselor Education and Supervision	Revise
CHDS CES	88298	Individual Research in Counseling and Human Development Services (3) to: Individual Research in Counselor Education and Supervision	Revise
CHEM	20050	Career Pathways in Chemistry (1)	New
CHEM	20482	Basic Organic Chemistry II (2)	Revise
CI	65025	Contemporary Issues in Sports Pedagogy (3) to: Contemporary Issues in Sport Pedagogy – An International Perspective	Revise
CLI	80440	Senior Clinical Rotation (4)	Inactive
CLI	80441	Senior Clinical Rotation I (4)	New
CLI	80442	Senior Clinical Rotation II (4)	New
CLI	80491	Senior Medicine Rotation (4)	Inactive

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CLI	80498	Senior Competency (2) to:	
	80585		Revise
CLI	80521	Senior Medicine Rotation I (4)	New
CLI	80522	Senior Medicine Rotation II (4)	New
CPHY	62450	Liquid Crystal Optics I: Theory (2)	New
CPHY	62452	Liquid Crystal Optics II: Optical Systems (2)	New
CPHY	62454	Liquid Crystal Optics III: Applications (1)	New
CPHY	62460	Liquid Crystal Materials Science (2)	New
CPHY	62462	Liquid Crystal Science: Physical Properties (3)	New
CPHY	65002	Liquid Crystal Device Engineering I (2)	New
CPHY	65004	Liquid Crystal Device Engineering II (3)	New
CPHY	65006	Liquid Crystal Device Prototyping (2)	New
CPHY	65008	Liquid Crystal Device Construction (1)	New
CPHY	65010	Liquid Crystal Characterization (2)	New
CPHY	65012	Liquid Crystal Device Testing (2)	New
CPHY	65020	Liquid Crystal Analog Electronics (2)	New
CPHY	65022	Liquid Crystal Digital Electronics (2)	New
CPHY	65098	Master's Project: Engineering Applications of Liquid Crystals (6)	New
CPHY	72450	Liquid Crystal Optics I: Theory (2)	New
CPHY	72452	Liquid Crystal Optics II: Optical Systems (2)	New
CPHY	72454	Liquid Crystal Optics III: Applications (1)	New
CPHY	72460	Liquid Crystal Materials Science (2)	New
CPHY	72462	Liquid Crystal Science: Physical Properties (3)	New
CPHY	75002	Liquid Crystal Device Engineering I (2)	New
CPHY	75004	Liquid Crystal Device Engineering II (3)	New
CPHY	75006	Liquid Crystal Device Prototyping (2)	New
CPHY	75008	Liquid Crystal Device Construction (1)	New
CPHY	75010	Liquid Crystal Characterization (2)	New
CPHY	75012	Liquid Crystal Device Testing (2)	New
CPHY	75020	Liquid Crystal Analog Electronics (2)	New
CPHY	75022	Liquid Crystal Digital Electronics (2)	New
CULT	59570	Social Foundations of Multicultural Education (3)	Revise
CULT	65530	Foundations of Education and Human Services (3)	Revise
CULT	60030	Social Contexts of Education: Contemporary Issues and Theory (3)	New

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CULT	60050	Humanities-Oriented Research in Education (3)	New
CULT	69510	Classics in Philosophy of Education (3-6)	New
CULT	69521	Professional Practice in a Multicultural Society (3) to: Multicultural Educational Practice and Policy	Revise
CULT	69522	Ethics in Professional Practice (3)	Revise
CULT	69530	Multicultural Theories and Scholarship in Education (3)	Revise
CULT	69560	Contemporary Philosophy of Education (3)	Revise
CULT	69564	History of American Education (3)	Revise
CULT	69568	Great Ideas in Education (3)	Revise
CULT	69569	International Education: Foundational Issues (3)	Revise
CULT	69570	Multicultural Education: Theory and Policy (3)	Revise
CULT	69571	Globalization and Education (3)	Revise
CULT	69575	Anthropology and Education (3)	Revise
CULT	69582	Social Perspectives of Education (3)	New
CULT	69591	Seminar in Cultural Foundations (1-5)	Revise
CULT	69595	Special Topics in Cultural Foundations (1-3)	Revise
CULT	79510	Philosophy of Education (3) to: Classics in Philosophy of Education	Revise
CULT	79530	Multicultural Theories and Scholarship in Education (3)	Revise
CULT	79560	Contemporary Philosophy of Education (3)	Revise
CULT	79564	History of American Education (3)	Revise
CULT	79568	Great Ideas in Education (3)	Revise
CULT	79569	international Education: Foundational Issues (3)	Revise
CULT	79570	Multicultural Education: Theory And Policy (3)	Revise
CULT	79571	Globalization and Education (3)	Revise
CULT	79575	Anthropology and Education (3)	Revise
CULT	80030	Social Contexts of Education: Contemporary Issues and Theory (3)	New
CULT	80050	Humanities-Oriented Research in Education (3)	New
CULT	89521	Multicultural Educational Practice and Policy (3)	New
CULT	85535	Interprofessional Studies (3)	Revise
CULT	89571	Comparative And international Education (3)	Revise
CULT	89581	Proseminar in Cultural Foundations (3)	Revise
CULT	89582	Social Perspectives of Education (3)	Revise
CULT	89595	Special Topics in Cultural Foundations (1-3)	Revise
CS	54001	Computer Science III – Programming Patterns (4)	New

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DAN	17012	Studio Ballet III (1)	New
DAN	17019	Studio Hip Hop I (1)	New
DAN	17020	Studio Hip Hop II (1)	New
DAN	27057 37057	Dance for Children (3) to:	Revise
DAN	27074	Dance Composition I (3)	Revise
DAN	27174 37035	Dance Composition II (2) to:	Revise
DSCI	41610	Digital Systems Security (3)	Revise
DSCI	51610	Digital Systems Security (3)	New
DSCI	41510	Project Management and Team Dynamics (3)	Revise
DSCI	60998	Capstone Project in Digital Sciences (3)	Revise
DSCI	61510	Project Management Leadership (3)	New
DSCI	69992	Internship in Digital Sciences (1-6) to: (1-3)	Revise
ECON	62092	Internship in Economics (3)	Revise
ENG	30063	Business and Professional Writing (3) to: Professional Writing	Revise
ENG	51009	Student Teaching (9)	Revise
ENG	63045	English for Specific Purposes (3)	New
ENG	63047	Heritage Languages and Second Language Learning (3)	New
ENG	65011	Introduction to the Field of Writing: Theory Research/Practice (3)	Inactive
ENG	65057	Semeiotics (3)	Inactive
ENG	68492	Practicum in Teaching International Students (3)	Revise
ENG	75011	Introduction to the Field of Writing: Theory Research/Practice (3)	Inactive
ENG	75057	Semeiotics (3)	Inactive
ENG	78492	Practicum in Teaching International Students (3)	Inactive
ENG	85024	Domain Rhetorics and the Construction of Knowledge (3)	Revise
ENG	85033	The Rhetorical Nature and Function of Extended Discourse (3)	Revise
ENG	85042	Discourse Analysis (3)	Revise
ENG	85043	Historical Research Methods in Writing and Rhetoric (3)	Inactive
ENG	85056	Introduction to the Study of Writing Assessment: Research, Theory and Practice (3)	New
ENG	85057	Rhetorical Methods (3)	New
ENOL	24700	Intermediate Enology – Postharvest (2)	New
ENTR	65051	Technology Commercialization (3)	New

Course Changes Effective Fall 2015 *continued*

EPI	80198	Directed Research in Epidemiology (1-15)	New
EVAL	68711	Modern Test Theory: Item Response Theory (3)	Revise
EVAL	68713	Multivariate Analysis in Educational Research (3)	Revise
EVAL	68714	Factor Analysis in Educational Research (3)	Revise
EVAL	78711	Modern Test Theory: Item Response Theory (3)	Revise
EVAL	78713	Multivariate Analysis in Educational Research (3)	Revise
EVAL	78714	Factor Analysis in Educational Research (3)	Revise
EXSC	23093	Variable Title Workshop in Exercise Science (1-3)	New
EXSC	35023	Personal Training Certificate Preparation (2) to: Professional Certification Preparation (2)	Revise
EXSC	41000	Exercise Implementation An Exercise Intervention Program (1-3)	New
EXPH	51000	Exercise Implementation An Exercise Intervention Program (1-3)	New
FDM	10020	Fashion Visuals (3) to: (1)	Revise
FDM	10021	Fashion Visuals Laboratory (2)	New
FDM	10030	Fashion Fabrics I (3) to: Fashion Fabrics (1)	Revise
FDM	10031	Fashion Fabrics Laboratory (2)	New
FDM	10050	Introduction to Fashion Technology (3) to: (1)	Revise
FDM	10051	Introduction to Fashion Technology Laboratory (2)	New
FDM	30151	Advanced Patternmaking for Technical Design (2) to: Advanced Patternmaking (3)	Revise
FDM	45045	Collaborative Fashion Production (3)	New
GEOG	32070 22070	Nature and Society (3) to:	Revise
GEOG	32075	Environmental Studies and Sustainability (2)	New
GEOG	37045	Geography of the Middle East (3)	New
GEOG	46080	Urban Sustainability (3)	New
GEOG	49078	Geographic Information Science and Hazards (3) to: Geographic Information Science and Environmental Hazards	Revise
GEOG	49082	CyberGIS (3)	Inactive
GEOG	56080	Urban Sustainability (3)	New
GEOG	59078	Geographic Information Science and Hazards (3) to: Geographic Information Science and Environmental Hazards	Revise
GEOG	59082	CyberGIS (3)	Revise
GEOG	60900	Qualitative Research Methods in Geography (3)	New

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Course Changes Effective Fall 2015 *continued*

GEOG69004	Analysis of Spatial Data (3) to: Quantitative Methods in Geography	Revise
GEOG69007	Spatiotemporal Analytics (3)	New
GEOG69073	Geographic Information Science: Global Health (3)	New
GEOG69074	Geographic Information Science: Spatial Analysis for Health Geography (3)	New
GEOG69079	Environmental Geographic Information Science (3)	New
GEOG69083	Geodatabases (3)	New
GEOG69164	Cartographic Design (4)	New
GEOG69231	Environmental Remote Sensing (3)	New
GEOG69392	Practicum in Geographic Information Science (6)	New
GEOG70900	Qualitative Research Methods in Geography (3)	New
GEOG76080	Urban Sustainability (3)	New
GEOG79004	Analysis of Spatial Data (3) to: Quantitative Methods in Geography	Revise
GEOG79078	Geographic Information Science and Hazards (3) to: Geographic Information Science and Environmental Hazards	Revise
GEOG79082	CyberGIS (3)	Revise
GEOL 42065	Watershed Hydrology (3)	New
GEOL 42067	Introductory Hydrogeology (3)	Revise
GEOL 44070	Sedimentology and Stratigraphy (4)	Revise
GEOL 52065	Watershed Hydrology (3)	New
GEOL 52067	Introductory Hydrogeology (3)	Revise
HDFS 44034	Nonprofit Management II (3) to: Principles and Practices of Nonprofit Management	Revise
HDFS 52092	Human Development and Family Studies Study Away Experience (3)	New
HED 34050	Program Planning and Evaluation in Health Education (3)	Revise
HED 44095	Special Topics: Health Education and Promotion (1-3)	React
HIST 31035	The Global Cold War (3)	New
HIST 31071	U.S. Foreign Relations Through 1898 (3)	New
HIST 31072	U.S. Foreign Relations, 1898-1945 (3)	New
HIST 31073	U.S. Foreign Relations Since 1945 (3)	New
HIST 31114	Tradition and Revolution in Southeast Asia (3)	New
HIST 31115	India Since 1526 (3)	New
HIST 31500	Foundations in the History and Philosophy of Science (3)	New
HIST 31543	The Scientific Revolution (3)	New

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HIST	31550	Medicine in the Modern World Since 1500	New
HM	13024	Introduction to Hospitality Management (2) to: (3)	Revise
HM	23030	Lodging Operations (3) to: Hotel Operations	Revise
HM	33026	Hospitality Cost Control and Analysis (5) to: (3)	Revise
HM	33029	Catering and Banquet Preparation and Service (5) to: Catering and Banquet Management (3)	Revise
HM	33035 43035	Hospitality Service Quality Management (3) to:	Revise
HM	33040	Hotel Convention Sales and Services (3) to: Convention Sales and Management	Revise
HM	43029	Hospitality Financial Policy (3)	Revise
HM	43040	Strategic Lodging Management (3) to: Strategic Hotel Management	Revise
HM	53029	Hospitality Financial Policy (3)	Revise
HM	53035	Hospitality Service Quality Management (3)	New
HM	53040	Strategic Lodging Management (3) to: Strategic Hotel Management	Revise
HPM	53010	Community Health Needs Assessment (3)	New
HPM	73022	Strategic Management of Health Care Organizations (3) to: Strategic Management of Public Health Organizations	Revise
HPM	72030	Grant Writing in Public Health (3)	Revise
ITAP	26650	Medical Billing Procedures (3)	Revise
JMC	20004	Media Writing (3) to: Advertising Writing and Storytelling	Revise
JMC	20008	Audience Analysis and Research (3) to: Research & Measurement in Advertising and Public Relations	Revise
JMC	21004	Advertising and Public Relations Industry Tools (1)	New
JMC	21005	Advertising Messaging (3) to: Advertising Messaging and Communication	Revise
JMC	26001	Multimedia Newswriting (3) to: Writing Across Platforms	Revise
JMC	26005	Multimedia Storytelling (3) to: Storytelling Across Platforms	Revise
JMC	26007	Print Beat Reporting (4) to: Reporting (3)	Revise

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JMC	26008	Broadcast Beat Reporting (4) to: Broadcast Reporting (3)	Revise
JMC	26395	Special Topics in Journalism Skills (3)	New
JMC	31004	Digital Advertising (3)	New
JMC	31007	Digital Analytics in Advertising and Public Relations (3)	New
JMC	31011	Creative Advertising Strategies (3) to: Advertising Strategy Development	Revise
JMC	32001	Photojournalism I (3)	Revise
JMC	32002	Photojournalism II (3)	Revise
JMC	32005	Video for Still Photographers (3)	Revise
JMC	33024	Performance for Electronic Media (3) to: Broadcast Performance	Revise
JMC	36005	Copyediting (3) to: Copyediting and News Design	Revise
JMC	36008	Freelance Journalism (3)	New
JMC	36010	Interviewing and Data for Journalists (3)	New
JMC	36020	Storytelling with Sound (3)	New
JMC	36040	Magazine Editing and Design (3)	New
JMC	36050	Advanced Reporting (3)	New
JMC	36395	Special Topics in Journalism Reporting (3)	New
JMC	40006	Law of Mass Communication (3)	Revise
JMC	40015	Media Management (3) to: Media Marketplace	Revise
JMC	41075	Political Advertising (3)	New
JMC	41080	Activation Advertising (3)	New
JMC	41150	Global Advertising and Public Relations (3)	New
JMC	42008	Advanced Photojournalism (3) to: Advanced Photo Techniques	Revise
JMC	42009	Fashion Photography (3)	Revise
JMC	46007	Reporting In Depth (3) to: Investigative Reporting	Revise
JMC	46009	Reporting Public Affairs (4) to: Reporting Public Policy (3)	Revise
JMC	46016	Magazine Publishing (3) to: Business of Publishing	Revise
JMC	46018 36018	Feature Writing (3) to: 	Revise

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JMC	46021	Magazine Writing and Editing (3) Advanced Magazine Writing	Revise
JMC	46055	Entrepreneurial Documentary Photography (3) to: Documentary and Entrepreneurial Photography	Revise
JMC	46056	Cybermedia Production (3)	Revise
JMC	46395	Special Topics in Journalism Practice (3)	New
JMC	50015	Media Management (3) to: Media Marketplace	Revise
JMC	56007	Reporting In Depth (3) to: Investigative Reporting	Revise
JMC	56009	Reporting Public Affairs (4) to: Reporting Public Policy (3)	Revise
JMC	56016	Magazine Publishing (3) to: Business of Publishing	Revise
JMC	56018	Feature Writing	Revise
JMC	56021	Magazine Writing and Editing (3) Advanced Magazine Writing	Revise
JUS CRIM	12000	Introduction to Justice Studies (3) to: Introduction to Criminology and Justice Studies	Revise
JUS CRIM	22100	Basic Interviewing (3) to: 	Revise
JUS CRIM	22300	Police Role (3) to: 	Revise
JUS CRIM	22301	The Investigative Process (3) to: 	Revise
JUS CRIM	26701	Corrections (3) to: 	Revise
JUS CRIM	27095	Special Topics in Justice Studies (2-3) to: Special Topics in Criminology and Justice Studies	Revise
JUS CRIM	27311	Victimology (3) to: 	Revise
JUS CRIM	32200	Police and Community (3) to: 	Revise
JUS CRIM	32500	Crisis Intervention (3) to: 	Revise
JUS CRIM	33200	Criminal Law (3) to: 	Revise
JUS CRIM	33300	Development of Justice in America (3) to: 	Revise

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JUS CRIM 33400 Crime and Justice in Popular Culture (3) to: ..... Revise

JUS CRIM 34200 Criminal Procedures and Evidence (3) to: ..... Revise

JUS CRIM 34311 Youth and the Justice System (3) to: ..... Revise

JUS CRIM 36702 Criminology (3) to: ..... Revise

JUS CRIM 36703 Juvenile Delinquency (3) to: ..... Revise

JUS CRIM 37091 Seminar in Critical Issues in Justice (1-3) to: Seminar in Critical Issues in Criminology and Justice Studies ..... Revise

JUS CRIM 37095 Special Topics in Justice Studies (3) to: Special Topics in Criminology and Justice Studies ..... Revise

JUS CRIM 37311 Minorities in Crime and Justice (3) to: ..... Revise

JUS CRIM 37411 Women in Crime and Justice (3) to: ..... Revise

JUS CRIM 37511 Immigration: Law, Crime and Justice (3) to: ..... Revise

JUS CRIM 44400 Justice Administration (3) to: ..... Revise

JUS CRIM 45093 Variable Title Workshop in Justice Studies (1-6) to: Variable Title Workshop in Criminology and Justice Studies ..... Revise

JUS CRIM 45096 Individual Investigation (1-3) to: ..... Revise

JUS CRIM 46200 Advanced Criminal and Legal Issues (3) to: ..... Revise

JUS CRIM 46701 Crime, Justice and Substance Abuse (3) to: ..... Revise

JUS CRIM 46705 Community Corrections (3) to: ..... Revise

JUS CRIM 46707 Correctional Institutions (3) to: ..... Revise

JUS CRIM 46708 Treatment Methods (3) to: ..... Revise

JUS CRIM 46800 Intelligence and National Security (3) to: ..... Revise

JUS CRIM 46801 Homeland Security (3) to: ..... Revise

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JUS CRIM 46802 Terrorism and Counterterrorism (3) to: ..... Revise

JUS CRIM 46803 Information and Cyber Security (3) to: ..... Revise

JUS CRIM 46904 Issues in Police Work (3) to: ..... Revise

JUS CRIM 47002 Human Services Agencies and Law (3) to: ..... Revise

JUS CRIM 47003 Restorative Justice and Victim Assistance (3) to: ..... Revise

JUS CRIM 47004 Legal Perspectives and Rights in Victimization (3) to: ..... Revise

JUS CRIM 47095 Special Topics in Justice Studies (3) to:
Special Topics in Criminology and Justice Studies ..... Revise

JUS CRIM 47211 Court Functions (3) to: ..... Revise

JUS CRIM 47311 Comparative Justice Systems (3) to: ..... Revise

JUS CRIM 55093 Variable Title Workshop in Justice Studies (1-3) to:
Variable Title Workshop in Criminology and Justice Studies ..... Revise

JUS CRIM 56701 Crime, Justice and Substance Abuse (3) to: ..... Revise

JUS CRIM 56705 Community Corrections (3) to: ..... Revise

JUS CRIM 56708 Treatment Methods (3) to: ..... Revise

JUS CRIM 56709 Emerging Trends and Issues in Corrections (3) to: ..... Revise

JUS CRIM 56800 Intelligence and National Security (3) to: ..... Revise

JUS CRIM 56801 Homeland Security (3) to: ..... Revise

JUS CRIM 56802 Terrorism and Counterterrorism (3) to: ..... Revise

JUS CRIM 56803 Information and Cyber Security (3) to: ..... Revise

JUS CRIM 56904 Issues in Police Work (3) to: ..... Revise

JUS CRIM 57002 Human Service Agencies and the Law (3) to: ..... Revise

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JUS CRIM 57003 Restorative Justice and Victim Assistance (3) to: ..... Revise

JUS CRIM 57004 Legal Perspectives and Rights in Victimization (3) to: ..... Revise

JUS CRIM 57095 Special Topics in Justice Studies (1-3) to: Special Topics in Criminology and Justice Studies ..... Revise

JUS CRIM 66199 Thesis I (2-6) to: ..... Revise

JUS CRIM 66299 Thesis II (2) to: ..... Revise

JUS CRIM 66761 Law, Justice and Society (3) to: ..... Revise

JUS CRIM 66762 Proseminar in Issues in Contemporary Justice (3) to: ..... Revise

JUS CRIM 66763 Theories of Crime and Delinquency (3) to: ..... Revise

JUS CRIM 66766 Institutional Corrections (3) to: ..... Revise

JUS CRIM 66767 Justice Administration (3) to: ..... Revise

JUS CRIM 66768 Research Methods in Criminology and Justice Studies (3) to: ..... Revise

JUS CRIM 66770 Justice Institutions (3) to: ..... Revise

JUS CRIM 66772 Victimology (3) to: ..... Revise

JUS CRIM 66773 Contemporary Policing (3) to: ..... Revise

JUS CRIM 66795 Special Topics (1-3) to: ..... Revise

JUS CRIM 66796 Individual Investigation (1-3) to: ..... Revise

LIS 60618 Information Literacy Initiatives and Instruction (3) ..... New

LIS 80618 Information Literacy Initiatives and Instruction (3) ..... New

MATH 10773 Algebra for Calculus Stretch I (3) ..... New

MATH 30011 Basic Probability and Statistics (3) ..... Revise

MATH 42201 Introduction to Numerical Computing I (3) ..... Revise

MATH 52091 Seminar: Modeling Projects (3) to:
52039 Modeling Projects ..... Revise

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MCLS	22217	Diversity in Today's Russia (3)	Reactive
MCLS	23217	The Francophone Experience (3)	Reactive
MCLS	28405	The Spanish Experience (3)	Reactive
MCLS	60624	Heritage Language Speakers in the Foreign Language Classroom (3) to: Heritage Languages and Second Language Learning	Revise
MIS	74019	Research Seminar in Supply Chain Management (3)	Revise
MIS	84012	Scheduling and Planning (3)	Revise
MIS	84015	Stochastic Models (3)	Revise
MUS	11121	Theory I (3) to: (4)	Revise
MUS	11122	Theory II (3) to: (4)	Revise
MUS	17111	Piano Class (1)	Revise
MUS	17112	Piano Class (1)	Revise
MUS	21111	Theory III (4)	New
MUS	21112	Theory IV (4)	New
MUS	21211	Introduction to Composition (2)	New
MUS	32211	Music History to 1750 (3) to: Music History I	Revise
MUS	32212	Music History 1750 to 1900 (3) to: Music History II	Revise
MUS	34211	Elementary and Secondary General Music (2)	New
MUS	34212	Elementary and Secondary Choral Music (2)	New
MUS	37113	Piano Skills for the Choral/General Music Educator (2)	Revise
MUS	37114	Piano Skills for the Instrumental Music Educator (1)	Revise
MUS	41112	Western Music Since 1945 (1)	New
MUS	42232	Piano Literature I (2)	New
MUS	42242	Piano Literature II (2)	New
MUS	43245	Jazz Ensemble Techniques and Literature (1)	New
MUS	44211	Instrumental Methods I (2)	New
MUS	44212	Instrumental Methods II (2)	New
MUS	45224	Basketball Band (1) to: Flasher Brass	Revise
MUS	47311	Voice Class (1) to: Voice Class for the Instrumentalist	Revise
MUS	47312	Voice Class for Non-Music Students (1)	New
MUS	47412	String Class (1)	New

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MUS	47512	Wind Techniques: French Horn and Double Reeds (1)	New
MUS	47513	Wind Techniques: Flute, Clarinet, Saxophone (1)	New
MUS	47612	Wind Techniques: Trumpet and Low Brass (1)	New
MUS	47712	Percussion Class (1)	New
MUS	47812	Instrument Class for the Choral/General Music Educator (1)	New
MUS	48231	Instrumental Pedagogy for the Choral General Music Educator (2)	New
MUS	48232	General Music Pedagogy for the Instrumentalist (1)	New
MUS	48233	Choral Music Pedagogy for the Instrumentalist (1)	New
MUS	48311	Piano Pedagogy I (2)	New
MUS	48312	Piano Pedagogy II (2)	New
MUS	52241	Piano Literature (3) to: Piano Literature I (2)	Revise
MUS	52242	Piano Literature II (2)	New
MUS	53245	Jazz Ensemble Techniques and Literature (1)	New
MUS	66912	Applied Music-Graduate Guitar (2-4)	Inactive
MUS	68214	Piano Pedagogy and Materials I (3) to: Piano Pedagogy I (2)	Revise
MUS	68215	Piano Pedagogy and Materials II (3) to: Piano Pedagogy II (2)	Revise
MUS	78214	Piano Pedagogy and Materials I (3)	Inactive
MUS	78215	Piano Pedagogy and Materials II (3)	Inactive
NRST	10010	Therapeutic Use of Self (1)	Revise
NURS	44002	Global Health Immersion: Geneva, Switzerland (3)	New
NURS	54002	Global Health Immersion: Geneva, Switzerland (3)	New
NURS	60000	Adult Clinical Nurse Specialist (4)	Inactive
NURS	60401	Nursing Research Methods I (2)	Inactive
NURS	60402	Nursing Research Methods II (2)	Inactive
NURS	60592	Nursing Education Practicum (3-4) to: (3)	Revise
NURS	60601	Curriculum and Instruction in Nursing Education (3)	Revise
NURS	60602	Roles and Evaluation for Nursing Education Curricula (3)	Revise
NURS	60604	Nursing Health Care Clinical Issues in a Specialty Area (2) to: Clinical Nursing and Education Issues in a Specialty Area	Revise
NURS	60605	Nursing Education with Technology (2)	Revise
NURS	80401	Nursing Research Methods I (2)	Inactive
NURS	80402	Nursing Research Methods II (2)	Inactive

Course Changes Effective Fall 2015 *continued*

PAS	37001	Theoretical Approaches to Pan-African Studies (3)	Revise
PEB	10020	Development And Conditioning (1)	Revise
PEB	10036	Fitness Walking (1)	Revise
PEB	10095	Selected Topics: Physical Education Activities (1)	Revise
PEB	10101	Scuba Diving (1)	Revise
PEB	10102	Beginning Swimming (1)	Revise
PEB	10125	Basketball (1)	Revise
PEB	10126	Basketball-Varsity (1)	Revise
PEB	10202	Intermediate Swimming (1)	Revise
PEB	10204	Badminton (1)	Revise
PEB	10304	Bowling (1)	Revise
PEB	10305	Billiards (1)	Revise
PEB	10306	Jogging (1)	Revise
PEB	10325	Soccer (1)	Revise
PEB	10403	Beginning Ballroom Dance (1)	Revise
PEB	10413	Latin Social Dance (1)	Revise
PEB	10425	Baseball-Varsity (1)	Revise
PEB	10426	Softball-Varsity (1)	Revise
PEB	10504	Sand Volleyball (1)	Revise
PEB	10505	Volleyball (1)	Revise
PEB	10515	Wallyball (1)	Revise
PEB	10604	Beginning Golf (1)	Revise
PEB	10704	Intermediate Golf (1)	Revise
PEB	10724	Golf-Varsity (1)	Revise
PEB	10904	Tennis (1)	Revise
PEB	10906	Racquetball (1)	Revise
PEB	11024	Track And Field-Varsity (1)	Revise
PEB	11124	Gymnastics-Varsity (1)	Revise
PEB	11125	Football-Varsity (1)	Revise
PEB	11325	Advanced Ice Hockey (1)	Revise
PEB	11425	Varsity Sports (1)	Revise
PEB	11426	Varsity Sport Training and Conditioning (1)	Revise
PEB	11604	Beginning Karate (1)	Revise
PEB	11605	Intermediate Karate (1)	Revise

Course Changes Effective Fall 2015 *continued*

PEB	11633	Ju Jitsu (1)	Revise
PEB	11634	Self-Defense (1)	Revise
PEB	11663	Beginning Yoga (1)	Revise
PEB	11664	Pilates (1)	Revise
PEB	11665	Zumba (1)	Revise
PEB	11666	Beginning Spinning (1)	Revise
PEB	11667	Boot Camp I (1)	Revise
PEB	11673	Intermediate Yoga (1)	Revise
PEB	11674	Intermediate Pilates (1)	Revise
PEB	11675	Zumba Toning (1)	Revise
PEB	11825	Wrestling-Varsity (1)	Revise
PEB	11904	Beginning Ice Skating (1)	Revise
PEB	12004	Basic Figure Skating (1)	Revise
PEB	12204	Beginning Broomball (1)	Revise
PEB	12324	Weight Training (1)	Revise
PEB	12325	Women's Weight Training (1)	Revise
PEB	12424	Exercise and Weight Control (1)	Revise
PEB	12425	Nautilus Exercises (1)	Revise
PEB	13003	Dance Exercise (1)	Revise
PEB	13008	Intermediate Volleyball (1)	Revise
PEB	13010	Judo-Akido (1)	Revise
PEB	13015	Field Hockey-Varsity (1)	Revise
PEB	13016	Cycling (1)	Revise
PEB	13017	Volleyball-Varsity (1)	Revise
PEB	13028	Introduction to Kayaking (1)	Revise
PEB	13030	Beginning Rock Climbing (1)	Revise
PEB	13036	Indoor Cycling (1)	Revise
PEB	13040	Cardio Kickboxing (1)	Revise
PH	21000	Public Health Professional Practice I (1)	New
PH	31000	Public Health Professional Practice II (1)	New
PH	35001	Community-Based Public Health Practice (3)	New
PH	35005	Advocacy and Activism in Public Health (3)	New
PH	41000	Public Health Professional Practice III (1)	New
PH	44004	Global Health Immersion: Latin America (3)	New

Course Changes Effective Fall 2015 *continued*

PHIL	30025	Environmental Philosophy (3) to: Environmental Ethics	Revise
PHIL	31080	Foundations in the History and Philosophy of Science (3)	New
PHIL	41036	Philosophy of Cognitive Science (3)	New
PHIL	41037	Renaissance and Early Modern Philosophy and Science (3)	New
PHIL	51036	Philosophy of Cognitive Science (3)	New
PHIL	51037	Renaissance and Early Modern Philosophy and Science (3)	New
PHIL	61000	Responsible Conduct of Research (1)	Revise
PHY	66302	Nuclear Physics (3) to: Modern Nuclear Physics	Revise
PHY	66303	Advanced Nuclear Physics (3)	Inactive
PHY	76302	Nuclear Physics (3)	Inactive
PHY	76303	Advanced Nuclear Physics (3) to: Applications of Quantum Chromodynamics	Revise
PLST	42701	Evidence and E-Discovery (3)	New
PLST	42705	Bankruptcy Law I: Basic Fundamentals (3)	New
PLST	42706	Bankruptcy Law II: Creditor-Debtor Relations (3)	New
PLST	42708	Real Estate Law (3)	New
PLST	48403	Patent Prosecution (2) to: (3)	Revise
PLST	48408	Trademark Prosecution (3)	New
PMD	80113	Medical Ethics (1)	Revise
PMD	80114	Principles of Medical Research (1)	Revise
POL	10504	The New Pangaea: Your Role in Our Global Community (3)	New
POL	40170	Moot Court I (2)	New
POL	40171	Moot Court II (1)	New
PSYC	40112	Psychological Disorders of Childhood and Adolescence (3)	Revise
RIS	34001	Introduction to Diagnostic Medical Sonography (1)	New
SPAD	45091	Seminar for Internship Preparation (1)	Revise
SPED	63032	Advanced Interventions for Addressing Severe Behavior (3)	Revise
SPED	63033	Ethical and Professional Conduct in Applied Behavior Analysis (3)	New
SPED	63201	Issues in Special Education (3) Contemporary Issues in Special Education	Revise
SPED	63955	Typical and Atypical Development in Young Children (3)	Revise
SPED	73955	Typical and Atypical Development in Young Children (3)	Revise
SPED	80001	Special Education Residency (3)	New

Course Changes Effective Fall 2015 *continued*

SPED 80002 Analysis of the Literature in Special Education (3) ..... New

SPED 80003 Implementation Science in Special Education (3) ..... New

SPED 80005 Empirical Investigations in Special Education (3) ..... New

SPED 80092 Practicum in College Teaching (3) ..... New

SPED 83201 Contemporary Issues in Special Education (3) ..... New

TECH 16010 Introduction to Computer Engineering Technology (3) to:
26010 ..... Revise

TECH 31015 Construction Technology (3) to:
CMGT ..... Revise

TECH 33223 Electronic Communication (3) ..... Revise

TECH 33657 Introduction to Lean Six Sigma (3) ..... New

TECH 35765 Quality and Reliability Engineering (3) ..... New

TECH 37010 Introduction to Bioengineering (3) ..... Inactive

TECH 37110 Biofluid Mechanics (3) ..... Inactive

TECH 37120 Stem Cell and Tissue Engineering (3) ..... Inactive

TECH 43222 Computer Hardware Engineering and Architecture (3) ..... Revise

TECH 46350 Network Management and Design Technology (3) ..... Revise

TECH 47110 Transport Phenomena in Bioengineering (3) ..... Inactive

TECH 47120 Biomaterials and Biocompatibility (3) ..... Inactive

TECH 47130 Bioengineering Senior Design (3) ..... Inactive

TECH 56330 Visual Basic Programming in Engineering Technology (3) ..... Revise

TECH 56350 Network Management and Design Technology (3) ..... Revise

THEA 41420 Theatrical Drafting II (3) ..... New

THEA 41430 Advanced Construction Theory (3) ..... New

THEA 51420 Theatrical Drafting II (3) ..... New

THEA 51430 Advanced Construction Theory (3) ..... New

THEA 61531 Period Style for Theatre Designers (3) ..... New

THEA 61521 Advanced Theatre Drafting (3) ..... Inactive

THEA 61528 Design Process and Collaboration (3) ..... New

THEA 61561 Advanced Construction Theory (3) ..... Inactive

THEA 61623 Digital Rendering for Theatre Design (3) ..... New

VCD 20001 Photo Illustration Sophomore Portfolio Review (1) ..... Revise
Course will be renumbered as VCD 20096 effective fall 2015 (EPC approved 18 August 2014)

VCD 20009 VCD Sophomore Portfolio Review (1) ..... Revise
Course will be renumbered as VCD 20196 effective fall 2015 (EPC approved 18 August 2014)

Course Changes Effective Fall 2015 *continued*

VCD 20010 Introduction to Design Research (3) ..... Revise

VCD 23001 Introduction to Typography (3) ..... Revise

VCD 33000 Graphic Design I (3) ..... Revise

VIN 10500 Molecular Principles in Grape and Wine (4) ..... Revise

VIN 11100 Introduction to Viticulture and Vineyard Establishment (3) ..... Revise

VIN 11200 Botanical Viticulture (4) ..... New

VIN 14600 Introduction to Enology (3) to:
ENOL ..... Revise

VIN 14800 Winery Sanitation (3) to:
ENOL ..... Revise

VIN 16000 Winery Equipment Operation (2) to:
ENOL ..... Revise

VIN 21000 Introduction to Wine Microorganisms (3) to:
ENOL ..... Revise

VIN 21100 Integrated Pest Management (2) ..... Revise

VIN 21300 Regional Vineyard Management (2) ..... Revise

VIN 24600 Intermediate Enology (3) to:
ENOL Intermediate Enology – Harvest and Crush (2) ..... Revise

VIN 26600 Sensory Evaluation (3) to:
ENOL ..... Revise

VIN 26800 Wine and Must Analysis (3) to:
ENOL ..... Revise

VIN 29300 Soils for Viticulture (3) ..... Revise

VTEC 10002 Veterinary Nursing I (3) ..... Revise

VTEC 10204 Clinical Laboratory I (3) ..... Revise

Update to 17 November 2014 EPC Agenda

CS 73005 Advanced Database Systems Design (3) *listed as 73305* ..... Revise

MATH 40091 Seminar in Actuarial Mathematics (2) to:
40059 Stochastic Actuarial Models (3) *number change omitted from item* ..... Revise

MATH 50091 Seminar in Actuarial Mathematics (2) to:
50059 Stochastic Actuarial Models (3) *number change omitted from item* ..... Revise

MATH 46001 Elementary Topology (3) *listed as 46991* ..... Revise

Update to 20 October 2014 EPC Agenda

BMS 70702 Current Techniques in Behavioral Neuroscience (3) *listed as 70703* ..... New

Agenda prepared by the Office of Curriculum Services

Educational Policies Council
Minutes of the Meeting
Monday, 17 November 2014

Ex-Officio Members present: Provost Todd A. Diacon; Faculty Senate Chair Donna (Lee) L. Fox-Cardamone; Deans James L. Blank, James K. Bracken, Donald F. Palmer, Eboni J. Pringle, Robert G. Sines, Deborah F. Spake, Mary Ann P. Stephens; Associate Deans Joanne M. Arhar, Catherine E. Hackney, LuEtt J. Hanson (representing herself and AnnMarie LeBlanc), Cynthia R. Stillings (representing herself and John R. Crawford), Donald R. Williams

Ex-officio Members not present: Deans Sonia A. Alemagno, Barbara A. Broome, Douglas L. Steidl, Wanda E. Thomas; Senior Associate Dean Vincent J. Hetherington; Associate Deans Janis H. Crowther, John (Jack) R. Graham, I. Richmond Nettey, William T. Willoughby; Assistant Dean Thomas E. Klingler; Director Robert A. Walker

Faculty Senate-Appointed Representatives present: Professors Richard Feinberg, Thomas Janson, Kathryn A. Kerns, Fred T. Smith, Roberto M. Uribe-Rendon, Donald L. White; Associate Professors Linda L. Williams; Assistant Professor Terrence L. Uber

Faculty Senate-Appointed Representatives not present: Associate Professors William C. Ward III, Christopher A. Was

Council Representatives present: Professors Michael W. Chunn, David H. Kaplan; Associate Professors Thomas W. Brewer, Robert E. Cimera, Michael Ensley, Pamela K. Evans, Jayaram (Jay) Muthuswamy, Athena Salaba, Denice Sheehan; Assistant Professors Mary A. Mooney, Debra S. Shelestak, David (Blake) Stringer, Belinda S. Zimmerman

Council Representatives not present: Professor Ann F. Jacobson; Associate Professors Eric D. Johnson, John A. Marino, Jonathan F. Swoboda; Assistant Professors Tina D. Bhargava, Danielle S. Coombs, John C. Duncan, Jonathan P. Fleming

Observers present: Graduate Student Senate Vice Executive Chair Fritz Yarrison

Observers not present: Undergraduate Student Government Academic Affairs Director Michelle A. Crisler

Consultants and Guests present: Donna C. Alexander, Susan M. Augustine, Mary M. Dellmann-Jenkins, Cathy L. DuBois (representing Elizabeth A. Sinclair), Erica L. Eckert, Robert (Pete) W. Flexer, Julie A. Gabella, Mary Ann Haley, Willie J. Harrell, Aviad A. Israeli, Jennifer S. Kellogg, Cynthia Kenyon, Tracy M. Lara, Yvonne E. Michali, Alexander W. Moore, Tricia Niesz, Gail M. Rebeta, Joshua J. Rider, Thomas W. Schmidlin, Katherine (Katie) J. Smith, Kathleen J. Spicer, Linnea A. Stafford, Melody J. Tankersley, Therese E. Tillett, Whitney E. Wenger

Provost Todd A. Diacon called the meeting to order at 3:23 p.m., on Monday, 17 November 2014, in the Governance Chambers of the Kent Student Center.

Joint EPC Action Item 1: Approval of minutes of 20 October 2014.

Associate Dean Donald R. Williams moved for approval of the minutes, which was seconded by Associate Dean Catherine E. Hackney. The motion passed unanimously.

Undergraduate EPC Action Item 1: Establishment of Career and Community Studies (CCS) non-degree, four-year program to prepare students with intellectual and developmental disabilities for adult life. Included in the proposal is establishment of 46 developmental courses restricted to only students enrolled in the program. Minimum total hours to program completion are 120.

Associate Dean Joanne M. Arhar moved for approval of the item, which was seconded by Associate Professor Robert E. Cimera. Associate Dean Arhar introduced guests Professors Mary Dellmann-Jenkins and Robert (Pete) W. Flexer; Associate Professor Aviad A. Israeli; and Project Director Yvonne E. Michali, all from the College of Education, Health and Human Services; and Professor Thomas W. Schmidlin from the College of Arts And Sciences.

Professor Dellmann-Jenkins, director of the School of Lifespan Development and Educational Sciences, explained that the College of Education, Health and Human Services was able to pilot the proposed Career and Community Studies program, now in its fourth year, through grant funding. She shared that the pilot program has provided service-learning and internship opportunities for students, and that her school's faculty have been able to develop a number of research projects through their participation in the pilot.

Professor Flexer said the program comprises uniquely designed, inclusion-based courses and integrated work experiences focused on students' individual career goals. Students have the opportunity to share classroom experiences with degree-seeking students while building literacy and interpersonal skills to prepare for employment and adult life.

Professors Israeli (hospitality management) and Schmidlin (geography) shared with EPC members their experiences as faculty members working with students enrolled in the pilot program. Project Director Michali highlighted the positive changes she has observed in pilot students and their families, partner faculty members and degree-seeking students who have the opportunity to work with these students as mentors and classmates.

An EPC member asked about the extent to which these students would earn college credit when participating in the proposed program. Project Director Michali responded that the program has created developmental courses solely for the program, many of which will be co-scheduled with a variety of existing Kent State University courses. These Career and Community Studies courses are not considered equivalent to the courses with which they are co-scheduled, but they are credit-bearing courses that enable students participating in the program to earn the 120 credit hours required for graduation. Because the courses are developmental, students are not able to apply any credits earned toward a degree or certificate program. Upon graduation, these students will have a Kent State University transcript and earn a "Record of Completion" from the university She explained that the program is designed to closely replicate a four-year college experience, which is unattainable for the population of students that the program has been designed to serve.

The EPC member also requested additional information about program funding. Provost Diacon clarified that students participating in the program, with assistance from their families, will pay full tuition. Project Director Michali added that students will also be charged an additional fee to finance the intensive support structure in place for participants. Students' parents will be able to apply for Federal student aid, but students will not be able to apply for Federal student loans on their own. Provost Diacon explained that parents and students will be fully aware that the proposed program is a developmental, non-degree educational experience.

The EPC member also asked for information about the types of jobs for which students would be prepared as a result of participation in the proposed program. Project Director Michali explained that the program is structured so that students spend the first year exploring career options and identifying fields of interest that match their skills and abilities. She shared examples of fields that students have explored, including gerontology and broadcast journalism.

Another EPC member returned to the subject of cost and asked what attempts were being made to secure financial assistance from grants, private donations or other potential sources of funding for students. Project Director Michali responded that eligible students and their families are able to obtain Direct PLUS loans, Federal Pell Grants and Federal Work Study; additionally, funding opportunities through the Kent State Foundation may be available in the future. Program administrators will continue to identify alternative sources of revenue and financial support.

An EPC member asked how students enrolled in the proposed program will be graded when participating alongside degree-seeking students in existing Kent State University courses. Project Director Michali said the program's developmental courses will be graded Satisfactory/ Unsatisfactory (S/U). The program's staff members and students work with partner faculty to identify how the student can gain as much as possible from the class experience, and partner faculty members are provided with assessment tools in order to award an S/U grade. Project Director Michali clarified that all students participating in the proposed program will be eligible for support through Office of Student Accessibility Services, a unit that provides educational accommodations; the Career and Community Studies program provides educational *modifications*, which are decided on an individual basis by the program staff, students and partner faculty members.

An EPC member voiced support for the program, highlighting it as a unique and innovative opportunity for faculty involved with the program to seek funding and conduct research related to program outcomes.

An EPC member inquired about the success rate of students finding employment after graduating from the pilot program. Project Director Michali replied that students in the pilot program are now in their final year, so no data is available at this time; however, during their final year, they are completing internships in the fields they have chosen to specialize. She shared the example of one student, who has an internship placement as an activities assistant at an adult day facility.

An EPC member asked how businesses and agencies are being informed about the program so graduates are better positioned to enter the workforce. Project Director Michali said the issue of communicating with businesses and agencies is complex, because societal changes must take place in order for an experience like the one provided by the proposed program to be fully recognized by employers. Program staff members are just beginning to identify strategies for communicating with external constituents about the value of the experience; moving forward, they welcome any ideas from EPC members.

An EPC consultant questioned the admission, course registration and grading processes for the proposed program. Curriculum Services Director Therese E. Tillett responded that, in every sense, students enrolled in the proposed program will be treated like any other Kent State University student. Students will apply to the program using the online application form, they will register for classes through FlashLine, and they will be awarded grades by the instructor of record assigned to the course.

An EPC member asked why the proposed program was established as a four-year program, rather than a two-year program. Project Director Michali responded that that decision aligned with the desire of Career and Community Studies staff to replicate the four-year college experience as closely as possible. She also cited the amount of time and support necessary to teach college-life skills (such as campus mobility) to students with intellectual and developmental disabilities as another reason to offer the program as a four-year opportunity.

With no further questions or discussion, EPC members passed the item unanimously.

Undergraduate EPC Information Item 1: Executive order (2013-05K) directing state departments, boards and commissions to streamline the state licensing process to take into account relevant military education and to direct the chancellor of the Ohio Board of Regents, in collaboration with presidents of the University System of Ohio, to simplify the process for awarding college credit for military education for veterans and service members.

Provost Diacon introduced Joshua J. Rider, director of the Center for Adult and Veteran Services, to provide information about the item to EPC members and to give an update as to where Kent State University stands presently with each component of executive order 2013-05K and with Ohio House Bill 488. Director Rider explained that Kent State was already in compliance with nearly 7 percent of HB 488's requirements for institutions of higher education prior to issue of the mandates. He addressed the measures that Kent State has already taken and then shared future plans that will enable the university to surpass the baseline state mandates and demonstrate support for veterans and service members. Future plans include more targeted, veteran-friendly career services and job fairs and intentional outreach to faculty, staff and advising units.

Director Rider also noted that, per HB 488, students who are veterans and service members have been granted priority class registration status at Kent State. He shared that there are between 950 and 1,020 student veterans or GI Bill recipients in the university system at any one time.

With no further questions, discussion or announcements for the undergraduate council, Provost Diacon concluded the undergraduate portion of the joint meeting.

Graduate EPC Action Item 1: Establishment of Career Advising post-baccalaureate (C635) and post-master's (C848) certificates. Minimum total credits to program completion are 19.

Associate Dean Catherine E. Hackney moved for approval of the item, which was seconded by Dean James L. Blank. Associate Dean Hackney introduced Associate Professor Tracy M. Lara from the School of Foundations, Leadership and Administration to present the item. Associate Professor Lara explained that the proposed certificate will address the need for graduate-level preparation in the areas of college student academic and career development. The certificate will be attractive to college advising and career professionals, school counselors and one-stop career center professionals; the college expects high enrollment in the certificate based on data it has collected throughout the past two years.

An EPC member shared her perspective on what she considers to be the unnecessary professionalization of advising. Associate Professor Lara responded that the purpose of the proposed certificate is to expand and enrich the career development abilities of professionals serving in advising roles. She highlighted that career advising is a complex, personal and theory-based process, and that one goal of the proposed certificate is to create collaboration opportunities for faculty and staff across the university to support student learning and development.

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

Graduate EPC Action Item 2: Establishment of Institutional Research and Assessment post-baccalaureate (C636) and post-master's (C849) certificates. Minimum total credits to program completion are 18.

Associate Dean Hackney moved for approval of the item, which was seconded by Dean Blank. Associate Dean Hackney introduced Associate Professor Tricia Niesz and Assistant Professor Erica L. Eckert from the School of Foundations, Leadership and Administration to present the item.

Assistant Professor Eckert explained that the proposed certificate is a collaborative offering from the evaluation and measurement and higher education administration degree programs in the College of Education, Health and Human Services, and was created as a response to a movement for enhanced assessment and accreditation. She stated that a number of students enrolled in both the degree programs mentioned are interested in pursuing careers as institutional researchers and higher education assessment personnel. The curriculum was designed using guidelines from the major professional organizations associated with these fields, including the Association for Institutional Research (AIR), American College Educators International (ACPA) and Student Affairs Administrators in Higher Education (NASPA).

With no questions or discussion, the item passed unanimously.

Graduate EPC Action Item 3: Establishment of Nursing Home Administration post-baccalaureate (C637) certificates. Minimum total credits to program completion are 18.

Associate Dean Hackney moved for approval of the item, which was seconded by Associate Dean LuEtt J. Hanson.

Associate Dean Hackney introduced Professor Dellman-Jenkins and Instructor Donna C. Alexander from the School of Lifespan Development and Educational Sciences to present the item. Professor Dellman-Jenkins explained that the proposed certificate offers a graduate-level opportunity for students with undergraduate degrees in fields such as nursing, business and public health to complete the coursework necessary to sit for the nursing home administration state licensing exam. She noted that faculty completed a needs analysis, which identified strong employment prospects for graduates of the proposed certificate program. She also expressed interest in eventually offering the proposed certificate at one or more of the regional campuses, as well, but clarified that the proposal is for the certificate to be offered at the Kent Campus only for fall 2015.

An EPC member asked why the proposed certificate is housed within the College of Education, Health and Human Services. Instructor Alexander responded that the nursing home administration program has been housed in the college for its entire existence at Kent State, and accreditors have viewed this positively because of the interdisciplinary nature of the program. [Note the program has been a concentration within the Human Development and Family Studies undergraduate major since 1999].

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

Hearing no additional questions or comments, Provost Diacon adjourned the meeting at 4:31 p.m.

Respectfully submitted,

Katie J. Smith
Academic Program Coordinator
Curriculum Services
Office of the Provost

3342-3 -02

University policy on instructors in courses carrying academic credit

(A) Process. The instructor of record for all coursework carrying academic credit at Kent state university will have a Kent state university appointment. The instructor of record has primary responsibility for the delivery of instruction in a course, including the assignment of appropriate grades. In addition, all individuals providing ongoing or a significant portion of instruction in a course will have a university appointment. All instructors on Kent state university appointment will be approved by the disciplinary area. Assignments will be made by the academic unit, or by the regional campus if the course is to be offered at a regional campus.

(B) Kent state university appointments. Appointments will specify the rank and/or title of the individual appointment for the purposes of instruction and will note whether the appointment is a continuing one or for a specified term period only and whether the salary, if any, is from Kent state university or another source. Examples of such appointments include full-time tenure-track faculty, full-time non-tenure-track faculty, adjunct faculty (with or without compensation), and graduate teaching appointees.

(C) Employment relationship. Except in instances where the university has established a formal relationship with an accredited educational institution, a hospital or other health care organization, or a governmental agency, or where the university employs artists, actors or musicians who are customarily represented by agents or artistic organizations, the employment relationship between the university and individuals involved in credit instruction will be direct. Only under rare and extraordinary circumstances, and only after the advance approval of the educational policies council and the provost, will the university enter into agreements that provide for the subcontracting of credit instruction. In these instances, the provisions above with regard to the processing of appointments will be followed.

Effective: June 1, 2007

Prior Effective Dates: 9/10/2001. 9/19/2005

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **11/4/2014** Curriculum Bulletin _____

Effective Date **Fall 2015** Approved by EPC _____

Department	**Geography**	
College	**AS - Arts and Sciences**	
Degree		
Program Name	**Master of Geographic Information Science**	Program Banner Code
Concentration(s)	Concentration(s) Banner Code(s)	
Proposal	**Establish program**	

Description of proposal:

The curriculum meets the needs of individuals who are interested in professional careers in Geographic Information Science (GISc) and for those who would like to further their current career with GISc training, particularly in information services, environmental or health sciences in both public and private sector positions. Students are exposed to theories, techniques, and applications across GISc, which prepare them for positions ranging from analysts through to management in industries that utilize geospatial data and technologies.

The proposed start date is Fall 2015 with admission every fall, spring, and summer semesters. The program is fully online and courses run for 7 weeks; up to 30 students will be accepted into the program each semester. The MGISc is a 32 hour program with 17 core hours, 9 hours in the student's chosen concentration, and then 6 hours of electives. The curriculum is designed to be completed in under 2 years. Admission requirements include an undergraduate baccalaureate degree from an accredited institution in a cognate field, a minimum 3.0 GPA. No GRE will be required and the admission process is the same as current graduate programs. This program is an Everspring Collaboration and Everspring will handle all marketing and will be the initial point of contact for all potential applicants.

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

Current total credit hours: **32** Proposed total credit hours **32**

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

No duplication issues have been identified by the units consulted (please see below). There will be no impact to staffing other KSU units. Those courses from other units offered as electives may see some increases in enrollment, but as we understand, this is not an issue. Everspring has conducted a market study to identify need and audience; pending approval, they will design the marketing plan accordingly.

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

Department of Geology, Department of Biological Sciences, Department of Computer Science, School of Digital Sciences, College of Public Health

REQUIRED ENDORSEMENTS

_____ 11 / 4 / 14

Department Chair / School Director

_____ ___/___/___

Campus Dean (for Regional Campuses proposals)

GEOG 35

Mary Ann Haley 12/5/14
College Dean (or designee)

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

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

GEOG
36

New Graduate Degree Program Full Proposal
[Master of Geographic Information Science (MGISc)]

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 N/A

   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: ***Delete this section if your new program is not a professional degree.***

      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.

      No additional admission criteria are needed to assess academic and professional success of prospective students. No special consideration will be given to student experience or extant practical skills in the admissions process.

      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.

      Field experience is required through the culminating capstone course, Practicum (6 hours). Practicum is designed to enable the student to apply his/her training from coursework in the MGISc program to a professional project in his/her job. A final report will be submitted to the employer and to a GISc faculty advisor. In addition a version of that final project will be presented at a relevant public or industrial meeting or at a professional conference.

      iii Are the faculty qualifications associated with the professional graduate degree program appropriate for such faculty? Provide the specific qualifications for such faculty.

      All program faculty have the terminal degree in their field (Ph.D.) and all have extensive experience in using GISc across the public and private sector. They possess formal education appropriate to the specialization. They hold a degree one level above the program in which they are teaching; they also demonstrate practical experience other than teaching and show evidence of professional development in the field of concentration through their activities in contracts, grants, and consulting. All CVs are included with this proposal

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?

No specific accreditation is required in GISc.

v How are theory and practice integrated within the curriculum?

The following programmatic objectives have been formulated in consultation with the Kent State University Office of Distance and Continuing Education and are specifically designed to integrate theory with practice throughout the curriculum:

1. **Collect, edit, integrate, manage, and analyze geospatial data.**
2. **Demonstrate skills and working knowledge of commercial and open source GIS application suites and utilities.**
3. **Identify, explain, and analyze spatial patterns, relationships, and processes.**
4. **Apply cartographic principles and techniques to create quality maps.**
5. **Apply critical and spatial thinking to solve geospatial problems with respect to theories, principles, and practices of geographic information science and fields in the degree concentration areas.**
6. **Demonstrate good communication skills and ability to work in a team environment.**

These objectives have been designed to facilitate the integration of theory with practice throughout all courses in the program. While outcome five explicitly focuses on theory and real world problem solving, this tenet is implicit in all other objectives. Indeed, even the most ostensibly straightforward GISc practices, such as collecting geospatial data (e.g., as described in outcome one), cannot be effectively implemented without a solid theoretical background in data representation and models. Furthermore, this program has been designed to align with the Geospatial Technology Competency Model (GTCM)[1] and the GIS&T Body of Knowledge[2] which provide frameworks for integration of theory with practice.

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?

[1] http://www.careeronestop.org/competencymodel/competency-models/geospatial-technology.aspx

[2] http://www.aag.org/galleries/publications-files/GIST_Body_of_knowledge.pdf

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Figure 1 provides the results of the Everspring Market Study in its analysis of competitive programs. The top three programs are the only ones that are fully online, like the proposed KSU program. Among these, the required credit hours are 35 (Pennsylvania State University), 28 (University of Southern California), and 30 (Johns Hopkins University), which results in an average of 31 hours. According to the Everspring data (Figure 1), the median number of hours for regional face to face programs is 35, while the median for online programs is 30. The MGISc falls within the range presented by these schools with 32 required credit hours.

The number of credit hours required for graduation is not influenced by mandated professional experiences.

Regional / National Online Competitors	University Rank	2012 Completions	Credits	Cost Per Credit	Total Cost	Online?	Residency?	Time to Complete	Specializations	Notes
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
MGISc - Regional Programs		[illegible]	[illegible]	[illegible]	[illegible]					
MGISc - Online Programs		[illegible]	[illegible]	[illegible]	[illegible]					
[illegible]	[illegible]		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		

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Figure 1. Kent State University Competitive Program Analysis.

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.

After completion of core requirements, concentration requirements, and electives, students will then enroll in the 6 hour Practicum. This course represents the culminating experience for students in the MGISc program. It will be taken in place of two Carousel/Specialist courses on the schedule for the student's final semester. Practicum is designed to provide practical experience in the application of MGISc course content in real-world professional settings. Students will select a professional project in consultation with their employer and

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program faculty and then will design, implement, and report on their activities in a culminating professional paper.

Possible capstone experiences include a student working with his/her employer to use GISc to solve an existing problem, such as data management, site selection, or spatially targeting an intervention. However, in organizations that are more moderate to minimal users of GISc, the student may work with his/her employer to identify a project that demonstrates how use of GISc can improve understanding of a problem or performance of an organizational activity. Finally, if the student is not already employed, the program Advisory Board will provide a project from one of their organizations where the student can engage in the types of activities previously identified.

c **N/A**

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.

   Based on the Department of Labor statistics (see p.7 & 8) GIS and geospatial technology in general is a rapidly growing field, the third fastest growing field in the nation. The Everspring Market Survey only confirmed this. It specifically examined student interest and demand and is presented below in Figure 2. Their overall conclusion was that this is a niche field that is growing rapidly and is attractive to individuals across the nation. Everspring projected that we will easily reach 100 students by 2018. More realistically, we will likely have to cap the program at 100 total students at any given time. It is based upon their analysis that the Office of Distance and Continuing Education, the Department of Geography, the College of Arts and Sciences and Everspring decided to partner on offering this program fully online.

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Region	Impressions	Clicks	CTR	Leads	Conv. Rate	Cost Per Click	Cost Per Lead	Avg. Position
State	1,170	19	1.62%	2	10.5%	$ 8	$ 75	2.3
Region	4,733	32	0.68%	5	15.6%	$ 10	$ 61	2.4
Rest of U.S.	24,506	134	0.55%	14	10.4%	$ 6	$ 60	2.8
Total	30,399	185	0.61%	21	11.4%	$ 7	$ 62	2.5
All Programs Avg.	97,984	305	0.31%	28	9.2%	$ 16	$ 173	3.3

Summary Notes

- Attractive, growing online discipline
  - Below average impressions
- Low competition
  - Above average conversion and attractive cost per lead in test

Program Assessment Summary

Desirability	Viability	Feasibility
Y	G	G

2018 Enrollment Potential 100

14 On-Campus Enrollment

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Figure 2. Desirability, Feasibility, and Viability of the Proposed Program based on Everspring Market Survey

b Institutional need; plan for overall development of graduate programs at the proposing institutions.

The MGISc is one of several strategic priority online programs initiated by Everspring with Kent State University (Figure 3).

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everspring

Executive Summary

- Kent State University and Everspring are working together to consider a select set of Kent State programs; the intent of the research is to test the marketability of the programs delivered fully online
- The market test has informed on the competitiveness and the need for Kent State to differentiate; this exercise has proven to be very helpful in informing on the potential of these programs online and in refining the go-to-market approach
- The programs included in this test are as follows:
  - Bachelor of Business Administration
  - BS Fashion Merchandising
  - Ed.D
  - MA Communication Studies
  - MA Geography
  - Master of Library and Information Science
  - Masters of Public Health
  - MS Computer Science
  - MS Education
  - MS Health Informatics

Note: this was called and MA in Geography with specialization in GIS during the Market Analysis

Figure 3. Overview of Everspring-Kent State University Initial Online Program Priorities

c Societal demand; intellectual development; advancement of the discipline; employment opportunities.

The need for the MGISc was determined based on the following sources: a) federal and state labor statistics; b) a market survey conducted by the company Everspring for Kent State University; and c) the responses to a questionnaire administered to Geography alumni. Though the need for training in Geographic Information Science (GISc) has consistently been growing over the past 20 years, the local and regional markets traditionally served by Kent State University represent a minute population in comparison to the need for this skillset in the national and global marketplace. Indeed, the Geospatial Technology industry has consistently been identified as a "High Growth" industry by the United States Department of Labor[3]. We propose a fully online Master of Geographic Information Science (MGISc) program which has been developed to meet this broader need through leveraging the existing strong GISc curriculum and faculty in the Department of Geography at Kent State University. The Department of Geography has a 20 year history of offering courses in Geographic Information Science at both the undergraduate (BA) and graduate (MA and PHD) levels but this Masters in Geographic Information Science is not replacing these current programs, nor is it being offered in connection with, or in response to, an initiative by a governmental entity. Our current BA has a GISc concentration and

[3] http://www.doleta.gov/brg/indprof/geospatial_profile.cfm

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is part of the liberal education experience at Kent State; our MA is a research-focused degree with a thesis which has a concentration in GISc; our doctoral degree is the most advanced degree and students focusing in GISc typically are advancing knowledge about GISc. At the undergraduate level, students may also minor in GISc. The minor is targeted at non-Geography majors. In response to the national need, our Masters in Geographic Information Science is targeted at postgraduates, especially those professionals in business, industry and government who desire enhanced GISc knowledge to advance their current careers in a growing market or to prepare for new careers. The courses in the program are designed to work with a professional's busy schedule.

a) The MGISc will better prepare students to work in a variety of fields that use GISc, which is a main component of the Geospatial Technology industry and is used throughout many employment sectors. Tables 1 and 2 demonstrate the occupational outlooks for positions that commonly use GISc. Table 1 focuses on the three traditional areas that seek personnel with this specific skillset from the U.S. perspective and Table 2 includes this core, but also occupations that regularly make use of GISc for industry-specific applications. The need for GISc has moved well beyond geography and its allied fields. For example, a recent article in TechRepublic noted that, "As more manufacturers and marketers realize the advantages of building geographical data into their operations, GIS specialists - as well as managers and researchers with GIS insight - are becoming increasingly integral parts of their company teams."[4] Specifically, the skills obtained through this graduate program will prepare students to hold the following positions, all in sectors with positive job outlooks through 2022 according to the Bureau of Labor Statistics Occupational Outlook Handbook (http://www.bls.gov/ooh/):

Position	Job Outlook, 2012-2022
Geographers	29% (Much faster than national average)
Surveying and Mapping Technicians	14% (As fast as national average)
Cartographers and Photogrammetrists	20% (Faster than national average)

Table 1. U.S. Occupational Outlook for Traditional Positions related to the MGISc[6]

In Ohio, the job outlook for 2010-2020 for the same positions also shows high growth (Table 2).

[4] Tech Republic. 2013. Where are the jobs in the GIS field? Available online: http://www.techrepublic.com/blog/career-management/where-are-the-jobs-in-the-gis-field/ Last accessed: 10/09/2014.

[6] http://www.bls.gov/ooh/

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Code	Position	Job Outlook, 2010-2020
11-0000	**Management Occupations**	**2.8%**
11-2021	Marketing Managers	8.8%
11-3021	Computer & Information Systems Managers	14.6%
11-3071	Transportation, Storage, & Distribution Managers	9.0%
11-9121	Natural Sciences Managers	6.4%
11-9161	Emergency Management Directors	10.3%
13-0000	**Business & Financial Operations Occupations**	**12.3%**
13-1161	Market Research Analysts & Marketing Specialists	34.7%
13-2021	Appraisers & Assessors of Real Estate	2.2%
15-0000	**Computer & Mathematical Occupations**	**18.1%**
15-1111	Computer & Information Research Scientists	19.4%
15-1121	Computer Systems Analysts	21.5%
15-1131	Computer Programmers	4.8%
15-1132	Software Developers, Applications	24.6%
15-1133	Software Developers, Systems Software	28.8%
15-1141	Database Administrators	26.6%
15-1179	Information Security Analysts, Web Developers, & Computer Network Architects	15.7%
17-0000	**Architecture and Engineering Occupations**	**5.7%**
17-1012	Landscape Architects	10.0%
17-1021	Cartographers and Photogrammetrists	19.0%
17-1022	Surveyors	16.7%
17-3031	Surveying and Mapping Technicians	10.4%
17-2081	Environmental Engineers	14.0%
19-0000	**Life, Physical, & Social Science Occupations**	**9.8%**
19-1013	Soil & Plant Scientists	6.3%
19-1023	Zoologists & Wildlife Biologists	3.4%
19-1029	Biological Scientists, All Other	2.0%
19-1031	Conservation Scientists	0.0%
19-1032	Foresters	0.0%
19-1042	Medical Scientists, Ex Epidemiologists	31.1%
19-2021	Atmospheric & Space Scientists	5.6%
19-2042	Geoscientists, Ex. Hydrologists & Geographers	29.0%
19-3091	Anthropologists & Archaeologists	15.4%
19-4091	Environmental Science & Protection Tech, Including Health	16.3%
41-0000	**Sales & Related Occupations**	**6.1%**
41-3021	Insurance Sales Agents	17.0%
41-9021	Real Estate Brokers	1.3%
41-9022	Real Estate Sales Agents	7.7%

Table 2. Ohio Occupational Outlook for All Positions related to the MGISc[8]

[8] http://ohiolmi.com/proj/OhioJobOutlook.htm

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d Scope; local, regional and national needs; international need.

In addition to the general labor market statistics at both a national and state level, Everspring[9] conducted a market survey in July 2014 that specifically focused on a potential Kent State University, Department of Geography, fully online GISc graduate degree. Results of this study indicate that the degree is desirable, viable, and feasible for the marketplace and is desirable nationally (Figure 2).

3. **Access and Retention of Underrepresented Groups**

a Plan to ensure recruitment, retention and graduation of underrepresented groups within the discipline.

The department of Geography has been cognizant of recruiting underrepresented students into the discipline. However, our standard methods such as high school outreach, targeted recruitment via Hobsons web-based Constituent Relationship Management (CRM) system and targeted recruitment via our national meetings will be ineffective in this program as we are outreaching to a non-traditional population. We are working with the company Everspring who is developing our market plan. They will leverage the marketing channels that exist today within Kent State (websites, social properties, and alumni communications, to provide a few examples) and develop additional materials for outreach via paid internet search, direct mail and direct email. In general, we will both develop a program-specific digital marketing plan that uses a variety of techniques to conduct targeted outreach to qualified potential populations, including underrepresented minorities. We will also continue to advertise this program through the same venues as our BA, MA and PHD degrees, but in addition we will outreach to national organizations such as the Black Business Professional Network and the Latino Business Association. Once in the program, all students will be the subject of intense one-on-one advising to help them succeed in the program.

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.

[9] http://www.everspringpartners.com/

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The following institutional and departmental enrollment numbers are provided by Kent State RPIE (Research, Planning and Institutional Effectiveness). The Department of Geography has currently lower percentages in AALANA and female students than the University norm, and slightly higher percentages in foreign students. While these numbers appear disproportionate, they are more representative of STEM disciplines as a whole, and more representative of Geography as a discipline. We have also made a concerted effort to recruit more minority and foreign students in the last two years hence the disproportionate percentages between degrees awarded and students currently enrolled.

Fall 2014 enrollment	Master's		Specialist (Ed.S.)		Doctoral (Ph.D.)		Professional (D.P.M., D.N.P., Au.D.)		All Graduate Level	
Current Enrollment	4031		40		1297		504		5872	
White, non-Hispanic	2728	67.7%	33	82.5%	757	58.4%	302	59.9%	3820	65.1%
Non-white and Hispanic, aggregated	422	10.5%	4	10.0%	122	9.4%	104	20.6%	652	11.1%
Black or African-American	207	5.1%	3	7.5%	53	4.1%	32	6.3%	295	5.0%
Hispanic or Latino	86	2.1%	0	0.0%	22	1.7%	14	2.8%	122	2.1%
Asian, Native Hawaiian, or other Pacific Islander	48	1.2%	1	2.5%	32	2.5%	55	10.9%	136	2.3%
Asian	46	1.1%	1	2.5%	31	2.4%	54	10.7%	132	2.2%
Native Hawaiian or other Pacific Islander	2	0.0%	0	0.0%	1	0.1%	1	0.2%	4	0.1%
American Indian or Alaska Native	12	0.3%	0	0.0%	2	0.2%	2	0.4%	16	0.3%
Other or Multiple Races	69	1.7%	0	0.0%	13	1.0%	1	0.2%	83	1.4%
International, non-U.S. resident	611	15.2%	0	0.0%	389	30.0%	12	2.4%	1012	17.2%
Ethnicity unspecified or unknown	270	6.7%	3	7.5%	29	2.2%	86	17.1%	388	6.6%
AALANA	359	8.9%	3	7.5%	85	6.6%	48	9.5%	495	8.4%
Female	2662	66.0%	35	87.5%	722	55.7%	215	42.7%	3634	61.9%
Male	1369	34.0%	5	12.5%	575	44.3%	289	57.3%	2238	38.1%

	Master's		Specialist (Ed.S.)		Doctoral (Ph.D.)		Professional (D.P.M., D.N.P., Au.D.)		All Graduate Level	
Current Enrollment in Geography	17		0		25		0		42	
White, non-Hispanic	12	70.6%			17	68.0%			29	69.0%
Non-white and Hispanic, aggregated	1	5.9%			1	4.0%			2	4.8%
Black or African-American	0	0.0%			0	0.0%			0	0.0%
Hispanic or Latino	0	0.0%			1	4.0%			1	2.4%
Asian, Native Hawaiian, or other Pacific Islander	0	0.0%			0	0.0%			0	0.0%
Asian	0	0.0%			0	0.0%			0	0.0%
Native Hawaiian or other Pacific Islander	0	0.0%			0	0.0%			0	0.0%
American Indian or Alaska Native	0	0.0%			0	0.0%			0	0.0%
Other or Multiple Races	1	5.9%			0	0.0%			1	2.4%
International, non-U.S. resident	4	23.5%			6	24.0%			10	23.8%
Ethnicity unspecified or unknown	0	0.0%			1	4.0%			1	2.4%
AALANA	1	5.9%			1	4.0%			2	4.8%
Female	5	29.4%			8	32.0%			13	31.0%
Male	12	70.6%			17	68.0%			29	69.0%

Table 3A and B. A. Kent State University 2014 Graduate Enrollment, including AALANA and gender breakdown. B. The Department of Geography 2014 Graduate Enrollment.

The following numbers on graduate degrees awarded are provided by Kent State RPIE (Research, Planning and Institutional Effectiveness) and are for the last academic year only. The Department of Geography awarded no degrees to AALANA students in the last year. 36.4% were to women.

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AY 2014 (Sum 2013, Fall 2013, Spring 2014)	Master's		Specialist (Ed.S.)		Doctoral (Ph.D.)		Professional (D.P.M., D.N.P., Au.D.)		All Graduate Level	
Total Degrees Awarded	**1555**		**28**		**145**		**114**		**1842**	
White, non-Hispanic	1173	75.4%	23	82.1%	84	57.9%	61	53.5%	1341	72.8%
Non-white and Hispanic, aggregated	134	8.6%	2	7.1%	12	8.3%	16	14.0%	164	8.9%
Black or African-American	75	4.8%	1	3.6%	4	2.8%	0	0.0%	80	4.3%
Hispanic or Latino	24	1.5%	0	0.0%	1	0.7%	3	2.6%	28	1.5%
Asian, Native Hawaiian, or other Pacific Islander	21	1.4%	1	3.6%	7	4.8%	11	9.6%	40	2.2%
Asian	21	1.4%	1	3.6%	7	4.8%	11	9.6%	40	2.2%
Native Hawaiian or other Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
American Indian or Alaska Native	1	0.1%	0	0.0%	0	0.0%	2	1.8%	3	0.2%
Other or Multiple Races	13	0.8%	0	0.0%	0	0.0%	0	0.0%	13	0.7%
International, non-U.S. resident	189	12.2%	1	3.6%	44	30.3%	2	1.8%	236	12.8%
Ethnicity unspecified or unknown	59	3.8%	2	7.1%	5	3.4%	35	30.7%	101	5.5%
AALANA	110	7.1%	1	3.6%	5	3.4%	5	4.4%	121	6.6%
Female	1048	67.4%	24	85.7%	78	53.8%	43	37.7%	1193	64.8%
Male	507	32.6%	4	14.3%	67	46.2%	71	62.3%	649	35.2%

	Master's		Specialist (Ed.S.)		Doctoral (Ph.D.)		Professional (D.P.M., D.N.P., Au.D.)		All Graduate Level	
Total Degrees Awarded in Geography	**9**		**0**		**2**		**0**		**11**	
White, non-Hispanic	9	100.0%			2	100.0%			11	100.0%
Non-white and Hispanic, aggregated	0	0.0%			0	0.0%			0	0.0%
Black or African-American	0	0.0%			0	0.0%			0	0.0%
Hispanic or Latino	0	0.0%			0	0.0%			0	0.0%
Asian, Native Hawaiian, or other Pacific Islander	0	0.0%			0	0.0%			0	0.0%
Asian	0	0.0%			0	0.0%			0	0.0%
Native Hawaiian or other Pacific Islander	0	0.0%			0	0.0%			0	0.0%
American Indian or Alaska Native	0	0.0%			0	0.0%			0	0.0%
Other or Multiple Races	0	0.0%			0	0.0%			0	0.0%
International, non-U.S. resident	0	0.0%			0	0.0%			0	0.0%
Ethnicity unspecified or unknown	0	0.0%			0	0.0%			0	0.0%
AALANA	0	0.0%			0	0.0%			0	0.0%
Female	3	33.3%			1	50.0%			4	36.4%
Male	6	66.7%			1	50.0%			7	63.6%

Table 4A and B. A. Kent State University 2013 degree conferrals, including AALANA and gender breakdown. B. The Department of Geography 203 degree conferrals.

ii Compare underrepresented groups degree recipients from the department and university at all levels compared to national norms. Supply data by group where available.

The following tables show the national norms for degree recipients across the country within the discipline of geography. Please note that we are comparing different years but the patterns are indicative of the total situation. Kent State Geography graduated no AALANA or other ethnic minorities in the last year. Note that this is not the norm, even though our overall numbers are still lower than the national norm.

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	All U.S. graduate degree-granting		Institutions of participants in 2010 AAG		Departments participating in 2010 AAG	
	Institutions, 2009 *N* = 1,960		department survey *n* = 43		department survey *n* = 43	
Groups	**Mean %**	**Median %**	**Mean %**	**Median %**	**Mean %**	**Median %**
White, non-Hispanic	67.58	72.70	68.01	71.79	79.62	82.89
Non-white and Hispanic, aggregated	22.11	18.66	16.81	13.00	14.63	11.82
Black or African American	12.89	6.83	6.48	4.97	3.82	1.39
Hispanic or Latino	5.63	2.94	4.81	2.08	2.80	0.69
Asian, Native Hawaiian, or other Pacific Islander	5.48	2.67	4.55	3.18	4.69	1.96
American Indian or Alaska Native	0.73	0.29	0.65	0.49	0.79	0.00
Other or multiple races	0.27	0.00	0.31	0.00	2.06	0.00
International, non-U.S. resident	7.42	2.78	15.18	12.97	5.74	0.00
Ethnicity unspecified or unknown (as percentage of total enrollment)	11.39		6.41		0.00	
Female	59.17	61.36	56.89	56.29	43.57	43.20

Note: AAG = Association of American Geographers. Sources: AAG Survey of Geography Departments (2010); U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS; 2010).

Table 5. Average Graduate Enrollments by Race/Ethnicity and Gender for the Discipline of Geography at United States Institutions[11]

Groups	National Averages of degrees conferred in Geography (2010 data)	Degrees conferred in Geography at Kent State (2013 data)
White, non-hispanic	76.92%	100%
Non-white and Hispanic aggregated	14.63%	0%
Female	43.57%	36.4%

Table 6: Average % of degrees awarded by Race/Ethnicity and Gender for the Discipline: National versus Department of Geography at Kent State University.

4. **Statewide Alternatives**

   a Programs available in other institutions.
   There are no other fully online graduate degree programs in Geographic Information Science (GISc) in Ohio. In addition to being fully online, which differentiates this program from any other offering GISc, the Kent State University MGISc offers three specific concentrations in CyberGIS, Health, and the Environment. CyberGIS and Health are not offered as specializations in any other GISc program in Ohio.

Institution	Program	Type
Bowling Green State University	Master of Science in Applied Geospatial Science; Geospatial Technology Graduate Certificate	Residential
Miami University	Certificate; M.A. in Geography	Residential
Ohio University	Certificate; M.A., M.S. in	Residential

[11] Adams, J.K., Solis, P., and McKendry, J. 2014. The Landscape of Diversity in U.S. Higher Education Geography. *Professional Geographer* 66(2): 183-194.

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	Geography	
The Ohio State University	M.A., Ph.D. in Geography	Residential
University of Akron	Certificate; M.S in Geography	Residential
University of Cincinnati	M.A., Ph.D.; GIS Certificate Program	Residential
University of Dayton	Certificate	Residential
University of Toledo	Certificate	Residential

Table 7. Geography Graduate Programs in Ohio

b Appropriateness of specific locale for the program.
As this program is fully online, the specific locale is not as important as the specific expertise provided by the GISc faculty in the Department of Geography at Kent State University.

c Opportunities for inter-institutional collaboration.
As this program is fully online, it can leverage the GISc experts throughout Ohio both in industry and at other universities by inviting them to serve as instructors of courses in their areas of expertise.

d Institutional Priority and Costs

i Support and commitment of the proposing institution's central administration.

- **Online learning is an institutional priority at Kent State. The creation of new fully online degrees are the highest priority and our program has been elevated to market through Everspring, a professional company dedicated to marketing and delivering DL. The College of Arts and Sciences made a significant investment in purchasing a state-of-the-art computing cluster consisting of 386 computing cores, almost 1.5 terabytes (or 1,500 gigabytes) of memory, and more than 30 terabytes (or 30,000 gigabytes) of total disk space to support parallel and high-performance computing, which is available to be utilized by students in the CyberGIS concentration.**
- **Last two faculty hires were partially for this program**
- **We have a dedicated technical support line in Geography**
- **The College of Arts and Sciences has approved us to hire an academic program coordinator / manager**

ii Adequacy of available resources committed for the initiation of the program.

- **There are eight faculty with specific expertise who will offer courses in this program. We are also utilizing courses from other disciplines as electives.**
- **We are working with a team of course developers from the Office of Continuing and Distance Education**
- **Blackboard will be utilized as the course delivery mechanism**
- **We have full access to suite of course development tools**
- **We are working with Everspring to market the program**
- **We have servers and computing clusters of servers to support processing spatial big data and web-based GIS courses, which currently are provided by the College of Arts and Sciences.**

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- **We are utilizing a virtual machine model. Our servers are sufficient to support the number of virtual machines (VM) for simultaneous access by students in the program. By using the VM model, we will fully replicate our current computer lab PC configurations providing online students with the same access as our face-to-face students. This is important, as students will not need to worry about installing and managing complex GIS software on their own machines; they will simply login to the VM and have access to everything. We are currently licensed in ArcGIS, ENVI, Idrisi, ERDAS, Microsoft Office and a plethora of other softwares.**

5. **External Support**

   a Community, foundation, governmental and other resources.

   Letters of support for this program are being provided by:

   Joe Reichlin: GIS officer, Portage County Officer of Information Technology (representing Local Government)

   Brian Kelley, Chief Information Officer, Portage County, Ohio (representing Local Government)

   Brian George: Ohio Department of Natural Resources (representing State Government)

   Mike Binkley: Manager of Technology Development, Davey Tree Company (representing private industry)

   David DiBiase: Team Lead – Education and Industry ESRI (representing private industry)

   Candida Mannozzi: Education and Outreach Officer, the Association of American Geographers (representing the academic discipline of Geography)

   Lisa Petit: Chief of Science and Resources Management, Cuyahoga Valley National Park Federal Government (representing Federal Government)

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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 following needs analysis is for both the fully online Certificate in Geographic Information Science (C-GISc) and the fully online Masters in Geographic Information Science (MGISc).

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

Everspring[1] conducted a market survey in July 2014 that specifically focused on a potential Kent State University, Department of Geography, fully online GISc graduate degree. Figure 1 presents an overview of the methodology, while Figure 2 reports on results that indicate that the degree is desirable, viable, and feasible for the marketplace.

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[1] http://www.everspringpartners.com/

everspring

Methodology for most recent research

Google test details

Run time: July 2-30, 2014 (29 total days)

Total spent: $39,000

Geographic reach: Three campaign segments to differentiate response rates between Ohio, the region and the rest of the U.S.

Glossary of terms

Impressions: Total number of times prospective students viewed a Kent State Paid Search ad during the test. Measures raw potential demand when viewed in context of average ad position.

Clicks: Total number of times the ad(s) were clicked on by prospective students. Measures active potential program interest and also ad effectiveness.

Click-through Rate: % of viewers of the ad that clicked on the ad.

Leads: Total number of form submissions on the Kent State landing page. Measures prospective student behavioral intent.

Conversion Rate: % of click-throughs that converted to a lead.

CPC / Cost Per Lead: Expresses clicks and leads in terms of the dollar amount of advertising spend required to generate one click/lead.

Average position: The average position of the ads for the program (higher position = more visibility). Position averages approaching 1.0 suggest maximized cost/demand.

Figure 1. Methodology of Everspring Market Survey

everspring

MA Geography

MA Geography

Region	Impressions	Clicks	CTR	Leads	Conv. Rate	Cost Per Click	Cost Per Lead	Avg. Position
State	1,170	19	1.62%	2	10.5%	$ 8	$ 75	2.3
Region	4,723	32	0.68%	5	15.6%	$ 10	$ 61	2.4
Rest of U.S.	24,506	134	0.55%	14	10.4%	$ 6	$ 60	2.8
Total	**30,399**	**185**	**0.61%**	**21**	**11.4%**	**$ 7**	**$ 62**	**2.5**
All Programs Avg.	97,684	305	0.31%	28	9.2%	$ 16	$ 173	3.3

Summary Notes

- Attractive, growing online discipline
  - Below average impressions
- Low competition
  - Above average conversion and attractive cost per lead in test

Program Assessment Summary

Desirability	Viability	Feasibility
Y	G	G

2018 Enrollment Potential 100

Figure 2. Results of Everspring Market Survey

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e. Employment opportunities by job titles including:

i. Number of job openings (due to growth)

ii. Salary for these employees

Tables 1 and 2 demonstrate the occupational outlooks for positions that commonly use GISc. Table 1 focuses on the three traditional areas that seek personnel with this specific skillset from the U.S. perspective and Table 2 includes this core, but also occupations that regularly make use of GISc for industry-specific applications. The need for GISc has moved well beyond geography and its allied fields. For example, a recent article in TechRepublic noted that, "As more manufacturers and marketers realize the advantages of building geographical data into their operations, GIS specialists - as well as managers and researchers with GIS insight - are becoming increasingly integral parts of their company teams."[2] Specifically, the skills obtained through this graduate program will prepare students to hold the following positions, all in sectors with positive job outlooks through 2022 according to the Bureau of Labor Statistics Occupational Outlook Handbook (http://www.bls.gov/ooh/):

Position	Job Outlook, 2012-2022
Geographers	29% (Much faster than national average)
Surveying and Mapping Technicians	14% (As fast as national average)
Cartographers and Photogrammetrists	20% (Faster than national average)

Table 1. U.S. Occupational Outlook for Traditional Positions related to GISc[3]

In Ohio, the job outlook for 2010-2020 for the same positions also shows high growth (Table 2).

Code	Position	Job Outlook, 2010-2020
11-0000	**Management Occupations**	**2.8%**
11-2021	Marketing Managers	8.8%
11-3021	Computer & Information Systems Managers	14.6%
11-3071	Transportation, Storage, & Distribution Managers	9.0%
11-9121	Natural Sciences Managers	6.4%
11-9161	Emergency Management Directors	10.3%
13-0000	**Business & Financial Operations Occupations**	**12.3%**
13-1161	Market Research Analysts & Marketing Specialists	34.7%

[2] Tech Republic. 2013. Where are the jobs in the GIS field? Available online: http://www.techrepublic.com/blog/career-management/where-are-the-jobs-in-the-gis-field/ Last accessed: 10/09/2014.

[3] http://www.bls.gov/ooh/

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13-2021	Appraisers & Assessors of Real Estate	2.2%
15-0000	**Computer & Mathematical Occupations**	**18.1%**
15-1111	Computer & Information Research Scientists	19.4%
15-1121	Computer Systems Analysts	21.5%
15-1131	Computer Programmers	4.8%
15-1132	Software Developers, Applications	24.6%
15-1133	Software Developers, Systems Software	28.8%
15-1141	Database Administrators	26.6%
15-1179	Information Security Analysts, Web Developers, & Computer Network Architects	15.7%
17-0000	**Architecture and Engineering Occupations**	**5.7%**
17-1012	Landscape Architects	10.0%
17-1021	Cartographers and Photogrammetrists	19.0%
17-1022	Surveyors	16.7%
17-3031	Surveying and Mapping Technicians	10.4%
17-2081	Environmental Engineers	14.0%
19-0000	**Life, Physical, & Social Science Occupations**	**9.8%**
19-1013	Soil & Plant Scientists	6.3%
19-1023	Zoologists & Wildlife Biologists	3.4%
19-1029	Biological Scientists, All Other	2.0%
19-1031	Conservation Scientists	0.0%
19-1032	Foresters	0.0%
19-1042	Medical Scientists, Ex Epidemiologists	31.1%
19-2021	Atmospheric & Space Scientists	5.6%
19-2042	Geoscientists, Ex. Hydrologists & Geographers	29.0%
19-3091	Anthropologists & Archaeologists	15.4%
19-4091	Environmental Science & Protection Tech, Including Health	16.3%
41-0000	**Sales & Related Occupations**	**6.1%**
41-3021	Insurance Sales Agents	17.0%
41-9021	Real Estate Brokers	1.3%
41-9022	Real Estate Sales Agents	7.7%

Table 2. Ohio Occupational Outlook for All Positions related to GISc[4]

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[4] http://ohiolmi.com/proj/OhioJobOutlook.htm

In addition to the positive job outlook for students who complete these GISc programs, the potential salaries for which they would be qualified for range from $19.19 through to $59.78 as of May 2011 in Ohio and from $19.07 to $58.15 for the U.S. as a whole (Table 3).

Code	Position	Average Wage, May 2011 (Ohio)	Median Pay, 2012 (US)
11-0000	**Management Occupations**		
11-2021	Marketing Managers	$59.78	$55.65
11-3021	Computer & Information Systems Managers	$55.41	$58.15
11-3071	Transportation, Storage, & Distribution Managers	$44.17	$34.99 (logisticians)
11-9121	Natural Sciences Managers	$56.39	$55.64
11-9161	Emergency Management Directors	$27.42	$28.73
13-0000	**Business & Financial Operations Occupations**		
13-1161	Market Research Analysts & Marketing Specialists	$29.43	$28.99
13-2021	Appraisers & Assessors of Real Estate	$22.44	$23.82
15-0000	**Computer & Mathematical Occupations**		
15-1111	Computer & Information Research Scientists	$48.60	$49.13
15-1121	Computer Systems Analysts	$37.86	$38.31
15-1131	Computer Programmers	$32.38	$35.71
15-1132	Software Developers, Applications	$38.51	$44.88
15-1133	Software Developers, Systems Software	$40.85	$44.88
15-1141	Database Administrators	$35.08	$37.06
15-1179	Information Security Analysts, Web Developers, & Computer Network Architects	$36.37	$41.43; $30.05; $43.75
17-0000	**Architecture and Engineering Occupations**		
17-1012	Landscape Architects	$28.47	$30.86
17-1021	Cartographers and Photogrammetrists	$28.69	$27.62
17-1022	Surveyors	$26.90	$27.04
17-2081	Environmental Engineers	$41.95	$38.89
17-3031	Surveying and Mapping Technicians	$19.38	$19.07
19-0000	**Life, Physical, & Social Science Occupations**		
19-1013	Soil & Plant Scientists	$26.90	$28.18
19-1023	Zoologists & Wildlife Biologists	$26.11	$27.74
19-1029	Biological Scientists, All Other	$34.65	$27.74
19-1031	Conservation Scientists	$29.76	$28.40
19-1032	Foresters	$24.42	$28.40
19-1042	Medical Scientists, Ex Epidemiologists	$32.22	$37.01
19-2021	Atmospheric & Space Scientists	$34.00	$42.91

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19-2042	Geoscientists, Ex. Hydrologists & Geographers	$33.55	$43.70
19-3091	Anthropologists & Archaeologists	$28.16	$27.61
19-4091	Environmental Science & Protection Tech, Including Health	$19.19	$30.56
41-0000	**Sales & Related Occupations**		
41-3021	Insurance Sales Agents	$29.38	$23.15
41-9021	Real Estate Brokers	$43.40	$20.19
41-9022	Real Estate Sales Agents	$21.37	$20.19

Table 3. Representative Wages for GISc-Related Employment

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;

  Letters of support for this program are being provided by:

  Mike Binkley: Manager of Technology Development, Davey Tree Company (representing private industry)

  David DiBiase: Team Lead – Education and Industry ESRI (representing private industry)

  Brian George: Ohio Department of Natural Resources (representing State Government)

  Brian Kelley, Chief Information Officer, Portage County, Ohio (representing Local Government)

  Candida Mannozzi: Education and Outreach Officer, the Association of American Geographers (representing the academic discipline of Geography)

  Lisa Petit: Chief of Science and Resources Management, Cuyahoga Valley National Park Federal Government (representing Federal Government)

  Joe Reichlin: GIS Manager, Portage County Office of Information Technology (representing Local Government)

2. PROJECTED STUDENT AND GRADUATE DATA

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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.

Please see Tables 1 – 3 for professional uses of the C-GISc and MGISc. Furthermore, the Everspring Market Study has identified the following target student profiles and justifications for enrollment in these programs (Figure 3).

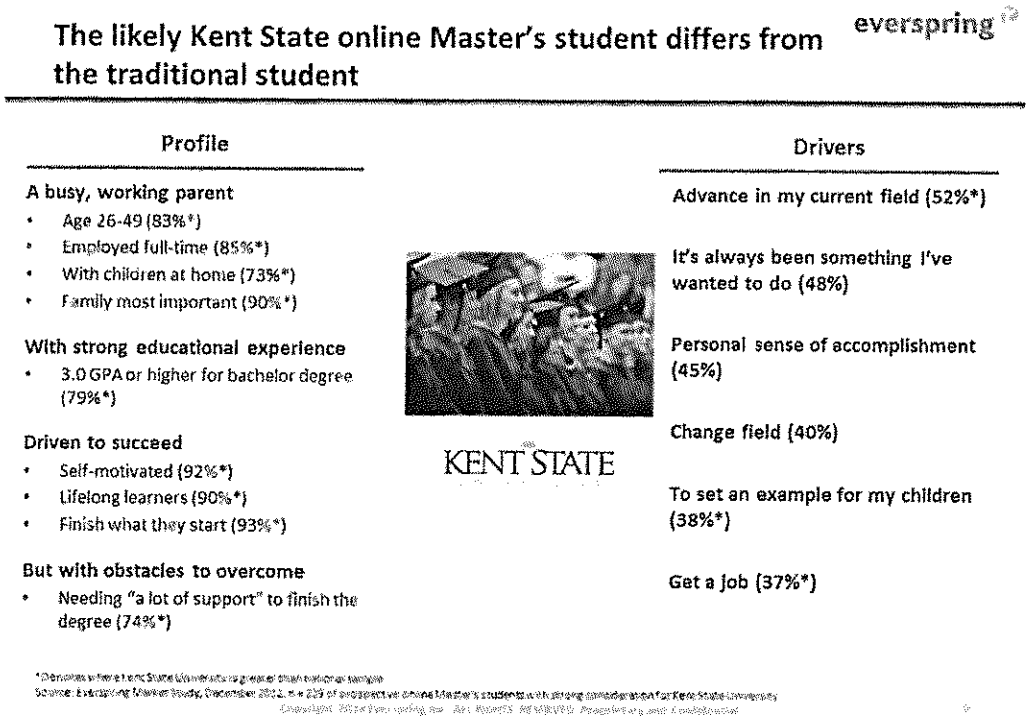

Figure 3. Prospective Student Profile

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

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training sources. Provide a list of potential employers, locally, state-wide and regionally, appropriate.

The MGISc and C-GISc will have an Advisory Board made up of the following personnel:

- **David DiBiase: Team Lead – Education and Industry ESRI**
- **Brian George: Ohio Department of Natural Resources**
- **Brian Kelley, Chief Information Officer, Portage County, Ohio**
- **Candida Mannozzi: Education and Outreach Officer, the Association of American Geographers**
- **Lisa Petit: Chief of Science and Resources Management, Cuyahoga Valley National Park**
- **Joe Reichlin: GIS Manager, Portage County Office of Information Technology**

Potential employers include local, state, and federal government, as well as private industry as represented in the Advisory Board and in Tables 1 – 3 above.

4. FACULTY CREDENTIALS AND CAPACITY

<u>Faculty Credentials</u>

All program faculty meet the required credentials. Their vitas are included in this submission:

- **Andrew Curtis, Ph.D. (State University of New York, Buffalo, 1995)**
- **Jacqueline W. Curtis, Ph.D. (Louisiana State University, 2005)**
- **Jennifer Mapes, Ph.D. (University of Southern California, 2009)**
- **Jay Lee, Ph.D. (University of Western Ontario, 1989)**
- **Mandy Munro-Stasiuk, Ph.D (University of Alberta, 1999)**
- **Eric Shook, Ph.D. (University of Illinois at Urbana, 2013)**
- **Emariana Widner, Ph.D. (Texas State University, San Marcos, 2009)**
- **Xinyue Ye, Ph.D. (San Diego State University – University of California, Santa Barbara, 2010)**

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.

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  - 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

Program faculty and program design meet the requirements of capacity as outlined below.

- Faculty resources are sufficient to meet the teaching, scholarship, service and advising needs of the program and the expectations of the institution.
- Each 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 program curriculum. Portions of the 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 program to encourage exposure to a diversity of experiences and perspectives.

Exceptions may be reviewed on a case-by-case basis.

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PROPOSED PROGRAM – 2015 UNIVERSITY CATALOG

Master of Geographic Information Science

College College of Arts and Sciences

Department Department of Geography
413 McGilvrey Hall
Tel: 330-672-2045
Fax: 330-672-4304
Web: www.kent.edu/cas/geography

Description The Master of Geographic Information Science is offered fully online only and will prepare graduates for analytical and managerial positions that utilize geospatial technologies in three professional areas: cyber-infrastructure, environment, and health.

Students in the CyberGIS concentration will focus on the challenges of managing, filtering, analyzing and visualizing large volumes of spatiotemporal data from mobile devices, web-based services and supercomputers. This knowledge will prepare graduates to work in government and industry and provide the expertise to enable scientists, businesses and policy makers to gain new insights from big spatial datasets.

Students in the Environmental Geographic Information Science concentration will focus on the use of GIS to understand environmental changes and hazards. Practitioners in the fields of emergency management, public safety, and homeland security rely on geospatial technologies and mapping for planning, response, mitigation, and recovery activities. GISc is a key contributor to obtaining situation awareness in cases of natural and human-technological events. Jobs are available for GISc-skilled professionals at all levels of government and in private-sector consulting.

Students in the Geographic Information Science and Health concentration will focus on the use of GIS and allied geospatial technologies that have become widespread in the study of health and in the management of healthcare resources. GISc skills are needed through all levels of health-related agencies in government, and are becoming standard across private industry and non-profits in this area. From understanding and preventing epidemics around the world, to identifying healthy lifestyle resources in a neighborhood, GISc has proven invaluable in adding the necessary spatial insight for improved health equity and outcomes. Students who choose this concentration will graduate with the highly-valued technical skillset to advance these goals in health research and management.

Admission Requirements Official transcript(s), minimum 3.000 undergraduate GPA; undergraduate degree in geography or a related field*; or goal statement and two letters of recommendation. Please refer to the University policy for graduate admissions.

*This requirement may be waived with evidence of professional experience using geospatial technologies or alternative evidence of ability to excel in a Geographic Information Science graduate degree program.

Graduation Requirements Minimum 32 credit hours and selection of one concentration. Students are permitted to specialize in maximum two concentrations.

Culminating Requirement As the capstone to the program, students will complete a practicum that is designed to provide practical experience in the application of MGISc course content in real-world professional settings. Students will select a professional project in consultation with their employer and program faculty and then will design, implement, and report on their activities in a culminating professional paper.

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Program Learning Outcomes Graduates of this program will be able to:

1. Collect, edit, integrate, manage, and analyze geospatial data.

PROPOSED PROGRAM – 2015 UNIVERSITY CATALOG

2. Demonstrate skills and working knowledge of commercial and open source GIS application suites and utilities.
3. Identify, explain, and analyze spatial patterns, relationships, and processes.
4. Apply cartographic principles and techniques to create quality maps.
5. Apply critical and spatial thinking to solve geospatial problems with respect to theories, principles, and practices of geographic information science and fields in the degree concentration areas.
6. Demonstrate good communication skills and ability to work in a team environment.

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PROPOSED PROGRAM – 2015 UNIVERSITY CATALOG

Master of Geographic Information Science - Program Requirements

MAJOR PROGRAM REQUIREMENTS (17 credit hours)			
Course	**Title**	**Credits**	**Curriculum Notes**
GEOG 59070	Geographic Information Science	4	existing
GEOG 59080	Advanced Geographic Information Science	3	existing
GEOG 69164	Cartographic Design	4	new
GEOG 69392	Practicum in Geographic Information Science	6	new
CONCENTRATION REQUIREMENTS (15 credit hours)			
CyberGIS (15)			
Environmental Geographic Information Science (15)			
Geographic Information Science and Health (15)			
	MINIMUM TOTAL	**32**	

CyberGIS Concentration

CONCENTRATION REQUIREMENTS (15 credit hours)			
Course	**Title**	**Credits**	**Curriculum Notes**
GEOG 59076	Spatial Programming	3	existing
GEOG 69082	CyberGIS	3	formerly 59082
GEOG 69083	Geodatabases	3	new
Choose from the following:		6	
GEOG 69004	Quantitative Methods (3)		Title change
GEOG 69083	Geodatabases (3)		new
GEOG 69007	Spatiotemporal Analytics (3)		new
GEOG 69079	Environmental Geographic Information Science (3)		new
GEOG 69231	Environmental Remote Sensing (3)		new
DSCI 64210	Data Science (3)		existing
CS 61002	Algorithms and Programming I (3)		existing
CS 61003	Algorithms and Programming II (3)		existing
	MINIMUM SUBTOTAL	**15**	

Environmental Geographic Information Science Concentration

CONCENTRATION REQUIREMENTS (15 credit hours)			
Course	**Title**	**Credits**	**Curriculum Notes**
GEOG 59078	Geographic Information Science and Environmental Hazards	3	title change
GEOG 69079	Environmental Geographic Information Science	3	new
GEOG 69231	Environmental Remote Sensing	3	new
Choose from the following:		6	
GEOG 69004	Quantitative Methods (3)		Title change
GEOG 69082	CyberGIS (3)		formerly 59082
GEOG 69083	Geodatabases (3)		new
GEOG 69007	Spatiotemporal Analytics (3)		new
DSCI 64210	Data Science (3)		existing
CS 61002	Algorithms and Programming I (3)		existing
CS 61003	Algorithms and Programming II (3)		existing
	MINIMUM SUBTOTAL	**15**	

Health and Geographic Information Science Concentration

CONCENTRATION REQUIREMENTS (15 credit hours)			
Course	**Title**	**Credits**	**Curriculum Notes**
GEOG 59072	Geographic Information Science and Health	3	existing
GEOG 69073	Geographic Information Science: Global Health	3	new
GEOG 69074	Spatial Analysis for Health Geography	3	new
Choose from the following:		6	
GEOG 69004	Quantitative Methods (3)		Title change
GEOG 69082	CyberGIS (3)		formerly 59082
GEOG 69083	Geodatabases (3)		new
GEOG 69007	Spatiotemporal Analytics (3)		new

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PROPOSED PROGRAM – 2015 UNIVERSITY CATALOG

GEOG	69079	Environmental Geographic Information Science (3)		new
GEOG	69231	Environmental Remote Sensing (3)		new
DSCI	64210	Data Science (3)		existing
CS	61002	Algorithms and Programming I (3)		existing
CS	61003	Algorithms and Programming II (3)		existing
		MINIMUM SUBTOTAL	**15**	

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MUNRO-STASIUK, MANDY

From: LEFF, LAURA
Sent: Friday, October 10, 2014 8:52 AM
To: MUNRO-STASIUK, MANDY; HOLM, DANIEL; Javed I Khan (javedkent@gmail.com); WALKER, ROBERT
Cc: CALDWELL, HEATHER K
Subject: RE: New online MGISc: feedback requested

Hi Mandy

There is no encroachment or overlap and we don't have any BSCI courses to suggest for inclusion. I am also ccing our graduate coordinator.

LL

From: MUNRO-STASIUK, MANDY
Sent: Friday, October 10, 2014 12:35 AM
To: HOLM, DANIEL; LEFF, LAURA; Javed I Khan (javedkent@gmail.com); WALKER, ROBERT
Subject: New online MGISc: feedback requested

Hello Daniel, Laura, Javed, and Bob

I am including a summary document of a new fully online Masters in Geographic Information Science (MGISc). There are three concentrations: Cyber GIS, GIS and Public Health, and Environmental GIS. The target audience for this is professionals who already have a degree and who are out in the workplace. We are also offering a certificate which is more general but may be tailored towards these concentration areas also.

The attached document is not the full proposal but rather a summary of the program (note there are still some questions we need to address but those are the mechanics of how the program works). I am forwarding this now for you to review as we need to ensure there is no duplication of programs or encroachment. I will forward the full proposal when it is complete (probably in about a week). However, I think this is a better and more succinct summary. We are also very interested in possible additional courses that may be included in this. Let me stress though that those courses should be spatial in some way. They may also be listed as elective courses.

I am eager to hear your feedback, and ultimately I will need a statement indicating there is no encroachment or overlap. We intend to submit our full proposal on November 3rd.

Sincerely,

Mandy

Mandy Munro-Stasiuk
Professor and Chairperson
Department of Geography
Kent State University
mmunrost@kent.edu
http://www.kent.edu/cas/geography/people/~mmunrost/

GEOG 78

MUNRO-STASIUK, MANDY

From: HOLM, DANIEL
Sent: Tuesday, October 28, 2014 1:06 PM
To: MUNRO-STASIUK, MANDY
Subject: Re: New online MGISc: feedback requested

Hi Mandy:
Geology has looked at this proposal draft and we find no encroachment and no overlap with our own programs. Sorry for the late response on this.
best, Daniel

From: MUNRO-STASIUK, MANDY
Sent: Friday, October 10, 2014 12:34 AM
To: HOLM, DANIEL; LEFF, LAURA; Javed I Khan (javedkent@gmail.com); WALKER, ROBERT
Subject: New online MGISc: feedback requested

Hello Daniel, Laura, Javed, and Bob

I am including a summary document of a new fully online Masters in Geographic Information Science (MGISc). There are three concentrations: Cyber GIS, GIS and Public Health, and Environmental GIS. The target audience for this is professionals who already have a degree and who are out in the workplace. We are also offering a certificate which is more general but may be tailored towards these concentration areas also.

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Sincerely,

Mandy

Mandy Munro-Stasiuk
Professor and Chairperson
Department of Geography
Kent State University
mmunrost@kent.edu
http://www.kent.edu/cas/geography/people/~mmunrost/

Check us out on Facebook

GEOG 80

MUNRO-STASIUK, MANDY

From: WALKER, ROBERT
Sent: Tuesday, October 28, 2014 3:46 PM
To: MUNRO-STASIUK, MANDY
Cc: WALKER, ROBERT; PETI, SUSAN; HOLM, DANIEL; LEFF, LAURA; KHAN, JAVED
Subject: Re: New online MGISc: feedback requested

Mandy,

On behalf of the School of Digital Sciences, please accept this email as a preliminary statement of support for your proposed Master of Geographic Information Science and associated graduate Certificate as outlined in this summary.

I do not see any encroachment, but instead see multiple possibilities for curricular collaboration. As you are aware, your introductory GIS course has already attracted interest from DSCI students, as has your Cyber GIS class, and I suspect that some of your other new courses will be popular with our students as well. We are always happy to see courses developed in DSCI-related units that can serve as good electives for our students.

Without seeing the PDP or final proposal, I don't know if you intend to list electives outside GEOG or not, but if you do, you may want to consider adding our DSCI 64210 Data Science course if you feel that it would benefit your students.

Assuming your PDP is approved by OBR, I would like to see the final proposal, including basic data sheets for the proposed new courses Then I will consult with our Interdisciplinary Curriculum Committee before sending a final statement of support.

- bob


```
=====================================================================
Robert A. Walker                  Director, School of Digital Sciences
  rawalkel@kent.edu                 http://www.kent.edu/dsci
  walker@cs.kent.edu              Professor, Computer Science Department
236 Math & CS Building              http://www.cs.kent.edu/~walker
  330-672-9105                    Kent State University, Kent OH 44242
=====================================================================
```


On Oct 10, 2014, at 12:34 AM, "MUNRO-STASIUK, MANDY" <mmunrost@kent.edu> wrote:

Hello Daniel, Laura, Javed, and Bob

I am including a summary document of a new fully online Masters in Geographic Information Science (MGISc). There are three concentrations: Cyber GIS, GIS and Public Health, and Environmental GIS. The target audience for this is professionals who already have a degree and who are out in the workplace. We are also offering a certificate which is more general but may be tailored towards these concentration areas also.

The attached document is not the full proposal but rather a summary of the program (note there are still some questions we need to address but those are the mechanics of how the program works). I am forwarding this now for you to review as we need to ensure there is no duplication of programs or encroachment. I will forward the full proposal when it is complete (probably in about a week). However, I think this is a better and more succinct summary.

GEOG 82

We are also very interested in possible additional courses that may be included in this. Let me stress though that those courses should be spatial in some way. They may also be listed as elective courses.

I am eager to hear your feedback, and ultimately I will need a statement indicating there is no encroachment or overlap. We intend to submit our full proposal on November 3rd.

Sincerely,

Mandy

Mandy Munro-Stasiuk
Professor and Chairperson
Department of Geography
Kent State University
mmunrost@kent.edu
http://www.kent.edu/cas/geography/people/~mmunrost/

<image001.gif>
Check us out on Facebook

The Department of Geography aims to enhance the understanding of complex human-environmental interactions in a rapidly changing world through actionable research and robust learning opportunities that improve human and environmental well-being. We are especially interested in extreme events, urban environments, social justice, and the use and advancement of geospatial technologies. We offer Baccalaureate, Masters and Doctoral degrees and promote interdisciplinary partnerships at Kent State University and beyond.

<online MGISc_10_9_14.docx>

GEOG 83A

HALEY, MARY ANN

From: MUNRO-STASIUK, MANDY
Sent: Thursday, November 13, 2014 12:46 PM
To: HALEY, MARY ANN
Cc: Curtis, Jacqueline; Shook, Eric; SHERIDAN, SCOTT
Subject: FW: proposed Master of GIS & GIS Post-Bachelor's Certificate

Also attached is an update from Bob Walker...her already did not have issues but we included his Digital Sciences Course.

From: WALKER, ROBERT
Sent: Thursday, November 13, 2014 11:33 AM
To: MUNRO-STASIUK, MANDY
Cc: PETI, SUSAN; WALKER, ROBERT
Subject: proposed Master of GIS & GIS Post-Bachelor's Certificate

Mandy,

On behalf of the School of Digital Sciences, please accept this email as a statement of support for your proposed **Master of Geographic Information Science** degree and associated **Post-Baccalaureate Certificate in Geographic Information Science**.

I do not see any encroachment, but instead see multiple possibilities for synergies and curricular collaboration.

We are happy to see DSCI 64210 Data Science in your list of electives, and as you are aware, your introductory GIS course has already attracted interest from DSCI students, as has your existing Cyber GIS class. I do not see any encroachment from your proposed new classes GEOG 69007 Spatiotemporal Analytics or GEOG 69083 Geodatabases, and I also think these would be excellent electives for our students.

- bob

Robert A. Walker
rawalke1@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

Asst Director, Curriculum & Operations: Susan Peti <speti@kent.edu>

GEOG
83B

HALEY, MARY ANN

From: MUNRO-STASIUK, MANDY
Sent: Thursday, November 13, 2014 12:42 PM
To: HALEY, MARY ANN
Cc: Curtis, Jacqueline; Shook, Eric; SHERIDAN, SCOTT
Subject: FW: Update on Master of GIS degree and request for support

FYI,

We will definitely include at least one of these courses as an elective also. I'll make the change once I've consulted with the other faculty

---

From: KHAN, JAVED
Sent: Wednesday, November 12, 2014 8:56 PM
To: MUNRO-STASIUK, MANDY
Cc: javed@cs.kent.edu; javedmailstore@gmail.com
Subject: RE: Update on Master of GIS degree and request for support

Dear Mandy,

(a) Thanks for the detailed documents. The updates have removed all our overlap concerns.

(b) Also, one again our faculty are excited about collaboration. You might consider two courses CS 69995 Mobile Computing, CS 69995 Big Data for the program (they will get permanent number very soon). Another course to consider- given the topic surely be basic Database. But we don't have online readiness for those. But, if there are good enrollment that will create incentive to offer online sections of each.

(c) Among the online ready ones, you may consider two: CS 61002 ALGORITHMS AND PROGRAMMING I, and CS 61003 ALGORITHMS AND PROGRAMMING II. These are targeted for interdisciplinary graduate students possibly fitting your target. The first covers basics of computer programming and the second one teaches algorithm design. Where to start depends on the initial background of the student in terms of familiarity with computing. We are scheduled to offer those online – the first one beginning Spring 2015. Let me know if you like more information about them.

Regards,

-Javed.

From: MUNRO-STASIUK, MANDY
Sent: Sunday, November 09, 2014 5:55 PM
To: KHAN, JAVED
Subject: Update on Master of GIS degree and request for support
Importance: High

GEOG
83
C

Dear Javed,

I have enclosed the final full proposal for our online Master of GIS, the Catalog copy for the degree, and the course descriptions for the "new" courses in the degree. CyberGIS is technically not new, we are simply converting it from a 4/5/7 course to a graduate only course. At this time we have eliminated any courses that deal with Social Media and Big

Data, but I think this is an area we can collaborate on in the future in terms of curriculum, since our faculty are already collaborating on research in that area. We have also at this time eliminated the Web and Mobile GIS course for the degree (though the course is already on our books). We eliminated it from this degree for practical reasons at this time. It is a 4/5/7 course and if we include it, it tips the scales and throws the program out of compliance with the "at least 50% of the courses being at the graduate level only (60000)" rule.

I hope you agree that what we are proposing does not encroach on Computer Science. We truly welcome collaboration and the addition of new courses as electives. We would especially welcome including your 60000 level programming course, but it would have to be developed online for this program. I hope we can talk about this for future revisions of this degree. At this point in time, I am submitting all paperwork for this new degree. If I wait to submit any longer, I risk not getting it approved for offering it in the Fall of 2015.

I hope you can agree to endorse this program with a statement indicating there is no encroachment.

Thanks in advance.

Mandy

GEOG
83
D

Information Technology Services

Brian D. Kelley
CIO

Brenda Cumpston
Manager

Janet Esposito
Administrator

October 17, 2014

Dear Dr. Munro-Stasiuk:

As a Geographic Information Systems Professional (GISP) and GIS Manager for Portage County, Ohio, I look forward to the beginning of a Master of Geographic Information Science (MGISc) and a Certificate in Geographic Information Science (C-GISc) in the Department of Geography at Kent State University. My field relies on a highly-trained workforce with skills in Geographic Information Systems (GIS) and there is certainly a need for more and improved education in this area. I believe that the proposed programs are well-suited to the needs of the workforce in GIS.

As GIS Manager for Portage County, Ohio, I would like to support these programs in the following ways:

- Serving as a member of your Advisory Board
- Raising awareness of the MGISc and C-GISc with my professional network of GIS Managers and GIS Professionals
- Providing MGISc students with assistance in developing projects for their practicum experience

If I can be of assistance in other ways as well, please do not hesitate to get in touch. I look forward to these new programs coming online and to working with you in the future.

Warm regards,

Joe Reichlin, GISP
GIS Manager

GEOG 84

WWW.CO.PORTAGE.OH.US
449 South Meridian Street * P.O. Box 1217 * Ravenna, Ohio 44266-1217 * (330) 297-3584 (p) * (330) 298-3949 (f) * (800) 772-3799 (toll free)
An Equal Opportunity Employer

Portage COUNTY

Information Technology Services

Brian D. Kelley
CIO

Brenda Cumpston
Manager

Janet Esposito
Administrator

October 17, 2014

Dr. Mandy Munro-Stasiuk, Chair
Department of Geography
Kent State University
#413 McGilvrey Hall
Kent, OH 44242

Dear Dr. Munro-Stasiuk:

As Chief Information Officer (CIO) for Portage County, Ohio, I am pleased to hear that the Department of Geography at Kent State University is beginning a Master of Geographic Information Science (MGISc) and a Certificate in Geographic Information Science (C-GISc). We rely on employees with skills in Geographic Information Systems (GIS) and knowledge of geospatial technologies to effectively manage all levels and departments of government. I look forward to having students with this specialized training entering the workforce.

As CIO for Portage County, Ohio, I would like to partner with you in this effort in the following ways:

- Serving as a member of your Advisory Board
- Raising awareness of the MGISc and C-GISc with relevant government employees
- Providing MGISc students with assistance in developing projects for their practicum experience

Of course, if you think of additional areas where I can be helpful, please do not hesitate to contact me. Once again, I am excited about the future of these new programs and the highly-skilled geospatial technology professionals they will create.

Warm regards,

Brian D. Kelley
Chief Information Officer

GEOG 85

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449 South Meridian Street * P.O. Box 1217 * Ravenna, Ohio 44266-1217 * (330) 297-3584 (p) * (330) 298-3949 (f) * (800) 772-3799 (toll free)
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November 8, 2013

Dr. Mandy Munro-Stasiuk
Department of Geography
Kent State University
413 McGilvrey Hall

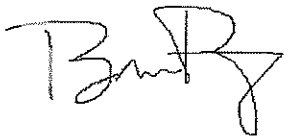
Dear Dr. Munro-Stasiuk,

I am excited to express my support for the proposed Masters of Geographic Information Systems (GIS) degree program at Kent State University's Department of Geography.

For the past 10 years, I have been a GIS specialist with the Ohio Department of Natural Resources. I have experienced first-hand the real-world demands and expectations placed on individuals in this field. The responsibilities of my position are wide ranging and include mapmaking, conducting geospatial analyses, spatial data development, data management, server-related web mapping and field collection. I believe that the curriculum of such an advanced degree in GIS and geospatial technologies will greatly expand students' knowledge in this ever-evolving field. Most importantly, I believe that the completion of this degree will broaden career opportunities and beneficially position graduates to excel in the professional world.

I believe that the creation of this degree program is a prime example of the Department of Geography's continual growth and demonstrates a commitment to students. As a certified GIS Professional and proud alumni of Kent State University's Department of Geography (B.A. 2001, M.A. 2003), I fully support the Masters of Geographic Information Systems (GIS) program.

Sincerely,



Brian D. George, M.A., GISP
GIMS Specialist, Ohio Department of Natural Resources
Kent State University, Department of Geography Alumni

GEOG
86

THE DAVEY TREE EXPERT COMPANY
CORPORATE OFFICE, 1500 N. MANTUA ST., P.O. BOX 5193, KENT, OHIO 44240-5193
TEL 330-673-9511

KARL J. WARNKE, CHAIRMAN, PRESIDENT & C.E.O.

Friday, October 31, 2014

Dear Dr. Munro-Stasiuk:

The Davey Tree Expert Company is pleased to hear that the Department of Geography at Kent State University is beginning a Master of Geographic Information Science (MGISc). In our research division at The Davey Institute, we rely on employees with skills in this area on a daily basis in the following areas:

- Soft copy digitizing
- Remote Sensing interpretation
- Cartographic production
- Spatial data construction and maintenance
- Spatial Analysis
- GIS Programming
- Web-GIS

We look forward to having students with this specialized training entering the workforce.

Davey Tree would like to partner with you in this effort in the following ways:

- Raising awareness of the MGISc with relevant employees in our company.
- When able, contributing to an annual meeting with faculty on "the state of the industry" to ensure that course materials and broader program framework remain appropriate for the job market.

Of course, if you think of additional areas where we can be helpful, please do not hesitate to contact me. Once again, we are excited about the future of this new program and the highly-skilled technology professionals it will create.

Sincerely,

Michael R. Binkley
Manager, Technology Development
The Davey Institute, a division of:
The Davey Tree Expert Company
mbinkley@davey.com

DAVEY
The Davey Institute

GEOG
87

United States Department of the Interior
NATIONAL PARK SERVICE
Cuyahoga Valley National Park
15610 Vaughn Road
Brecksville, Ohio 44141-3097

IN REPLY REFER TO:

October 29, 2014

Mandy Munro-Stasiuk, Ph.D.
Professor and Chairperson
Department of Geography
Kent State University

Dear Dr. Munro-Stasiuk:

The Cuyahoga National Park is pleased to hear that the Department of Geography at Kent State University is beginning a Master of Geographic Information Science (MGISc). We, in the National Park Service (NPS), rely on employees with skills in this area to manage a great wealth of spatial data for every aspect of park management, from protection, monitoring and management of natural and cultural resources, to understanding visitor use patterns, siting of facilities, law enforcement, and response to natural disasters. We look forward to having individuals with this specialized training entering the workforce, and individuals that have GIS skills at the Master's level would be very competitive for NPS positions across the country.

We would like to partner with you in this effort in the following ways:

- We will raise awareness of the MGISc with relevant employees in the National Park Service
- We will provide MGISc students with capstone professional projects when appropriate
- We will contribute to an annual meeting with faculty on "the state of the industry" to ensure that course materials and broader program framework remain appropriate for the job market

Of course, as an established partner with Kent State University, we stand ready to assist in any additional areas where we can be helpful. We are excited about the future of this new program and the highly-skilled technology professionals it will create. We look forward to being a partner in this effort.

Sincerely,

for Craig Kenkel
Superintendent

GEOG
88

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **4-Nov-14** Curriculum Bulletin _____

Effective Date **select one** Approved by EPC _____

Department	**Geography**	
College	**AS - Arts and Sciences**	
Degree		
Program Name	**Certificate in Geographic Information Science**	Program Banner Code
Concentration(s)	Concentration(s) Banner Code(s)	
Proposal	**Establish program**	

Description of proposal:

The curriculum meets the needs of students who are interested in professional careers in Geographic Information Science (GISc). Students are exposed to theories, techniques, and applications across GISc, which prepare them for positions that utilize geospatial data and technologies.

The proposed start date is Fall 2015 with admission every fall, spring, and summer semester. The program is fully online and courses run for 7 weeks; up to 30 students will be accepted into the program each semester. The Certificate in GISc (C-GISc) is a 17 hour program with 11 core hours, and then 6 hours of electives. The curriculum is designed to be completed within 1 year. Admission requirements include an undergraduate baccalaureate degree from an accredited institution in a cognate field, a minimum 3.0 GPA. The admission process is the same as current graduate programs. This program is an Everspring Collaboration and Everspring will handle all marketing and will be the initial point of contact for all potential applicants.

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

Current total credit hours: **17** 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):

No duplication issues have been identified by the units consulted (please see below). There will be no impact to staffing or enrollments to other KSU units. Everspring has conducted a merket study to identify need and audience; pending approval, they will design the marketing plan accordingly.

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

Department of Geology, Department of Biological Sciences, Department of Computer Science, School of Digital Sciences, and the College of Public Health

---

REQUIRED ENDORSEMENTS

_____ 11/4/14
Department Chair / School Director

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

Mary Ann Haley 12/5/14
College Dean (or designee)

GEOG 55

Notice of Intent to Offer an Educational Program [Graduate Certificate in Geographic Information Science] 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:

   Graduate Certificate in Geographic Information Science (C-GISc)

   45.0702 Geographic Information Science and Cartography.
   A program that focuses on the systematic study of map-making and the application of mathematical, computer, and other techniques to the analysis of large amounts of geographic data and the science of mapping geographic information. Includes instruction in cartographic theory and map projections, computer-assisted cartography, geographic information systems, map design and layout, photogrammetry, air photo interpretation, remote sensing, spatial analysis, geodesy, cartographic editing, and applications to specific industrial, commercial, research, and governmental mapping problems.

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 need for the C-GISc was determined based on the following sources: a) federal and state labor statistics; b) a market survey conducted by the company Everspring for Kent State University; and c) the responses to a questionnaire administered to Geography alumni. Though the need for training in Geographic Information Science (GISc) has consistently been growing over the past 20 years, the local and regional markets traditionally served by Kent State University represent a minute population in comparison to the need for this skillset in the national and global marketplace. Indeed, the Geospatial Technology industry has consistently been identified as a "High Growth" industry by the United States Department of Labor[1]. We propose a fully online Certificate in Geographic Information Science (C-GISc) program which has been developed to meet this broader need through leveraging the existing strong GISc

[1] http://www.doleta.gov/brg/indprof/geospatial_profile.cfm

GEOG 57

curriculum and faculty in the Department of Geography at Kent State University. The Department of Geography has a 20 year history of offering courses in Geographic Information Science at both the undergraduate (BA) and graduate (MA and PHD) levels but this Certificate in Geographic Information Science is not replacing these current programs, nor is it being offered in connection with, or in response to, an initiative by a governmental entity. Our current BA has a GISc concentration and is part of the liberal education experience at Kent State; our MA is a research-focused degree with a thesis which has a concentration in GISc; our doctoral degree is the most advanced degree and students focusing in GISc typically are advancing knowledge about GISc. At the undergraduate level, students may also minor in GISc. The minor is targeted at non-Geography majors. In response to the national need, our masters-level certificate is targeted at postgraduates, especially those professionals in business, industry and government who desire some GISc knowledge to advance their current careers in a growing market or to prepare for new careers. The courses in the certificate are designed to work with a professional's busy schedule.

a) The C-GISc will better prepare students to work in a variety of fields that use GISc, which is a main component of the Geospatial Technology industry and is used throughout many employment sectors. Tables 1 and 2 demonstrate the occupational outlooks for positions that commonly use GISc. Table 1 focuses on the three traditional areas that seek personnel with this specific skillset from the U.S. perspective and Table 2 includes this core, but also occupations that regularly make use of GISc for industry-specific applications. The need for GISc has moved well beyond geography and its allied fields. For example, a recent article in TechRepublic noted that, "As more manufacturers and marketers realize the advantages of building geographical data into their operations, GIS specialists - as well as managers and researchers with GIS insight - are becoming increasingly integral parts of their company teams."[2] Specifically, the skills obtained through this certificate program will prepare students to hold the following positions, all in sectors with positive job outlooks through 2022 according to the Bureau of Labor Statistics Occupational Outlook Handbook (http://www.bls.gov/ooh/):

Table 1. U.S. Occupational Outlook for Traditional Positions related to the C-GISc[3]

Position	Job Outlook, 2012-2022
Geographers	29% (Much faster than national average)
Surveying and Mapping Technicians	14% (As fast as national average)
Cartographers and Photogrammetrists	20% (Faster than national average)

In Ohio, the job outlook for 2010-2020 for the same positions also shows high growth (Table 2).

Table 2. Ohio Occupational Outlook for All Positions related to the C-GISc[4]

[2] Tech Republic. 2013. Where are the jobs in the GIS field? Available online: http://www.techrepublic.com/blog/career-management/where-are-the-jobs-in-the-gis-field/ Last accessed: 10/09/2014.

[3] http://www.bls.gov/ooh/

[4] http://ohiolmi.com/proj/OhioJobOutlook.htm

Code	Position	Job Outlook, 2010-2020
11-0000	**Management Occupations**	**2.8%**
11-2021	Marketing Managers	8.8%
11-3021	Computer & Information Systems Managers	14.6%
11-3071	Transportation, Storage, & Distribution Managers	9.0%
11-9121	Natural Sciences Managers	6.4%
11-9161	Emergency Management Directors	10.3%
13-0000	**Business & Financial Operations Occupations**	**12.3%**
13-1161	Market Research Analysts & Marketing Specialists	34.7%
13-2021	Appraisers & Assessors of Real Estate	2.2%
15-0000	**Computer & Mathematical Occupations**	**18.1%**
15-1111	Computer & Information Research Scientists	19.4%
15-1121	Computer Systems Analysts	21.5%
15-1131	Computer Programmers	4.8%
15-1132	Software Developers, Applications	24.6%
15-1133	Software Developers, Systems Software	28.8%
15-1141	Database Administrators	26.6%
15-1179	Information Security Analysts, Web Developers, & Computer Network Architects	15.7%
17-0000	**Architecture and Engineering Occupations**	**5.7%**
17-1012	Landscape Architects	10.0%
17-1021	Cartographers and Photogrammetrists	19.0%
17-1022	Surveyors	16.7%
17-3031	Surveying and Mapping Technicians	10.4%
17-2081	Environmental Engineers	14.0%
19-0000	**Life, Physical, & Social Science Occupations**	**9.8%**
19-1013	Soil & Plant Scientists	6.3%
19-1023	Zoologists & Wildlife Biologists	3.4%
19-1029	Biological Scientists, All Other	2.0%
19-1031	Conservation Scientists	0.0%
19-1032	Foresters	0.0%
19-1042	Medical Scientists, Ex Epidemiologists	31.1%
19-2021	Atmospheric & Space Scientists	5.6%
19-2042	Geoscientists, Ex. Hydrologists & Geographers	29.0%
19-3091	Anthropologists & Archaeologists	15.4%
19-4091	Environmental Science & Protection Tech, Including Health	16.3%
41-0000	**Sales & Related Occupations**	**6.1%**
41-3021	Insurance Sales Agents	17.0%
41-9021	Real Estate Brokers	1.3%
41-9022	Real Estate Sales Agents	7.7%

b) In addition to the general labor market statistics at both a national and state level,

Everspring[5] conducted a market survey in July 2014 that specifically focused on a potential Kent State University, Department of Geography, fully online GISc graduate degree. Results of this study indicate that the degree is desirable, viable, and feasible for the marketplace (Figure 1). Our proposed certificate is in response to this desirability and is designed for those individuals who do not want to commit to an entire degree (note we are also developing a fully online Masters in GISc).

Figure 1. Results of Everspring Market Survey

everspring

MA Geography

MA Geography

Region	Impressions	Clicks	CTR	Leads	Conv. Rate	Cost Per Click	Cost Per Lead	Avg. Position
State	1,170	19	1.62%	2	10.5%	$ 8	$ 75	2.3
Region	4,723	32	0.68%	5	15.6%	$ 10	$ 61	2.4
Rest of U.S.	24,506	134	0.55%	14	10.4%	$ 6	$ 60	2.8
Total	30,399	185	0.61%	21	11.4%	$ 7	$ 62	2.5
All Programs Avg.	97,884	305	0.31%	28	9.2%	$ 16	$ 173	3.3

Summary Notes

- Attractive, growing online discipline
  - Below average impressions
- Low competition
  - Above average conversion and attractive cost per lead in test

Program Assessment Summary

Desirability	Viability	Feasibility
Y	G	G

2018 Enrollment Potential 100

14 On-Campus Enrollment

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 C-GISc is designed to be online-only and to meet market needs in the Geospatial Technology industry as well as allied industries that rely on employees who are highly trained in this technology.

Course Content: Core + choice (11 hours of core courses and 6 hours of electives) = 17 hours

[5] http://www.everspringpartners.com/

GEOG 60

Core: Introduction to GIS (4), Advanced GIS (3), Cartographic Design (4)
Choice: 2 courses from any of the online GISc courses:
GIS and Hazards, GIS and Health, GIS: Urban and Economic Applications, Web and Mobile GIS, Geodatabases, Social Media & Big Data, Space-Time Analytics, Environmental GIS, Geospatial Analysis, Cyber GIS, Spatial Programming, Remote Sensing

Program Length: 17 credit hours. The program is designed to be completed within one year.
Academic Level: Post-baccalaureate
Admission Requirements: Bachelor's degree from an accredited institution, 3.0 GPA
Pre-requisites: no pre-requisites

Target Students: Based on results of the market study conducted by Everspring, the target students will be college graduates and professionals who are looking to improve their skillset in order to advance in their current field, change fields, and increase their competitiveness for acquiring their desired career. These students will primarily be working parents who had at least a 3.0GPA in undergraduate course work, and are personally motivated to succeed. In addition to the demographic and personal characteristics, the target students are located globally. The fully online structure of this certificate will enable Kent State University to reach these students, regardless of their location.

Target Employers: Based on labor statistics, feedback from our alumni and expert network, and on the faculty's experience in placing students in jobs, the target employers will be private and public sector entities who need to a) manage large systems and big geospatial data, b) map and analyze health data, and c) map and analyze environmental conditions and resources. Examples of such employers include local, state, and federal government agencies, business that focus on logistics, marketing, and engineering, and non-profits in health services and environmental management.

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 the positive job outlook for students who complete the C-GISc program, the potential salaries for which they would be qualified for range from $19.19 through to $59.78 as of May 2011 in Ohio and from $19.07 to $58.15 for the U.S. as a whole (Table 3).

Code	Position	Average Wage, May 2011 (Ohio)	Median Pay, 2012 (US)
11-0000	**Management Occupations**		
11-2021	Marketing Managers	$59.78	$55.65
11-3021	Computer & Information Systems Managers	$55.41	$58.15
11-3071	Transportation, Storage, & Distribution Managers	$44.17	$34.99 (logisticians)
11-9121	Natural Sciences Managers	$56.39	$55.64
11-9161	Emergency Management Directors	$27.42	$28.73
13-0000	**Business & Financial Operations**		

	Occupations		
13-1161	Market Research Analysts & Marketing Specialists	$29.43	$28.99
13-2021	Appraisers & Assessors of Real Estate	$22.44	$23.82
15-0000	**Computer & Mathematical Occupations**		
15-1111	Computer & Information Research Scientists	$48.60	$49.13
15-1121	Computer Systems Analysts	$37.86	$38.31
15-1131	Computer Programmers	$32.38	$35.71
15-1132	Software Developers, Applications	$38.51	$44.88
15-1133	Software Developers, Systems Software	$40.85	$44.88
15-1141	Database Administrators	$35.08	$37.06
15-1179	Information Security Analysts, Web Developers, & Computer Network Architects	$36.37	$41.43; $30.05; $43.75
17-0000	**Architecture and Engineering Occupations**		
17-1012	Landscape Architects	$28.47	$30.86
17-1021	Cartographers and Photogrammetrists	$28.69	$27.62
17-1022	Surveyors	$26.90	$27.04
17-2081	Environmental Engineers	$41.95	$38.89
17-3031	Surveying and Mapping Technicians	$19.38	$19.07
19-0000	**Life, Physical, & Social Science Occupations**		
19-1013	Soil & Plant Scientists	$26.90	$28.18
19-1023	Zoologists & Wildlife Biologists	$26.11	$27.74
19-1029	Biological Scientists, All Other	$34.65	$27.74
19-1031	Conservation Scientists	$29.76	$28.40
19-1032	Foresters	$24.42	$28.40
19-1042	Medical Scientists, Ex Epidemiologists	$32.22	$37.01
19-2021	Atmospheric & Space Scientists	$34.00	$42.91
19-2042	Geoscientists, Ex. Hydrologists & Geographers	$33.55	$43.70
19-3091	Anthropologists & Archaeologists	$28.16	$27.61
19-4091	Environmental Science & Protection Tech, Including Health	$19.19	$30.56
41-0000	**Sales & Related Occupations**		
41-3021	Insurance Sales Agents	$29.38	$23.15
41-9021	Real Estate Brokers	$43.40	$20.19
41-9022	Real Estate Sales Agents	$21.37	$20.19

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 C-GISc was developed with the feedback of a network of alumni who are now industry experts, GISc colleagues at other institutions who have experience with professional GISc degree programs, and local industry experts in both the private and public sectors. The discussions have been ongoing now for the past two years and their insights were formative for this certificate design. A subset from this network will be invited to join the GISc Advisory Board who will provide oversight for this certificate and our proposed fully online Masters in GISc.

8. Date of the first day of class. Include both:
    a. The first day the program was or will be offered by the institution.

       31 August 2015

    b. The day you would like to begin disbursing Title IV funds to students enrolled in the program.

       17 August 2015

GEOG
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PROPOSED PROGRAM – 2015 UNIVERSITY CATALOG

Geographic Information Science (Post-Bachelor's Certificate)

College College of Arts and Sciences

Department Department of Geography
413 McGilvrey Hall
Tel: 330-672-2045
Fax: 330-672-4304
Web: www.kent.edu/cas/geography

Description The post-bachelor's certificate in Geographic Information Science is offered online only and will prepare graduates to work in the geospatial technology industry, as well as allied industries that rely on employees who are highly trained in this technology. Prospective employers are private and public sector entities that need to (a) manage large systems and big geospatial data, (b) map and analyze health data and (c) map and analyze environmental conditions and resources. Examples of such employers are local, state and federal government agencies; business that focus on logistics, marketing and engineering; and non-profit agencies in health services and environmental management.

Admission Requirements Official transcript(s), minimum 3.000 undergraduate GPA; undergraduate degree in geography or a related field*; goal statement and two letters of recommendation. Please refer to the University policy for graduate admissions.

*This requirement may be waived with evidence of professional experience using geospatial technologies or alternative evidence of ability to excel in a Geographic Information Science graduate degree program.

Graduation Requirements Minimum 17 credit hours and minimum 3.000 GPA.

CERTIFICATE REQUIREMENTS (17 credit hours)

Course		Title	Credits	Curriculum Notes
GEOG	59076	Geographic Information Science	4	existing
GEOG	69082	Advanced Geographic Information Science	3	existing
GEOG	69083	Cartographic Design	4	new
Choose from the following:			6	
GEOG	69004	Quantitative Methods (3)		Name change
GEOG	69007	Spatiotemporal Analytics (3)		new
GEOG	69079	Environmental Geographic Information Science (3)		new
GEOG	69082	CyberGIS (3)		formerly 59082
GEOG	69083	Geodatabases (3)		new
GEOG	69231	Environmental Remote Sensing (3)		new
DSCI	64210	Data Science (3)		existing
CS	61002	Algorithms and Programming 1 (3)		existing
		MINIMUM TOTAL	**17**	

GEOG
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KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **1-Dec-14** Curriculum Bulletin _____

Effective Date **Spring 2015** Approved by EPC _____

Department	**Finance**
College	**BU - Business Administration**
Degree	**MS - Master of Science**
Program Name	**Financial Engineering** Program Banner Code **FEM**
Concentration(s)	Concentration(s) Banner Code(s)
Proposal	**Inactivate program**

Description of proposal:
To inactivate the MS in Financial Engineering program, which was suspended as of AY2012-2013.

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):
Admission to the program was suspended in 2012, and there are currently no students enrolled in the program. We have discontinued offering courses that were unique to the program.

Units consulted (other departments, programs or campuses affected by this proposal):
Department of Mathematical Sciences; Department of Economics

REQUIRED ENDORSEMENTS

Department Chair / School Director	12/08/2014
Campus Dean (for Regional Campuses proposals)	/ /
College Dean (or designee)	12/09/14
Dean of Graduate Studies (for graduate proposals)	12/15/14
Provost and Senior Vice President for Academic Affairs (or designee)	/ /

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- College of Nursing
- College of Podiatric Medicine
- College of Public Health
- College of the Arts
- Honors College
- Regional College
- School of Digital Sciences
- Undergraduate Studies

Financial Engineering-suspended - M.S.

Kent State University 2014 Catalog > College of Business Administration > Graduate Programs > Financial Engineering-suspended - M.S.

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Admission to the program has been temporarily suspended as of fall 2012.

College College of Business Administration

Department Department of Mathematical Sciences
Mathematics and Computer Science Building
E-mail: math@math.kent.edu
Tel: 330-672-2430
Fax: 330-672-2209
Web: www.kent.edu/cas/math

Department of Finance

Room 404, Business Administration Building
E-mail: finance@kent.edu
Tel: 330-672-2426
Fax: 330-672-9806
Web: http://www.kent.edu/business/finance/index.cfm

Resources

- Program Requirements
- College Policies
- Academic Policies

Description The Interdisciplinary Master of Science in Financial Engineering is for those with strong quantitative backgrounds who have career goals of becoming risk management officers, derivatives analysts or traders. The program is rigorous and requires the completion of 36-credit hours of coursework, including an industry-based project. The curriculum meets the guidelines established by the International Association of Financial Engineers.

The Financial Engineering program also partners with the MSE Institute at Xiamen University in China to offer a concentration in Financial Engineering Quantitative to students who first enroll at Xiamen for one year. These students take extensive coursework in Finance, Math and Economics topics to prepare for the program. Since their preparation covers some coursework in the program, they are on a second track or concentration in this degree. Other than these coursework differences, the program is the same.

The program is a demanding one, and requires the completion of 36 credit hours of coursework, including an industry based internship. It combines strong quantitative skills from mathematics, including probability theory and numerical computing, with risk management and dynamic valuation skills from finance. The program emphasizes applied skills in the area of financial engineering, while still providing the necessary theoretical background. The coursework was designed by an industry advisory board of leading investment banks and financial firms. The board works closely with faculty to revise the content regularly. For a list of current MSFE Advisory Board Members please see www.business.kent.edu/msfe.

The on-campus electronic Olga A. Murat Financial Engineering Trading Floor allows students to receive hands-on experience in derivatives trading and risk management. Kent State has the only derivatives-oriented trading floor in an academic institution with direct connections to the futures exchanges. The trading floor is equipped with the same software used by major investment banking firms. Live exchange data feeds and real-time market information allow students to simulate real trading. The software includes Trading Technologies X Trader, Patsystems, and SunGard's MicroHedge options analytical product. Data feeds from CQG and Reuters provide continuous news and pricing information. At the front of the trading floor is a data board that provides real-time pricing information on derivatives. Students use this information to assess market conditions for trading tendencies. Live satellite feeds are shown on plasma displays.

This unique trading floor is an integral part of the MSFE program at Kent State University. Since students use the same data feeds and trading software that are used by major investment banking firms, the trading floor allows them to replicate dynamic trading strategies and derivative security analyses.

An industry-based internship is assigned. The project will involve direct interaction with a contributing firm. The student will undertake a ten-week internship to complete the required project with a firm from the financial community. The project will be presented to the program faculty for final evaluation. Prior participating firms include the Chicago Board of Trade, Eurex, Prabon Yamane, State Street Research, KeyBank, SunGard, First Energy, Goldman Sachs, and ICAP. Students are given opportunities to network with top industry officials. The class visits both the Chicago and New York financial districts to interact with professionals in the derivatives field.

Admission Requirements Official transcript(s), GMAT or GRE, resume and TOEFL, IELTS, MELAB or PTE, if applicable. Also required for the major but not for the Financial Engineering concentration are a goal statement and three letters of recommendation.

Graduation Requirements Minimum of 36 total credit hours.

Financial Engineering Quantitative requires a minimum of 32 total credit hours.

Accreditation The Association to Advance Collegiate Schools of Business

College of Business Administration

Kent State University

Interdepartmental Memo

To: Mary Ann Stephens, Dean, Graduate Studies

From: Donald Williams, Interim Associate Dean

Date: December 9, 2014

Subject: Proposals for EPC Agenda

The Graduate Council of the College of Business Administration has approved the following curricular proposals, effective Fall 2015. Please place these items on the agenda for the next EPC meeting.

Master of Science in Financial Engineering
Inactivate program

ENTR 65051 Technology Commercialization (3 cr.)

Establish course

The CCP and supporting materials for the MSFE program inactivation are attached. The ENTR course proposal has been submitted through CurricuNet. A copy is attached for your information.

Cc: Therese Tillett, Curriculum Services
Dr. Steven Dennis, Finance
Dr. Pamela Grimm, Marketing and Entrepreneurship

Ohio | Board of Regents
University System of Ohio

John R. Kasich, Governor
John Carey, Chancellor

PROGRAM INACTIVATION FORM

Date of submission: December 1, 2014

Name of institution: Kent State University

Title of program to be inactivated: Master of Science in Financial Engineering

Date that the inactivation received final approval from the appropriate institutional committee: [BOARD OF TRUSTEES DATE]

Primary institutional contact for the notification:
Name: Therese E. Tillett
Title: Director, Curriculum Services
Phone: 330-672-8558
E-mail: ttillet1@kent.edu

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

1. **Provide the rationale for the inactivation of the program:**
In fiscal years 2010 and 2011, the revenues associated with the MSFE program were about $275,000 to $425,000 less than expenses in each fiscal year. The huge deficit was largely caused by fixed costs associated with the trading floor. Attempts were made to both increase revenues and to decrease costs, but these attempts were largely unsuccessful. Interim Dean Kathryn Wilson met with the MSFE Program Committee twice in the fall of 2011 to entertain methods of keeping the program afloat, but all proposals resulted in losses under our RCM budgeting system. Dean Wilson then met with the College of Business Operating Committee (consisting of department chairs and dean's office personnel) to discuss the program. All members but one of that committee voted to suspend the program. Dean Wilson then called a special meeting of the College Advisory Committee (CAC), and the vote was unanimous at the CAC to suspend the program. Dean Wilson then sought and received approval from the Provost to suspend the program. Current and former students in the program were then informed that the program would be suspended indefinitely beginning in the 2012-2013 academic year.

2. **Indicate number of students currently enrolled in the program:** None; suspended enrollment in the program as of AY 2012-2013.

3. **Describe how the inactivation of the program will affect students currently in the program and explain plans for notifying students and assisting them in the completion of their degrees:** All students have now exited the program.

4. **Will there be a loss of faculty or staff positions because of the inactivation of the program? If so, indicate when the faculty or staff members were or will be informed.**
   When the program was suspended, one Non-Tenure Track Faculty Member was not reappointed and other faculty members were redeployed to other teaching roles. There are no more planned changes as a result of the inactivation of the program.

5. **Describe the plan for communicating the inactivation of the program, including changes to the college catalog and college website and communications with advisors, admissions officers and financial aid officers:**
   The program will be eliminated from the course catalog and all advisors, admission officers, and financial aid officers will be informed of the inactivation via email.

6. **Indicate the final date that the program will be operational:**
   As there are no students currently in the program, it ceases when the Board of Regents makes the final decision.

Respectfully,

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

WILLIAMS, DONALD

From: TONGE, ANDREW
Sent: Tuesday, December 02, 2014 5:01 AM
To: Dennis, Steven; HALEY, MARY ANN
Cc: WILLIAMS, DONALD; zvavitch@math.kent.edu; vwright@math.kent.edu
Subject: Re: Financial Engineering

The Department of Mathematical Sciences supports the proposal to inactivate the Master of Science in Financial Engineering program. This program was run jointly by Finance, Mathematical Sciences, and Economics for several years. It experienced difficulties and was put on hold some time ago. There have been no enrollments for the last 3 years.

Andrew Tonge
Professor and Chair
Mathematical Sciences

From: Dennis, Steven
Sent: Monday, December 1, 2014 1:13 PM
To: HALEY, MARY ANN
Cc: WILLIAMS, DONALD; TONGE, ANDREW
Subject: RE: Financial Engineering

Thanks Mary Ann. I'll work with Andrew going forward.

Steve

From: HALEY, MARY ANN
Sent: Monday, December 01, 2014 1:11 PM
To: Dennis, Steven
Cc: WILLIAMS, DONALD; TONGE, ANDREW
Subject: RE: Financial Engineering

Hello Steve,

You should work with the Department of Mathematical Sciences. Andrew Tonge is the Chair. I have copied him here. We are almost at the deadline for fall 2015 but you will need a CCP, Proposal Summary and then just print the catalog copy and strike it out in red. I believe Mathematical Sciences will be happy for this to happen and should write a letter of support. They can print and strike the references to it on their pages too and you can include those in your proposal.

Regards,
Mary Ann

Mary Ann Haley, Ph.D.
Associate Dean
College of Arts and Sciences
Kent State University
105 Bowman Hall
330-672-8968

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **25-Nov-14** Curriculum Bulletin _____

Effective Date **Fall 2015** Approved by EPC _____

Department	**Foundations, Leadership, and Administration**		
College	**EH - Education, Health and Human Services**		
Degree	**CER8 - Post-Master's Certificate**		
Program Name	**Ohio Superintendent's Licensure**	Program Banner Code	**C8XX**
Concentration(s)	Concentration(s) Banner Code(s)		
Proposal	**Establish program**		

Description of proposal:

This proposal establishes a new university post-master's certificate from the six courses, 18 hours, required for superintendency licensure in the State of Ohio. All courses have been approved individually to be offered fully online. This proposal would formalize the series of six courses into a recognized online certificate.

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

Current total credit hours: **18** Proposed total credit hours **18**

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

none

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

none

REQUIRED ENDORSEMENTS

H. Dillmann-Jenkins (for Mark Kretovics) 12/14/2014
Department Chair / School Director

12/15/14
~~Campus Dean (for Regional Campuses proposals)~~

___/___/___
College Dean (or designee)

12/18/14
Dean of Graduate Studies (for graduate proposals)

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

Proposal Summary
Establish Online Ohio Superintendent's Licensure Post-Master's Certificate

Description of Action, Including Intended Effect

The purpose of this proposal is to formalize the existing 18 hours of coursework leading to eligibility to apply for a superintendent's license in the State of Ohio as a fully-online post-master's certificate titled, *Online Superintendent's Ohio Licensure* [C8XX].

The required courses were previously approved, to be offered online through the PK-12 Educational Administration [EAKL] program in the School of Foundations, Leadership and Administration [FLA] within the College of Education, Health and Human Services [EH]. As a Kent State University certificate, the online program will be officially recognized and marketable to interested students as an entity. It will also allow students to be identified and tracked for reporting purposes and admission requirements will be established to ensure students meet professional standards. Upon completion of the program, the student transcript will reflect not only the earned credits but also the awarding of the certificate. Courses that will be included in the formal certificate include:

- EDAD 6/76515 *Facilities Planning and Administration*
- EDAD 6/76522 *Public School Finance and Economics*
- EDAD6/76529 *Leading for Social Justice*
- EDAD 6/76492 *Internship in Educational Administration*
- EDAD 6/76534 *The Superintendency*
- EDAD 6/76747 *Personnel*

Each course represents three hours of credit for a total of 18 hours. Though the existing series of courses leads students to eligibility for licensure in the State of Ohio, a few students from other states, some of which have reciprocity with Ohio, have enrolled in the courses each year.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

No other programs, course offerings, students, faculty, or staff should experience impact as a result of this proposed certificate.

Fiscal, Enrollment, Facilities and Staffing Considerations

Since the courses included in the proposed certificate are already offered on a regular annual cycle, the formalization of the courses into a certificate should not create issues with operations noted above.

Evidence of Need and Sustainability if Establishing

The program consulted with the Ohio Board of Regents, Ohio Department of Education,

CATALOG COPY

Online Ohio Superintendent's Licensure (Post Master's)

College — College of Education, Health and Human Services

Department — School of Foundations, Leadership and Administration
300 White Hall
Tel: 330-672-2012
Web: www.ehhs.kent.edu/fla

Description — The Online Ohio Superintendent's Licensure certificate is designed to meet the Educational Leadership Constituent's Council (ELCC) standards for preparation of district level educational leadership. The superintendent license requires three years of experience in a position requiring a Principal or Administrative Specialist license. This license requires 18 hours of prescribed coursework, including a field experience. All coursework for the superintendent license takes place in an online format. This license permits the holder to serve in any PK-12 administrative position with the exception of School Treasurer.

Admission Requirements: Official transcript(s), goal statement, two letters of recommendation and interview. Applicants must have completed their master's degree from an accredited institution with a minimum 3.0 GPA.

Note: students must have practiced at least three years in school leadership to be eligible for a Superintendent's license in the State of Ohio.

CERTIFICATE REQUIREMENTS (18 credits)

Course	Title	Credits
EDAD 6/76515	Facilities Planning and Administration	3
6/76522	Public School Finance and Economics	3
6/76529	Leading for Social Justice	3
6/76747	Personnel	3
6/76534	The Superintendency	3
6/76492	Internship	3
	MINIMUM TOTAL	**18**

All coursework must be taken at Kent State University. Substitutions or modifications are considered on a case-by-case basis and must be approved in writing by the student's assigned advisor (degree students) or program coordinator (non-degree students).

Notice of Intent to Offer an Educational Program
~~Online~~ Ohio Superintendent's Licensure Post-Master's 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 (KSU)**

2. OPEID: **00305100**

3. Program name(s) and program CIP code(s) supported by this documentation:
   Title: **~~Online~~ Superintendent's Ohio Licensure Certificate**
   CIP Code: **13.0411 Superintendency and Educational System Administration**

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 proposed program will formalize the existing 18 hours of coursework leading to eligibility for a superintendent's license in the State of Ohio. By formalizing the existing coursework, which were approved individually at an earlier date to be offered online, into a university certificate, the program will be officially recognized and marketable to interested students as an entity. It will also allow students to be identified and tracked for reporting purposes and admission requirements will be established to ensure students meet professional standards. Upon completion of the program, the student transcript will reflect not only the earned credits but also the awarding of the certificate. Courses that will be included in the formal certificate include:

   - **EDAD 6/76515 *Facilities Planning and Administration (3 cr)***
   - **EDAD 6/76522 *Public School Finance and Economics (3 cr)***
   - **EDAD 6/76529 *Leading for Social Justice (3 cr)***
   - **EDAD 6/76747 Personnel *(3 cr)***
   - **EDAD 6/76534 The Superintendency *(3 cr)***
   - **EDAD 6/76492 Internship *(3 cr)***

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.

For decades, Kent State University has offered to school administrators in Northeastern Ohio, the coursework necessary for eligibility for State of Ohio Superintendent licensure. The current series of courses, approved for several years now by the Ohio Department of Education and the Ohio Board of Regents, consists of 18 hours of coursework, all also approved to be delivered online. The six courses (18 hours) were designed to meet the Educational Leadership Constituent's Council (ELCC) standards for preparation of district level educational leadership. The standards outline the preparation for successful performance of superintendents who lead an effective school environment for the advancement of student learning. The standards focus on the superintendent's ability to lead students, teachers, building leaders, staff, and community. The standards require superintendents to advocate for students and families by

- **collaboratively developing and lead a vision,**
- **managing business, organizational, operational, fiscal, human, and technical resources,**
- **translating research into practice,**
- **practicing ethically, fairly, justly,**
- **supporting the curriculum and instructional program,**
- **being aware of the political, legal, cultural, social, economic culture.**

As Wilmore (2008) has written in her recent book Superintendent Leadership

> ***The role of today's superintendent has changed considerably in recent years (Berman, 2005). The dynamics of society as they relate to schools have resulted in the superintendent, as the voice and face of "established education," often coming under fire (Hoyle, 2004). Today's superintendents must deal with internal and external political and governance issues that have arisen due to societal changes. These issues, among others, have generated a new breed of superintendents who must be both committed as well as ultra-resilient. On-the-job stress has also increased considerably, resulting in more turnover, increased mobility, and shorter tenures within the role (Bjork & Keedy, 2003; Fenwick, 2000; Glatter, 1996; Henry, 2000; Natt, 2000). This, in turn, has resulted in a shortage of superintendents on the national level that is bordering on critical (Bjork & Keedy, 2003; Bjork & Kowalski, 2005; Hoyle, 2004; Natt, 2000). This shortage has, among other factors, created an increase in women and minority administrators (Krantz, 2000)***

Given the current role of the superintendent as professional and the changing needs of society, the KSU program for the preparation has evolved to its current state. The program consists of six courses, 18 hours, which might be earned over the course of a calendar year, 3 academic semesters. Academically, the courses are taught at the post-master's degree level, since administrator/students must have earned a master's degree and have practiced at least three years in school leadership to be eligible for a superintendent's license in the State of Ohio. Furthermore, in addition to meeting the ELCC standards for superintendent's preparation, the curriculum has been shaped by the input from the KSU Educational Administration Advisory Council, composed of school leaders who practice in the Northeastern Ohio region. *See Appendix A*

Though the existing series of courses leads students to eligibility for licensure in the State of Ohio, a few students from other states, some of which have reciprocity with Ohio, have enrolled in the courses each year.

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.
   It was not necessary to conduct wage analyses given the requirement in the State of Ohio that superintendents be licensed. In Ohio wages for superintendents are locally determined by boards of education and can differ greatly by district, municipality, county or region.

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.

   In the early 2000s, the series of six courses, 18 hours, to be offered online was developed by Educational Administration faculty in consultation with the Educational Administration Advisory Council. The series was designed to meet the ELCC Standards that govern the professional area. Faculty presented the current courses to the Foundations, Leadership, and Administration School Curriculum Committee. When approved at the School level, the faculty presented the courses to the Education, Health and Human Services College Curriculum Committee. The Associate Dean for Administrative Affairs and Graduate Education endorsed the series, as did the Kent State University Educational Policy Council. The Ohio Board of Regents and the Ohio Department of Education approved the series of course as a superintendency preparation program leading to licensure.

   Since the program had been offering superintendency preparation programming for many years, the development of this current series of courses was merely a revision to reflect trends in the field, to meet current ELCC standards, and to offer the courses online.

8. Date of the first day of class. Include both:
   a. The first day the program was or will be offered by the institution.
      The series of courses which are now being proposed as a university certificate will begin as soon as approval is granted and hopefully for the 2015-2016 academic year. The series of courses begins in the Summer 1 semester and continues through the following Spring semester, students enrolling in six hours each of the three semesters.

   b. The day you would like to begin disbursing Title IV funds to students enrolled in the program.
      June 1, 2016.

APPENDIX A

NATIONAL RECOGNITION REPORT
Preparation of Educational Leaders (2001 Standards)
School District Level

Educational Leadership Constituent Council (ELCC)

COVER PAGE

Name of Institution

Kent State University, OH

Date of Review

MM DD YYYY

02 / 01 / 2014

This report is in response to a(n):

- ○ Initial Review
- ○ Revised Report
- ◉ Response to Conditions Report

Program(s) Covered by this Review

Educational Administration - Superintendent

Grade Level(1)

P-12

(1) e.g. Early Childhood; Elementary K-6

Program Type

Other School Personnel

Award or Degree Level(s)

- ○ Post Baccalaureate
- ◉ Master's
- ○ Post Master's
- ○ Specialist or C.A.S.
- ○ Doctorate
- ○ Endorsement only

PART A - RECOGNITION DECISION

SPA Decision on NCATE recognition of the program(s):

Confidential

- (●) Nationally recognized
- ( ) Nationally recognized with conditions
- ( ) Further development required **OR** Nationally recognized with probation **OR** Not nationally recognized [See Part G]

Test Results (from information supplied in Assessment #1, if applicable)

The program meets or exceeds an 80% pass rate on state licensure exams:

- ( ) Yes
- ( ) No
- (●) Not applicable
- ( ) Not able to determine

Comments, if necessary, concerning Test Results:

Summary of Strengths:

Faculty have revised their Option C data charts to meet the conditions stated in the last report. Section V data analysis has been revised based on the revised data charts submitted.

PART B - STATUS OF MEETING SPA STANDARDS

Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a district vision of learning supported by the school community.

1.1 Develop a District Vision of Learning.

Met	Met with Conditions	Not Met
(●)	( )	( )

Comment:

1.2 Articulate a District Vision of Learning.

Met	Met with Conditions	Not Met
(●)	( )	( )

Comment:

1.3 Implement a District Vision of Learning.

Met	Met with Conditions	Not Met
(●)	( )	( )

Comment:

1.4 Steward a District Vision of Learning.

Met ○ Met with Conditions ○ Not Met ○

Comment:

1.5 Promote Community Involvement in District Vision.

Met ○ Met with Conditions ○ Not Met ○

Comment:

Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive district culture, providing effective instructional programs, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

2.1 Promote a Positive District Culture.

Met ○ Met with Conditions ○ Not Met ○

Comment:

2.2 Provide Effective Instructional Programs within District.

Met ○ Met with Conditions ○ Not Met ○

Comment:

2.3 Apply Best Practice to Student Learning.

Met ○ Met with Conditions ○ Not Met ○

Comment:

2.4 Design Comprehensive Professional Growth Plans.

Met Met with Conditions Not Met

Comment:

Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources of a district in a way that promotes a safe, efficient, and effective learning environment.

3.1 Manage the District Organization.

Met | Met with Conditions | Not Met

Comment:

3.2 Manage District Operations.

Met | Met with Conditions | Not Met

Comment:

3.3 Manage District Resources.

Met | Met with Conditions | Not Met

Comment:

Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

4.1 Collaborate with Families and Other Community Members.

Met | Met with Conditions | Not Met

Comment:

4.2 Respond to Community Interests and Needs.

Met | Met with Conditions | Not Met

Comment:

4.3 Mobilize Community Resources.

Met | Met with Conditions | Not Met

Comment:

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner

5.1 Acts with Integrity.

Met | Met with Conditions | Not Met

Comment:

5.2 Acts Fairly.

Met | Met with Conditions | Not Met

Comment:

5.3 Acts Ethically.

Met | Met with Conditions | Not Met

Comment:

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

6.1 Understand the Larger Educational Context.

Met | Met with Conditions | Not Met

Comment:

6.2 Respond to the Larger Educational Context.

Met ◉ Met with Conditions ○ Not Met ○

Comment:

6.3 Influence the Larger Educational Context.

Met ◉ Met with Conditions ○ Not Met ○

Comment:

Standard 7.0: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

7.1 Substantial.

Met ◉ Met with Conditions ○ Not Met ○

Comment:

7.2 Sustained.

Met ◉ Met with Conditions ○ Not Met ○

Comment:

7.3 Standards-based.

Met ◉ Met with Conditions ○ Not Met ○

Comment:

7.4 Real Settings.

Met ◉ Met with Conditions ○ Not Met ○

7.5 Planned and Guided Cooperatively.

Met	Met with Conditions	Not Met
◉	○	○

Comment:

7.6 Credit.

Met	Met with Conditions	Not Met
◉	○	○

Comment:

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidate knowledge of content

Assessment #1: District Improvement Plan. Two applications of data have been submitted as required in the last team report.

Assessment #2: Leadership Framework. Updated data charts have been submitted for spring 2008, fall 2011, and spring 2012. All candidates but four were rated within the Exceeds or Meets levels of the scoring rubric.

Assessment #6: School Finance Model. Two applications of data for summer 2011 and summer 2012 have been submitted as required in the last team report.

C.2. Candidate ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions

Assessment #3: Final exam. Updated data charts have been submitted for spring 2011, fall 2011, and spring 2012. All candidates but three were rated within the Exceeds or Meets levels of the scoring rubric.

Assessment #4: Internship. Updated data charts have been submitted for spring 2008, fall 2011, and spring 2012. All candidates but three were rated within the Exceeds or Meets levels of the scoring rubric.

Assessment #7: No assessment submitted. This concern still stands.

C.3. Candidate effects on student learning

Assessment #5: Plan for District Staff Recruitment, Selection, and Retention. Two applications of data for fall 2011 and fall 2012 have been submitted as required in the last team report.

PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS

Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)

Not applicable

PART E - AREAS FOR CONSIDERATION

Areas for consideration

Assessment #7 was not submitted as required by the conditions outlined in the last team report.

PART F - ADDITIONAL COMMENTS

F.1. Comments on Section I (Context) and other topics not covered in Parts B-E:

None

F.2. Concerns for possible follow-up by the Board of Examiners:

None

PART G - DECISIONS

Please select final decision:

- **National Recognition**. The program is recognized through the semester and year of the institution's next NCATE accreditation decision in 5-7 years. **To retain recognition, another program report must be submitted mid-cycle (2 years in advance for a 5-year cycle and 3 years in advance for a 7-year cycle) before the next scheduled accreditation visit.** The program will be listed as nationally recognized through the semester of the next NCATE accreditation decision on websites and/or other publications of the SPA and NCATE. The institution may designate its program as nationally recognized by NCATE, through the semester of the next NCATE accreditation decision, in its published materials. National recognition is dependent upon NCATE accreditation. *Please note that once a program has been nationally recognized, it may not submit another report addressing any unmet standards or other concerns cited in the recognition report.*

Please click "Next"

This is the end of the report. Please click "Next" to proceed.

New Program Needs Analysis and Faculty Credentials
~~Online~~ Ohio Superintendent's Licensure Post-Master's Certificate

1. ESTABLISH A NEED FOR THE PROPOSED PROGRAM

Rationale

For decades, Kent State University has offered to school administrators in Northeastern Ohio the coursework necessary for eligibility for State of Ohio Superintendent licensure. The current series of courses, approved for several years now by the Ohio Department of Education and the Ohio Board of Regents, consists of 18 hours of coursework, all previously approved to be delivered online. The six courses (18 hours) were designed to meet the Educational Leadership Constituent's Council (ELCC) standards for preparation of school district level educational leadership (see Appendix A). The standards outline the preparation for successful performance of superintendents who lead an effective school environment for the advancement of student learning.

Given the current role of the superintendent as professional and the changing needs of society, the KSU program for the preparation has evolved to its current state. The program consists of six courses, 18 hours, which might be earned over the course of a calendar year, 3 academic semesters. Academically, the courses are taught at the post-master's degree level, since administrator/students must have earned a master's degree and have practiced at least three years in school leadership to be eligible for a superintendent's license in the State of Ohio. Furthermore, in addition to meeting the ELCC standards for superintendent's preparation, the curriculum has been shaped by the input from the KSU Educational Administration Advisory Council, composed of school leaders who practice in the Northeastern Ohio region. The proposed certificate will formalize the series of courses into a recognized university certificate. As a result, students' transcripts will not only record the completion of the 18 hours of coursework, but will also recognize the student's earning a university certificate.

Market Need

The Educational Administration program faculty has consulted with the Ohio Board of Regents, Ohio Department of Education, Buckeye Association of School Administrators, and the American Association of School Administrators (AASA) to identify market trends for hiring newly licensed school superintendents.

According to AASA in May, 2013, the country is "facing a shrinking number of qualified applicants for superintendent openings." According to the organization, it is estimated that 50% of those presently in superintendent positions plan to retire by 2016. Compounding the impending shortage, statistics show that the tenure of an inner city superintendent is often only 3 years; that of a suburban superintendent, 6 years.

According to Ohio's Buckeye Association of School Administrators (BASA), over the past year 60-65% of Ohio superintendents hired were first time superintendents. Of the 715 superintendency positions in Ohio, 150 were open to new hires in 2014. Usually, the number of positions open each year hovers between 110 and 120. Moreover, because of current changes in the State Teachers Retirement System, those more seasoned individuals currently in superintendents' positions could

find it financially advantageous to retire by 2016. Therefore, BASA predicts spikes in open superintendent positions in Ohio over the next two years.

It was not necessary to conduct wage analyses. In Ohio, wages for superintendents are locally determined by boards of education and can differ greatly by district, municipality, county or region.

2. PROJECTED STUDENT AND GRADUATE DATA

The proposed program will formalize the **existing** 18 hours of coursework leading to eligibility for a superintendent's license in the State of Ohio. By formalizing the existing 18 hours of coursework, which were approved individually at an earlier date to be offered online, into a university certificate, the program will be officially recognized and marketable to interested students as an academic credential. It will also allow students to be identified and tracked for reporting purposes and admission requirements will be established to ensure students meet professional standards. Upon completion of the program, the student transcript will reflect not only the earned credits but also the awarding of the certificate. Courses that will be included in the formal certificate include:

- EDAD 76515 Facilities Planning and Administration
- EDAD 76522 Public School Finance and Economics
- EDAD 76529 Leading for Social Justice
- EDAD 76747 Personnel
- EDAD 76534 The Superintendency
- EDAD 76492 Internship

Each course represents three hours of credit for a total of 18 hours.

Potential Students for the Certificate

The certificate program will target the regional and national population of school leaders, who have already earned a master's degree and are in practice in school districts as building level leaders. The State of Ohio, and most states, require that practicing superintendents be licensed.

Enrollment data from the past four years, since the series of courses was offered online, indicate a consistency of need for and interest in courses at Kent State University leading to superintendency licensure over the past four years.

2011-2012 15 enrolled
2012-2013 15 enrolled
2013-2014 10 enrolled
2014-2015 11 enrolled

It would seem appropriate to expect similar need/interest in the next few years if the series of courses is offered as a recognized certificate. Furthermore, the increased need for new superintendents in the next few years as forecasted by state data would suggest that the need for licensure preparation, and this new certificate, should also increase.

3. FACULTY CREDENTIALS AND CAPACITY

Full/Part time	Instructor and rank	Degree titles, institution, year	Years teaching in discipline	Course(s) will teach in the proposed program	Number of courses taught yearly at all locations
FT	Rosemary Gornik Assistant Professor	PhD, Kent State University, 2003 Curriculum and Instruction with Administrative Licensure	10	EDAD 76747 Personnel EDAD76534 The Superintendency EDAD 76492 Internship	3
FT	Chinasa Elue Assistant Professor	PhD, Clemson University, 2014 Educational Administration	2	EDAD 76529 Leading for Social Justice	1
FT	Christa Boske Associate Professor	EdD, Northern Illinois University, 2005 Educational Administration	8	EDAD 76529 Leading for Social Justice	1
PT	Joseph Giancola	PhD, Kent State University, 1988 Educational Administration	10	EDAD 76515 Facilities Planning and Administration	1
PT	Edwin Holland	PhD, Ashland University, 2003 Educational Administration	8	EDAD 76522 Public School Finance and Economics	1

Dr. Rosemary Gornik, who is a full-time faculty member, will coordinate the **Online Ohio Superintendent's Licensure Certificate,** a component of the Educational Administration Program coordinated by Dr. Christa Boske. Dr. Gornik has taught in Educational Administration programs for 10 years. Furthermore, Dr. Gornik has served for over 20 years as a school building and district administrator, including her most recent tenure as superintendent. Dr. Gornik continues to be an active scholar with published books on transformative curriculum leadership. Dr. Gornik teaches EDAD 76747 *Personnel*, EDAD76534 *The Superintendency*, EDAD 76492 *Internship.*

Dr. Christa Boske, coordinator of the Educational Administration Program, has served as a practicing school leader and is a prolific researcher and author in the areas of social justice and equity in schools. Dr. Boske is a full-time tenured faculty member and has over eight years of teaching in Educational Administration. Dr. Boske teaches EDAD 76529 *Leading for Social Justice.*

Dr. Chinasa Elue is a new full-time tenure-track faculty member in the program. Dr. Elue's research centers policy, especially concerning the rural poor and their access to higher education. This is Dr. Elue's first full-time faculty position. She is presently teaching the course, EDAD 76492 *Leading for Social Justice*.

Dr. Joseph Giancolo, who is the recently retired superintendent of Kent City Schools, has taught in the superintendency licensure program at Kent State University as well as at other institutions. Dr. Giancolo is a well-respected scholarly practitioner and the author of many publications, including a book on school leadership. Dr. Giancola brings more than 20 years of administrative experience to the program. As a part-time faculty member, he teaches only one course, EDAD 76515 Facilities Planning and Administration.

Dr. Edwin Holland, regionally recognized for his expertise in school finance and funding, is the superintendent of Orange City Schools. As a part-time faculty member, Dr. Holland has taught the EDAD 76522 Public School Finance and Economics course in the superintendency program for several years. Dr. Holland has served as superintendent in both economically- challenged and affluent school districts.

Since the series of six courses has been offered for several years already, the program faculty have managed well to meet the teaching and advising needs of the students. The responsibility for teaching these courses has been incorporated into the course loads of full-time faculty. Thus, faculty are also able to meet the expectations of the university for service and scholarship without the necessity of overload.

Thus, full-time faculty members teach over 60% of the courses in the series. Three full-time faculty members are accessible to students in the certificate program. The part-time faculty are hired repeatedly for their experience and expertise, but also for their focus on students. They too are readily accessible to students and encourage regular interaction beyond course content.

Students experience five faculty members over the duration of the program allowing for diversity of perspective. All full-time faculty members are women; of them, one is African American. The two part-time faculty are men.

Ohio | Board of Regents

John R. Kasich, Governor
Jim Petro, Chancellor

University System of Ohio

Change Request:
Program Delivery at an Off-Campus Site

This form only needs to be submitted if the institution intends to deliver 50 percent or more of the requirements of an existing degree program at an off-campus site (excluding general education, internships, clinical practicum, field experiences, student teaching). If the institution is requesting authorization to deliver the program(s) at multiple off-site locations, complete and submit a separate form for each site. Once approved by the respective college, the proposal needs to be submitted (in MSWord) to Therese Tillett, Office of Curriculum Services, for review and provost approval before being sent to the Ohio Board of Regents.

Date of submission: November 25, 2014

Name of institution: Kent State University

Course Delivery Site: Online

Program to be delivered at the site: **~~Online~~ Ohio Superintendent's Licensure Certificate**

Proposed start date: Summer, 2016

Date that the request received final approval from the appropriate institutional committee: [enter approving body and date]

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: ttillet1@kent.edu

Educator Preparation Programs:

Leads to licensure: Yes
Leads to 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.

The proposed program will formalize the existing 18 hours of coursework leading to eligibility for a superintendent's license in the State of Ohio. By formalizing the existing coursework, which were approved individually at an earlier date to be offered online, into a university certificate, the program will be officially recognized and marketable to interested students as an entity. It will also allow students to be identified and tracked for reporting purposes and admission requirements will be established to ensure students meet professional standards. Upon completion of the program, the student transcript will reflect not only the earned credits but also the awarding of the certificate. Courses that will be included in the formal certificate include:

- EDAD 6/76515 Facilities Planning and Administration
- EDAD 6/76522 Public School Finance and Economics

- EDAD6/76529 Leading for Social Justice
- EDAD 6/76747 Personnel
- EDAD 6/76534 The Superintendency
- EDAD 6/7 6492 Internship

Each course represents three hours of credit for a total of 18 hours.
Though the existing series of courses leads students to eligibility for licensure in the State of Ohio, a few students from other states, some of which have reciprocity with Ohio, have enrolled in the courses each year.

The Ohio Board of Regents and the Ohio Department of Education approved the series of course as a superintendency preparation program leading to licensure.
Since the Educational Administration program had been offering superintendency preparation programming for many years, the development of this current series of courses is merely a revision to reflect trends in the field, to meet current ELCC standards, and to offer the courses online to working professionals.

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

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

Dr. Rosemary Gornik, Assistant Professor in the Educational Administration Program, will be responsible for the coordination of this program. She will cooperate with Dr. Christa Boske, Associate Professor and Coordinator of the Educational Administration Program. All other administrative and academic conditions will remain as they are currently.

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.

No changes will be needed in the existing administrative services. Online students in the program will have full access to all student services at Kent State University.

1.3 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.

No changes will be necessary to accommodate this new certificate.

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.

No changes in resources or facilities will be necessary to accommodate this certificate program since all of the courses exist and have been approved for online delivery.

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.

No changes will be necessary to accommodate this certificate program.

1.6. 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.

The Kent State University library will be accessible to all students enrolled in the certificate program.

SECTION 2: PROGRAM INFORMATION

2.1 Using the chart below, 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.

Title of Degree/Major or Program Component	Full Program Available On-Site	Partial Program Available On-Site	Comments for Chancellor's Staff
Online Ohio Superintendent's Licensure Post-Master's certificate	*online*		

2.2 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:

	Available	Currently Used in the Approved Program
Accelerated		
Hybrid/blended		
Online	*	*

SECTION 3: FACULTY

3.1 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.

Full/ part time	Instructor and rank	Degree titles, institution, year	Years teaching in discipline	Course(s) will teach in the proposed program	Number of courses taught yearly at all locations
FT	Rosemary Gornik Assistant Professor	PhD Kent State University	15	*EDAD 6/76747 Personnel* *EDAD 6/76534 The Superintendency* *EDAD 6/76492 Internship*	6

FT	Chinasa Elue Assistant Professor		1	*EDAD 6/76529* *Leading for Social Justice*	4
FT	Christa Boske	EdD Northern Illinois University	8	*EDAD 6/76529* *Leading for Social Justice*	4
PT	Joseph Giancola	PhD Kent State University	10	*EDAD 6/76515* *Facilities Planning and Administration*	1
PT	Edwin Holland		10	*EDAD 6/76522* *Public School Finance and Economics*	1

3.2 Describe future faculty staffing plans for the program. 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 program has offered the six courses, 18 hours, in preparation for eligibility for the State of Ohio Superintendent's Licensure for many years. The program area has no plans to add courses or faculty since enrollment has remained consistently manageable over the years. We do not anticipate that the conversion of the series of courses into a formalized university certificate will affect enrollment.

SECTION 4: MARKET/WORKFORCE NEED

4.1 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.

The program consulted with the Ohio Board of Regents, Ohio Department of Education, Buckeye Association of School Administrators, and the American Association of School Administrators (AASA) to identify market trends for newly licensed school superintendents. According to AASA in May, 2013, the country is "facing a shrinking number of qualified applicants for superintendent openings." According to the organization, it is estimated that 50% of those presently in superintendent positions plan to retire by 2016. Compounding the problem, statistics show that the tenure of an inner city superintendent is often only 3 years, that of a suburban superintendent, 6 years. To increase the number of individuals eligible to assume superintendency positions, the organization has launched a national preparation program.

4.2 Indicate the projected enrollments for the program(s) over the next three years.

	2015-2016	2016-2017	2017-2018
Projected Enrollment	10-15	10-15	10-15

4.3 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.

The current series of courses, approved for several years now by the Ohio Department of Education and the Ohio Board of Regents, consists of 18 hours of coursework, all also approved to be delivered online. The six courses (18 hours) were designed to meet the Educational Leadership Constituent's Council (ELCC) standards for preparation of district level educational leadership. The

standards outline the preparation for successful performance of superintendents who lead an effective school environment for the advancement of student learning.

Given the current role of the superintendent as professional and the changing needs of society, the KSU program for the preparation has evolved to its current state. The program consists of six courses, 18 hours, which might be earned over the course of a calendar year, 3 academic semesters. Academically, the courses are taught at the post-master's degree level, since administrator/students must have earned a master's degree and have practiced at least three years in school leadership to be eligible for a superintendent's license in the State of Ohio. Furthermore, in addition to meeting the ELCC standards for superintendent's preparation, the curriculum has been shaped by the input from the KSU Educational Administration Advisory Council, composed of school leaders who practice in the Northeastern Ohio region.

4.4 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.

Cleveland State University, Cleveland, Ohio

Commitment to Program Delivery at Site

Kent State University is dedicated to the delivery of the **Ohio Superintendent's Licensure Certificate online** in conjunction with an articulation agreement to strengthen the commitment to this partnership.

If for some reason Kent State University is unable to continue delivery of this program online the university pledges to allow for matriculating students to complete the program before the program is fully disbanded.

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

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **24-Oct-14** Curriculum Bulletin _____

Effective Date **Fall 2015** Approved by EPC _____

Department	**Lifespan Development and Educational Sciences**
College	**EH - Education, Health and Human Services**
Degree	**PHD - Doctor of Philosophy**
Program Name	**Counseling and Human Development Services** Program Banner Code **CHDS**
Concentration(s)	Concentration(s) Banner Code(s)
Proposal	**Revise program**

Description of proposal:

This action changes the name of the program and course subject from Counseling and Human Development Services [CHDS] to Counselor Education and Supervision [CES]. Course requirements are also being revised to reflect current practices.

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

Current total credit hours: **81** Proposed total credit hours **87**

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):

Clinical Mental Health Counseling, Higher Education and Student Personnel, Middle Childhood Education, Health Education, School Counseling, and Technical & Applied Studies

---

REQUIRED ENDORSEMENTS

H. Dellharen-Jenkins 11/10/2014

Department Chair / School Director

_____ ___/___/___

Campus Dean (for Regional Campuses proposals)

Catherine W Hardy 11/21/14

College Dean (or designee)

Nancy Bu Hanlon 12/22/14

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

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

All Fields Report

Program Cover	
Program Title	Counselor Education and Supervision
Banner Code	
College(s)	Education, Health and Human Services
Department(s)	**Education, Health and Human Services** LDES-Lifespan Development and Educational Sciences
Degree Type	Doctorate
Degree Name	Doctor of Philosophy
Proposal Information	
Level	Graduate
Campus(es)	Kent

Program Catalog Description

Page Last Saved on Tuesday, Oct 28, 2014 at 1:56 PM
By Susan Augustine

Program Catalog Description

The Ph.D. in Counselor Education and Supervision provides advanced level preparation for counselors in various public and private human service and mental health settings as well as preparing individuals for the counselor education professoriate in colleges and universities.

ACCREDITATION: Council for the Accreditation of Counseling and Related Educational Programs

Keywords for GPS Website Search

Counseling, Counselor Education, Supervision, Counselor

Career Opportunities

Counselor Education professoriate; Advanced practice in public and private human service and mental health settings

Thesis/Dissertation

Dissertation research is the culminating experience in the doctoral Counselor Education and Supervision program and successful complettion of the dissertation processis required for graduation.

Admission and Graduation Requirements

Page Last Saved on Thursday, Oct 23, 2014 at 6:05 PM
By Susan Augustine

Admission Requirements

Official transcript(s), GRE, two letters of recommendation, interview, supplemental form, preliminary written exam and resume or vita.

Please refer to the university policy for graduate admission.

Graduation Requirements

After admission to the Ph.D. degree program, students plan a program of study with their respective faculty advisory committee. Please refer to the program and college doctoral handbook for more information about requirements for graduation.

Overall GPA	

Program Requirements

Definition	
Requirements	

Program Requirement Notes

Notes for Program Requirements Document

Students are expected to have completed curricular experiences equivalent to CACREP entry-level standards and curricular requirements of a specific CACREP program area before beginning doctoral-level counselor education coursework. Any missing content can be completed before or in some cases (e.g., if minimal content is needed) concurrently with initial doctoral-level counselor education coursework.

Students will have complted the coursework for the Professional Clinical Counselor License in Ohio either before entry into the program or during the program.

Successful completion of written and oral comprehensive exams is requiired before students can be registered for dissertation credit hours.

Rationale for the proposal

Description of action, including its intended effect

The purpose of this proposal is to change the name of the major from Counseling and Human Development Services to Counselor Education and Supervision to reflect what the national accreditation body articulates.

Impact on other programs, course offerings, students, faculty, staff (e.g., duplication issues)

As a result of the name change, the subject of all CHDS courses are being revised to CES and titles of certain courses are changed to reflect the new name. As part of this project, course information has been updated to reflect current practices.

Fiscal, enrollment, facilities and staffing considerations

None

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

CHDS courses are listed in requirements for several programs. Curriculum Services will have to update catalog requirements to reflect new course information (subject/titles). The following have been notified to update any internal documents/websites:

- Clinical Mental Health Counseling
- Health Education
- Nonprofit Studies Minor
- Middle Childhood

- School Counseling
- Higher Education and Student Personnel
- Regional College: Technical and Applied Studies

Counselor Education and Supervision - Doctor of Philosophy

COLLEGE: Education, Health and Human Services

DEPARTMENT: Lifespan Development and Educational Sciences

DESCRIPTION: The Ph.D. in Counselor Education and Supervision provides advanced level preparation for counselors in various public and private human service and mental health settings as well as preparing individuals for the counselor education professoriate in colleges and universities.

ACCREDITATION: Council for the Accreditation of Counseling and Related Educational Programs

CAREER OPPORTUNITIES: Counselor Education professoriate; Advanced practice in public and private human service and mental health settings

ADMISSION REQUIREMENTS: Official transcript(s), GRE, two letters of recommendation, interview, supplemental form, preliminary written exam and resume or vita.

Please refer to the university policy for graduate admission.

GRADUATION REQUIREMENTS: After admission to the Ph.D. degree program, students plan a program of study with their respective faculty advisory committee. Please refer to the program and college doctoral handbook for more information about requirements for graduation.

THESIS/DISSERTATION: Dissertation research is the culminating experience in the doctoral Counselor Education and Supervision program and successful complettion of the dissertation processis required for graduation.

Kent State University Catalog 2014 - 2015

Search

College of Education, Health and Human Services

- View Undergraduate Programs
- View Minors
- View Graduate Programs
- View Certificate Programs
- View Policies
- View Faculty

- College of Applied Engineering, Sustainability and Technology
- College of Architecture and Environmental Design
- College of Arts and Sciences
- College of Business Administration
- College of Communication and Information
- College of Nursing
- College of Podiatric Medicine
- College of Public Health
- College of the Arts
- Honors College
- Regional College
- School of Digital Sciences
- Undergraduate Studies

Counseling and Human Development Services - Ph.D. Program Requirements

Kent State University 2014 Catalog > College of Education, Health and Human Services > Graduate Programs > Counseling and Human Development Services - Ph.D. > Counseling and Human Development Services - Ph.D. Program Requirements

Download to print

PROGRAM REQUIREMENTS (81 credits)			
Course		Title	Credits
~~CHDS~~ CES	78128	Individual Appraisal in Counseling	3
	78538	Advanced Multicultural Counseling	3
	80090	Doctoral Residency Seminar in Counseling and Human Development Services	3
	80199	Dissertation I*	30
	88168	Advanced Counseling Theories	3
	88281	Research Seminar in Counseling and Human Development Services	3
	88284	Supervision of Counseling	3
	88292	Internship in Counseling and Human Development	~~3~~ 6
	An advanced practicum: Individual, group or couples and family		3 ~~or 4~~
EVAL	75510	Statistics I for Educational Services	3
	85515	Quantitative Research Designs and Application in Educational Services	3
	85516	Qualitative Research Designs and Application in Educational Services	3
	85517	Advanced Quantitative Research in Educational Services (3) *or*	3
	85518	85518 Advanced Qualitative Research in Educational Services (3)	
Additional Courses required relative to major area of study**			15
		TOTAL	~~81~~ 87

ADD: CES 88294 (3)

* Each doctoral candidate, upon admission to candidacy, must register for CHDS 80199 Dissertation I for a total of 30 hours. It is expected that a doctoral candidate will continuously register for Dissertation I, and thereafter CHDS 80299 Dissertation II, each semester, including summer, until all requirements for the degree have been met. Students will be expected to be familiar with data entry and interpreting computer generated analysis.

** Students will also have 9 additional hours of CHDS specialization and 6 hours elective coursework; total 15. In designing these 15 hours, students may want to consult with their advisors about registering for additional courses that consider research design; for example: EVAL 78713 Multivariate Analysis In Educational Research; EVAL 78714 Factor Analysis In Educational Research; EVAL 78716 Educational Statistics II; EVAL 78728 Educational Statistics III; CHDS 70093 Q Methodology In Assessment And Research; and CHDS 50093 Using NUD*IST N6 in Qualitative Research.

Counselor Education and Supervision - Doctor of Philosophy Program Requirements

Type Legend: DG Diversity - Global Diversity Course Requirement; DD Diversity - Domestic Diversity Course Requirement; KFA Kent Core Fine Arts; KSS Kent Core Social Sciences; KAD Kent Core Additional; KBS Kent Core Basic Sciences; KHU Kent Core Humanities; KMC Kent Core Mathematics and Critical Reasoning; KCM Kent Core Composition; KFH Kent Core Humanities or Fine Arts; ELR Experiential Learning; WIC Writing Intensive;

Please read the section in the University Catalog on Kent Core requirements, diversity, writing-intensive and the experiential learning requirements

I. Graduate Program Requirements (87 credits)					
Type	Course		Title	Credits	Minimum Grade
	CHDS	78128	Individual Appraisal in Counseling	3	
	CHDS	78538	Advanced Multicultural Counseling	3	
	CHDS	80090	Doctoral Residency Seminar in Counselor Education and Supervision	3	
	CHDS	80199	Dissertation I [1]	30	
	CHDS	88168	Advanced Counseling Theories	3	
	CHDS	88281	Research Seminar in Counselor Education and Supervision	3	
	CHDS	88284	Supervision of Counseling	3	
	CHDS	88292	Internship in Counselor Education and Supervision [2]	6	
	CHDS	88294	College Teaching in Counseling and Human Development Services	3	
	An advanced practicum: Individual, group or couples and family			3	
	EVAL	75510	Statistics I for Educational Services	3	
	EVAL	85515	Quantitative Research Designs and Application in Educational Services	3	
	EVAL	85516	Qualitative Research Designs and Application in Educational Services	3	
	Choose from the following:			3	
	EVAL	85517	Advanced Quantitative Research in Educational Services (3) or		
	EVAL	85518	Advanced Qualitative Research in Educational Services (3)		
	Additional Courses required relative to major area of study [3]			15	
			MINIMUM TOTAL	**87**	

1 Each doctoral candidate, upon admission to candidacy, must register for CES 80199 *Dissertation I* for a total of 30 hours. It is expected that a doctoral candidate will continuously register for Dissertation I, and thereafter CES 80299 *Dissertation II*, each semester, including summer, until all requirements for the degree have been met. Students will be expected to be familiar with data entry and interpreting computer generated analysis.

2 Students will take 3 credits of CES 88292 *Internship in CES* per semester for two consecutive semesters, for a total of 6 credit hours of internship.

3 Students will also have 9 additional hours of CES specialization and 6 hours elective coursework; total 15. In designing these 15 hours, students may want to consult with their advisors about registering for additional courses that consider research design; for example: EVAL 78713 *Multivariate Analysis In Educational Research*; EVAL 78714 *Factor Analysis In Educational Research*; EVAL 78716 *Educational Statistics II*; EVAL 78728 *Educational Statistics III*; and CES 70093 *Q Methodology In Assessment And Research*

Students are expected to have completed curricular experiences equivalent to CACREP entry-level standards and curricular requirements of a specific CACREP program area before beginning doctoral-level counselor education coursework. Any missing content can be completed before or in some cases (e.g., if minimal content is needed) concurrently with initial doctoral-level counselor education coursework.

Students will have compited the coursework for the Professional Clinical Counselor License in Ohio either before entry into the program or during the program.

Successful completion of written and oral comprehensive exams is requiired before students can be registered for dissertation credit hours.

Ohio | Board of Regents
University System of Ohio

John R. Kasich, Governor
John Carey, Chancellor

CHANGE REQUEST:
NAME AND CURRICULUM MODIFICATION

Date of submission: January 26, 2015

Name of institution: Kent State University

Previously approved title: Counseling and Human Development Services within the Ph.D. degree

Proposed new title: Counselor Education and Supervision within the Ph.D. degree

Proposed implementation date of the request: Fall 2015

Date that the request received final approval from the appropriate institutional committee:
[DATE] (Kent State University Board of Trustees)

Primary institutional contact for the request

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

Educator Preparation Programs:

Leads to licensure: No [change to Yes if true]
Leads to endorsement: No

Explain the rationale for name and curricular changes.
Counselor Education and Supervision is a standard name for doctoral programs such as ours. It is the name under which the Council for Accreditation of Counseling and Related Educational Programs (CACREP; a specialized accreditor in the field of counseling) accredits our doctoral program. It will be easier for potential applicants and other interested parties to find our website if we rename our Ph.D. program to Counselor Education and Supervision.

Describe how the name and curricular changes will affect students in the current program.
There will be no affect on students in our program, other than the name of their degree.

Describe any faculty, administrative or support service changes occurring along with the name and curriculum changes.
None.

Provide evidence that the appropriate accreditation agencies been informed of the proposed change (if applicable).
See attached email to Robert Urofsky, Director of Accreditation for the Council for Accreditation of Counseling and Related Educational Programs (CACREP)

Describe how the effectiveness of the new curriculum will be monitored over time.
The current curriculum as reflected in the doctoral plan of study will not change; there is no new curriculum that needs to be monitored. The following change to the curriculum as listed in the catalog brings the curriculum as listed in the catalog up to current practice (as listed on the plan of study).

Submit a comparison of the currently authorized curriculum and the proposed curriculum.
The curriculum will not change due to the name change. The following change to the curriculum as listed in the catalog brings the curriculum as listed in the catalog up to current practice (as listed on the plan of study).

Previously Authorized Curriculum	Credit Hours	Proposed Curriculum	Credit Hours
CHDS 78128 Individual Appraisal in Counseling	3	CES 78128 Individual Appraisal in Counseling	3
CHDS 78538: Advanced Multicultural Counseling	3	CES 78538: Advanced Multicultural Counseling	3
CHDS 80090 Doctoral Residency Seminar in CHDS	3	CES 80090 Doctoral Residency Seminar in CES	3
CHDS 80199 Dissertation I *	30	CES 80199 Dissertation I *	30
CHDS 88168 Advanced Counseling Theories	3	CES 88168 Advanced Counseling Theories	3
CHDS 88281 Research Seminar in CHDS	3	CES 88281 Research Seminar in CES	3
CHDS 88284 Supervision of Counseling	3	CES 88284 Supervision of Counseling	3
CHDS 88292 Internship in CHDS	3	CES 88292 Internship in CES	6
An advanced practicum: Individual, group, or couples and family	3 or 4	CES 88294 College Teaching in CES	3
EVAL 75510 Statistics I for Educational Services	3	An advanced practicum: Individual, group, or couples and family	3
EVAL 85515 Quantitative Research Designs and Application for Educational Services	3	EVAL 75510 Statistics I for Educational Services	3
EVAL 85516 Qualitative Research Designs and Application for Educational Services	3	EVAL 85515 Quantitative Research Designs and Application for Educational Services	3
EVAL 85517 Advanced Quantitative Research for Educational Services OR EVAL 85518 Advanced Qualitative Research for Educational Services	3	EVAL 85516 Qualitative Research Designs and Application for Educational Services	3
Additional courses required relative to major area of study	15	EVAL 85517 Advanced Quantitative Research for Educational Services OR EVAL 85518 Advanced Qualitative Research for Educational Services	3
		Additional courses required relative to major area of study	15
TOTAL	81	TOTAL	87

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

Kellogg, Jennifer

From: AUGUSTINE, SUSAN
Sent: Thursday, January 15, 2015 2:12 PM
To: Kellogg, Jennifer
Subject: FW: CHDS proposal

I hope this email takes care of your issue with the CHDS courses. Let me know if you need us to do anything else on our end.
-Susan

Susan Augustine
Curriculum Coordinator
College of Education, Health, & Human Services
Kent State University
409 White Hall
330-672-2187
FAX: 330-672-3549
saugusti@kent.edu

From: MCGLOTHLIN, JASON
Sent: Thursday, January 15, 2015 2:09 PM
To: AUGUSTINE, SUSAN; COX, JANE A.
Subject: Re: CHDS proposal

Yes! Please change the name of these courses to CES courses. Thanks Susan for your thoughtfulness. Cheers, Jason

Jason M. McGlothlin, Ph.D., PCC-s
Associate Professor
CHDS Master's Programs Coordinator
Counseling and Human Development Services
310 White Hall
PO Box 5190
Kent State University
Kent, Ohio 44242-0001
Secretary: 330-672-2662
Office: 330-672-0716
E-Mail: jmcgloth@kent.edu

From: <AUGUSTINE>, SUSAN <saugusti@kent.edu>
Date: Thursday, January 15, 2015 at 2:07 PM
To: "COX, JANE A." <jcox8@kent.edu>, Jason McGlothlin <jmcgloth@kent.edu>
Subject: CHDS proposal

Jane/Jason,
Curriculum Services identified a couple courses on the large-scale revision that still contain CHDS in their title (see attached).

CHDS 6/87596 *Individual Investigation in Counseling and Human Development Services*
CHDS 88298 *Individual Research in Counseling and Human Development Services*

Should these title also be changed from … in CHDS to *Counselor Education and Supervision*? They will amend the proposal for you, they just want to confirm that this should be done.

-susan

Susan Augustine
Curriculum Coordinator
College of Education, Health, & Human Services
Kent State University
409 White Hall
330-672-2187
FAX: 330-672-3549
saugusti@kent.edu

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **29-Oct-14** Curriculum Bulletin _____

Effective Date **Fall 2015** Approved by EPC _____

Department	**Teaching, Learning and Curriculum Studies**
College	**EH - Education, Health and Human Services**
Degree	**MED - Master of Education**
Program Name	**Advanced Pedagogy in Physical Education and Sport** Program Banner Code **APPES**
Concentration(s)	Concentration(s) Banner Code(s)
Proposal	**Establish program**

Description of proposal:

This proposal is to establish a joint graduate degree program offered collaboratively by Kent State University (KSU) and the University of Wollongong (UOW) in New South Wales, Australia. It will culminate in a Master of Education (MEd) degree in Advanced Pedagogy in Physical Education and Sport (APPES). The program is 100% on line, and is aimed at practicing teachers and/or athletic coaches who are seeking further expertise in their field of study but who, for various reasons, might find the on line environment preferable to face to face instruction.

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

Current total credit hours: Proposed total credit hours **36**

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

No impact on other programs or staffing. The program is aimed primarily at Physical Education teachers and athletic coaches who need further education for either advanced licensure or professional development purposes.

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

Admissions, Continuing/Distance Education, Office of the Provost, Instructional Technology

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REQUIRED ENDORSEMENTS

Alexa T Sandmann _____ 11/6/14

Department Chair / School Director

_____ ___/___/___

Campus Dean (for Regional Campuses proposals)

Catherine E Hackney _____ 11/21/14

College Dean (or designee)

Marcy Bar Kaplan _____ 12/2/14

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

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

Transmittal Memo

Date: November 7, 2014

To: Catherine Hackney, Associate Dean for Administrative Affairs and Graduate Education

From: Stephen Mitchell, Physical Education Professional Program Coordinator

Re: Full proposal MEd Advanced Pedagogy in Physical Education and Sport

This proposal is to establish a joint MEd Advanced Pedagogy in Physical Education and Sport (APPES) degree offered collaboratively by Kent State University (KSU) and the University of Wollongong (UOW) in New South Wales, Australia.

Course in CCU Workflow: CI 65025

Included: ccp form, full proposal, Needs Analysis and Faculty Credentials, catalog copy, faculty CV, Ohio advanced licensure requirements, evidence of program need and support, response to Ohio feedback,

Curricular/consultative bodies that have approved this action:
PEP: September 24, 2014
TLC SCC: November 5, 2014

Advanced Pedagogy in Physical Education and Sport (APPES)
Post-Graduate (MEd) Online Program
University of Wollongong & Kent State University

FULL PROPOSAL

Introduction

This Master's level program is a joint degree program offered collaboratively by Kent State University (KSU) and the University of Wollongong (UOW) in New South Wales, Australia. It will culminate in a Master of Education (MEd) degree in Advanced Physical Education Pedagogy (APEP). The program is 100% (only) online, and will be attractive to practicing teachers and/or athletic coaches who are seeking further expertise in their field of study but who, for various reasons, might find the on line environment preferable to face to face instruction. In addition, as an online program, both institutions will be able to attract students who are place-bound. Both institutions have faculty expertise to enrich the academic experience and can do so in combination with each other. Furthermore, faculty members at the two institutions are professional colleagues who have previously collaborated on research publications and grant proposals.

This program focuses on developing advanced pedagogical skills, over and above the skills that would be acquired in an undergraduate program. The program also seeks to foster a global understanding in the areas of Physical Education and Sport, the primary purpose of which is to better equip program graduates to become change agents within their own education systems. To this global perspective can be added an increased understanding and comfort level with using technology for instructional purposes. Taken together, these three strands of advanced pedagogical skills, global understanding, and technology will better enable graduates to become leaders of change in the 21st century.

Response to feedback from Ohio institutions

As required the Program Development Plan was sent to other institutions in Ohio for the purposes of soliciting feedback. We are very appreciative of the feedback provided by our Ohio colleagues and feel that the proposal is certainly strengthened as a result. There were no comments expressing concern regarding duplication or conflict with other programs, nor were there concerns over any substantive elements of the program. Supportive comments include:

University of Akron:
Overall, Kent State University has written an excellent proposal. In our opinion, we do not believe there are potential conflicts with the proposed program in advanced physical education pedagogy and our programs in physical education at the University of Akron. Additionally, we do not have any concerns with the substantive elements of their proposed program. However, we would like to note that we are in the process of re-activating our advanced physical education program and adding an adapted physical education endorsement. We welcome the opportunity to collaborate with Kent State University on the proposed advanced physical education program.

Overall, the proposal submitted by Kent State University in conjunction with the University of Wollongong was well organized, clear and very well-written.

Cleveland State University:
The program provides an opportunity for those individuals needing to complete a Master's Degree and do not live in proximity to either institution. It is an attractive program because of the international partnership that could provide diverse interaction for philosophies and theories. This program provides an excellent opportunity for collaboration between universities and with the exchange of cultural philosophies

Miami University:
The Advanced Physical Education Pedagogy Online Master's degree proposed by Kent State University (KSU) and The University of Wollongong (UOW) looks to be a unique collaborative program for Physical and Sport educators. Physical Education teachers and coaches have the opportunity to advance up the career ladder by earning a master's degree, which often provides a pathway to leadership positions within school districts and the added benefit of improving their financial compensation. The online international collaboration between KSU and UOW will give Physical Education teachers, coaches and professionals in related fields the chance to interact with professors and students from other countries and cultures in an online environment. The online international focus should give the program a unique niche in Ohio. Providing sport professionals from around the world an opportunity to learn and interact together will create an enriching learning environment and promote interesting discussions during classes. Such a degree program might also develop an interest in Ohio among international students and perhaps lead to further enrollment in Ohio Colleges and Universities. The degree might provide an option and opportunity for interested students to visit the campus in Australia or the United States to meet faculty. The international structure of the degree also supports a number of the elements of the College of Education, Health and Human Services strategic plan at KSU. The collaboration between the two universities from different hemispheres provides a unique program through the potential interactions among faculty and students.

There were some suggestions and below we summarize those suggestions and our responses.

Suggestion:
Cleveland State University
The success of this program could serve as a model for other RACGS institutions for development of other programs. Also, if they would allow courses from our institution to count for elective courses; i.e. Nutrition and Sport, Strength Training and Conditioning, Coaching essentials). All are online courses and are graduate level classes.
Response:
By agreement with UOW we must offer the same number of courses within the program. However it would be possible to allow an appropriate elective course taken at another university to substitute for a KSU course.

Suggestion:
Cleveland State University
Kent State should offer electives that are more relevant to the field.
Response: We have suggested electives in the area of technology because of its importance to both teaching and coaching in the 21st century. But this does not preclude students taking appropriate electives from elsewhere within education.

Suggestion:
Cleveland State University
Require that the student must have the majority of classes taken at the institution from which they graduate.
Response:
This is not possible by agreement with UOW that 50% of courses will be taken at each institution. This ensures a truly joint venture and that each institution benefits equally from an enrollment perspective.

Suggestion:
Miami University
A specific course focusing on international perspectives in Sport Pedagogy would be a useful element to include in the program. While other courses will draw on the varied backgrounds and perspectives of the professors and students, a course such as this could be the cornerstone of the degree. As an example, the course titled "Contemporary Issues in Sport Pedagogy" could become "Contemporary Issues in Sport- An international Perspective". This could be a "cutting edge" course which would use content with an international perspective as well as drawing on the varied cultural backgrounds of the instructors. The faculty at KSU and UOW should also look for opportunities to infuse content with an international perspective into courses that have already been developed, if they have not done so already.
Response:
This is certainly a good suggestion and we have made this revision.

Suggestion:
Miami University
More clarity could also be provided regarding the "mini project" and "individual investigation" indicated in the curriculum. Could these two options include a thesis? The proposal seemed a little unclear about this culminating work.
Response:
There are currently no plans for there to be a thesis option within the program, though it is possible a student could opt to do a thesis instead of the capstone experience (i.e. the minor project or individual investigation). In most cases the capstone project will use Action Research methodology, with students investigating the efficacy of their own teaching or coaching practice within their own settings.

Suggestion:
Miami University
The name of the program could be modified to better reflect the titles of the proposed courses and the professional areas of prospective students. The course titles include the areas of Physical

Education, Sport, Recreation and Coaching but the name of the program only includes Physical Education. The program name could better reflect the inclusiveness of the courses listed. Perhaps a title such as "Advanced Pedagogy for Physical Educators and Sport Professionals" may be a better description of the program.
Response:
A very valid point and we have revised the program title to read "Advanced Pedagogy in Physical Education and Sport."

Suggestion:
The Ohio State University
The title of the degree emphasizes physical education, but stated program of study includes content addressing coaching, recreation and physical education. Should the degree title be more reflective of this content?
Response:
See above comment on the program name.

Suggestion/question:
The Ohio State University
Will the online courses be synchronous or asynchronous and if the latter, how does this affect faculty loads?
Response:
Faculty loads are governed by the KSU-AAUP Collective Bargaining Agreement (CBA) and so are not impacted by this program. Courses in the program are only offered online so there will not be multiple sections taught through different delivery modes.

Suggestion:
The Ohio State University
Should admission criteria be established prior to approval?
Response:
This has been done. Criteria include an undergraduate degree with a 3.0 GPA (or international equivalent), a career goal statement and two letters of recommendation, and demonstrated proficiency in the English language.

Suggestion:
University of Toledo
Proposed program is in alignment with strategic plan, thus offering some rationale for it. However, a needs analysis should be conducted to determine the true interest and market need.
Response:
Informally we know that physical education teachers need a higher degree if they are to progress up the career level. A more systematic needs analysis is in progress.

Suggestion:
University of Toledo
Address curriculum rigor and how it compares to other programs that are nationally accredited.
Response:

The curriculum is comprehensive insofar as courses address advanced pedagogical knowledge and skills, and is rigorous in that both institutions have high standards for academic attainment. It is not really possible to know how this level of rigor compares to other institutions.

Suggestion:
University of Toledo
Provide some alignment between content and NASPE advanced standards
Response:
Based on contact with SHAPE America, the advanced standards are no longer used for program review and they have not (and will not be) revised for future use. Thus we have, on page 12, chosen to align the program directly to the CAEP standards for advanced programs. That said, the previous NASPE (now SHAPE America) advanced program standards relate to i) Professional Knowledge, ii) Professional Practice and iii) Professional Leadership. Aspects of these standards will be addressed within program courses.

Suggestion:
University of Toledo
Explain how this program is different from other online advanced physical education pedagogy programs. This reviewer understands this is a collaborative effort, which may facilitate the international perspective of the student. But, what relevance will that have for those still teaching in Ohio? How does this international perspective impact the graduate student, the K-12 student, and our educational system and policies? More information would be helpful in these areas.
Response:
Indeed the international perspective is perhaps the major benefit of this program, but it is unlikely that this will benefit "our educational system and policies" since these are legislated in the Ohio Revised Code. But an international perspective can bring increased understanding of the world and an awareness of alternative approaches to education that might be implemented at the local level, to the betterment of both teachers and students.

Suggestion/Comment:
Wright State University.
I don't see a major market for this, but then again, I am not familiar with Australia. The online part seems to be the best reason given for the program along with the collaborative venture. It is neither distinct nor different from anyone else's programs other than the online and collaborative venture.
Response:
The collaboration with UOW is of value in and of itself, as is the opportunity to reach students from other countries in an online format. While this program has common elements with other Master's programs, it does focus more on advanced pedagogical skills and preparation for leadership roles than these other programs, particularly those within Ohio (see section 4 of the proposal).

*Note. Youngstown State University also questioned the need for the program and potential similarities to other programs in Ohio. Please see the above response.

Suggestion:
Youngstown State University.
The assessment course offered in physical education at the undergraduate level rarely focuses on performance-based assessment specific to the content area. The proposal could be strengthened by taking away one of the electives and requiring an assessment course.
Response:
This is a matter of perspective and our own undergraduate program certainly has a strong focus on performance-based assessment relative to content standards. In this graduate program students will receive measurement/assessment content in the research focused course. An elective course in assessment might be possible, though this would also be a resources issue.

Administration of the Program
As per the Memorandum of Understanding between the two institutions, for ease of administration students will apply to and graduate from one of the two institutions. Successful applicants will be assigned an academic advisor at their "home" institution and then manually enrolled as a student at the other institution. The students' home university will be responsible for transfer credit evaluation, advisement, review of degree progress, issuing of the diploma, granting of the degree and financial aid and/or scholarships. The program coordinators will hold one formal meeting (via phone, video conference or in person) each semester, and additional meetings as necessary. Tuition fees across the two institutions will be comparable for this program, with UOW adjusting its fees to those of KSU.

Given that this is an inter-institutional program, appropriate steps will be taken concerning the following:

1) The provision of complementary educational experiences for students.
   All courses are approved by their home institution's respective curriculum bodies.

2) Supervision of students by qualified scientists or scholars at all institutions.
   All faculty members at both institutions have terminal degrees.

3) Mechanisms for advising and evaluation of students.
   Students will be assigned an academic advisor at their "home" institution and the program coordinators will communicate on a regular basis to resolve any concerns over student progress in the program.

4) Mechanisms and procedures for program administration.
   Students will apply to and graduate from one of the two institutions. Successful applicants will be assigned an academic advisor at their "home" institution and then manually enrolled as a student at the other institution. Admissions staff have been consulted and feel this is the most efficient procedure.

5) Mechanisms to maintain academic quality (this should include a description of how faculty members/collaborators at each institution are qualified and how quality is maintained).

All faculty members have doctoral degrees in appropriate disciplines (CVs in Appendix A). Quality is also maintained by the rigors of the Reappointment, Promotion and Tenure procedures at each institution, and specific to this program by the following:

- The syllabus for every course offered in each semester is provided to the other university prior to the commencement of the course. The syllabus offers a minimum scope and contents to be covered in each course. Each university must notify the other university of any changes or revisions made to the syllabus. Such syllabus may not be changed once the course has already started.
- Faculty at both universities will receive on-going professional development in distance learning pedagogy at their respective university, subject to availability and applicable funding.
- Instructors and courses are formally evaluated by students at the end of each semester and results of those evaluations are made available to the instructor for self-improvement and to the director/associate dean of the instructor's respective school. The focus of the evaluation is on the usefulness and importance of course content and coursework, qualification(s) and accessibility of instructors, grading instruments and study/research environment. These evaluations must be retained by the respective university for a period consistent with the record retention schedules of that university.
- Both universities will collaborate fully in the development of the program's mission, objectives and structural design.
- All course syllabi will be reviewed and approved by faculty at both universities, and will continue to be reviewed every three years by faculty at both universities.
- KSU faculty teaching in the program will be reviewed by UOW using established UOW procedures.
- UOW faculty teaching in the program will be reviewed by KSU using established KSU procedures.
- Samples of students' culminating project will be exchanged and reviewed for quality, subject to a signed FERPA (Family Educational Rights and Privacy Act) release from the student.
- Faculty from both universities will regularly review and refine the program's curriculum and admission and graduation criteria—with approval from both universities using their standard curriculum review and approval process—in response to internal and external assessment outcomes and in the context of national and international disciplinary standards.

6) Procedures for covering the costs involved in shared administration.

There should not be any additional costs due to shared administration of the program, with each institution using its existing resources.

7) Compliance with policies on such essential matters as academic freedom, intellectual property rights, and affirmative action.

Each institution has its own policies relative to academic freedom, intellectual property rights, and affirmative action, and these policies will remain in place, continuing to operate with respect to courses offered at each institution.

8) Safeguards against possible exploitation of the time and talents of students.
Each institution has policies and procedures in place, including student ombuds and complaints procedures. These will continue to operate with respect to courses offered at each institution.

9) Official confirmation that ultimate academic responsibility rests with a RACGS university.
Kent State University has ultimate academic responsibility for students who apply and are admitted to the program enroll with Kent State University as their "home" institution.

10) In instances when inter-institutional arrangements involve non-RACGS institutions, a RACGS institution must be designated as the primary institution for the purpose of functioning as the prime contact with the Ohio Board of Regents and for assuring compliance with academic and administrative standards.
Kent State University will be the institution with primary responsibility for communicating with the OBR and for assuring compliance with academic and administrative standards.

Admission Requirements

Admission to the program requires that successful applicants to the program have an undergraduate degree from an accredited institution, with a 3.0 GPA (or international equivalent). Admission to the program at one institution will immediately confer admission at the other institution, thereby saving the need to a duplicate application process.
Each application must be accompanied by:

- Official undergraduate transcript(s),
- a career goal statement indicating an interest or intention of working in a Physical Education or coaching context,
- two letters of recommendation attesting to the applicant's ability to complete academic work at the graduate level,
- a resume or curriculum vitae indicating prior experience of teaching Physical Education or coaching in a sport context, and evidence of English language proficiency in accordance with the admission requirements of KSU and UOW. Test scores (TOEFL or IELTS in Australia) may be required from applicants from countries in which English is not the native language.

Course Registration/Enrollment and Maintenance of Student Records.

Course registration/enrollment:

- All students will register for courses at the university that is offering them through the standard registration process and deadlines used by that university.
- Students enrolled in the program will remain as active students at their home university while simultaneously enrolled at the host university and will be regarded as non-degree seeking at the host institution.

- Students must be enrolled in at least one (1) KSU course per calendar year to maintain active student status at KSU.

Maintenance of student records:

- KSU's Office of Graduate Student Services in the College of Education, Health and Human Services, and its UOW equivalent, will hold records relating to students' personal details and academic performance in order to administer the program.
- In order to comply with data protection legislation, all students in the program (at KSU and UOW) will be required to confirm that they consent to the transfer of data between the two universities upon enrolling in the program.
- Both universities recognize the responsibility of their respective laws to maintain student records in a confidential manner, and both universities agree to follow their respective laws and maintain the appropriate protection in regards to the access and retention of student records.
- Student transcripts will be issued by the host university to students enrolled in courses as a guest.

Tuition and Fees

Assessment:

Both home and guest students will pay course tuition and fees directly to the university offering the course for which the students registered.

Billing:

Each university will invoice both home and guest students through its standard billing and deadline procedures.

Financial Aid

Disbursement:

Each university agrees to award and dispense student financial aid in accordance to applicable laws and procedures.

Eligibility:

Domestic (U.S.) KSU home students receiving federal financial aid must maintain minimum half-time graduate status each semester and must submit an Ad Hoc Consortium Agreement each semester to the KSU Office of Student Financial Aid when registering for UOW courses as a guest student.

Rules and Regulations

Students shall be subject to the rules and regulations of both universities. Where there is a conflict between the rules and regulations, the rules and regulations of the student's home university will apply. In cases of policies pertaining to courses (e.g., registration, grading, plagiarism), UOW policies will apply to students enrolled in a UOW course, and KSU policies will apply to students enrolled in a KSU course.

1. **Academic Quality:**

Faculty numbers, computational resources, library, laboratories, equipment and other physical facilities, are sufficient to run this program. Resources consist of:

- Five full-time faculty members at KSU and four at UOW. These faculty members are:

  Kent State University:
  Dr Jennifer Fisette (EdD, University of Massachusetts). Associate professor, with tenure
  Dr Jennifer Gorecki (PhD, University of South Carolina). Assistant professor, non-tenure track
  Dr Insook Kim (PhD, Ohio State University). Assistant professor, tenure track
  Dr Steve Mitchell (PhD, Syracuse University). Full professor, with tenure
  Dr Takahiro Sato (PhD, Ohio State University). Associate professor, with tenure

  University of Wollongong:
  Dr Narottam Bhindi (PhD, University of Queensland). Associate Professor, with tenure
  Dr Greg Forrest (PhD, University of Wollongong). Lecturer, with tenure
  Dr Steven Howard (PhD, York University). Lecturer, non-tenured
  Dr Dana Perlman (PhD, University of Idaho). Senior Lecturer, with tenure

  Faculty CVs are included in Appendix A.

- Current and well stocked library resources for Physical Education Pedagogy, including adequate on line resources. The main library at KSU contains more than 2000 hard copy and electronic textbook resources specific to the field of Physical Education, and students will have the additional resources of OhioLINK with over 275,000 resources specific to Physical Education and 10,000,000 resources specific to Sport. Leading journals are available including:
  - The Journal of Teaching in Physical Education
  - Research Quarterly in Physical Education and Sport
  - Sport, Education and Society
  - Physical Education and Sport Pedagogy
  - The Journal of Physical Education, Recreation and Dance
  - The Physical Educator
  - International Journal of Physical Education
  - International Journal of Sport and Society
  - International Journal of Sport Psychology

  The UOW library system (http://www.library.uow.edu.au/index.html) is similarly stocked with a full range of Australian and international journals, and students who are admitted with UOW as their "home" institution will have full access to the KSU library system. Likewise, students admitted with KSU as their "home" institution will have full access to the UOW library.

  KSU will use its learning management system (currently Blackboard Learn) to allow students enrolled in a KSU course to participate in the online course. UOW will use Moodle. Both of these learning management systems allow instructors to provide

students with course materials, discussions, online exams, assignment drop box in an asynchronous environment.

Online learning is well supported at both institutions. In particular at Kent State, "Start Here" resources provide students with step by step guidance for navigating the online learning environment and support staff in the College of Education, Health and Human Services are available for consultation as and when required.

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?

Yes, this program is distinctly different from an undergraduate pedagogy program. Specifically, the goal of a typical undergraduate program is to enable students to graduate as competent beginning teachers or coaches. Thus a typical undergraduate program focuses on:

- Developing basic content knowledge
- Understanding school aged children
- Motivating and communicating with young learners
- Basic skills in planning
- Instructional strategies
- Assessment of student learning

On the other hand, this graduate program focuses more on further developing the skills of curriculum or program planning and analyzing the effectiveness of teaching and curriculum processes, with the goal of enabling graduates to become program leaders within their schools and/or departments. This graduate program will focuses on:

- Curriculum and/or program development skills
- Analysis of teaching and coaching
- Developing research skills
- Developing leadership skills and strategies
- Teaching and coaching students/athletes with disabilities
- Understanding physical and sport from a global perspective

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?

Yes, theoretical foundations for this program focus particularly on

- Curriculum theory – value orientations, curriculum models, standards-based curriculum development and evaluation
- Research approaches – qualitative and quantitative methods of inquiry
- Leadership theory – transformational and situational leadership, leadership styles
- Analysis of teaching – systematic observation, teacher effectiveness, teacher evaluation.

iii. Does the program place emphasis on professional decision making and teach the use of critical analysis in problem solving?

Yes, professional decision-making and critical analysis feature prominently in courses in Curriculum Development, Leadership and Management, Adapted Physical Education, and Contemporary Issues.

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?

Yes, the program covers all critical areas regarding advanced pedagogy. These include research, leadership, application and evaluation of pedagogical methods, curriculum development, current issues in the field, and students with disabilities.

v. Does the design of the program include a capstone experience, such as an exit project (which would not necessarily be a research experience)?

Yes, this capstone experience is a culminating project and can be taken either at KSU or UOW. The project is individualized and will use Action Research methodology in most cases, with students investigating the efficacy of their own teaching or coaching practice within their own settings.

vi. Does the proposed program identify faculty resources appropriate for the research component of the program?

Yes, the research course (EDGZ 921 or EVAL 65511) will be taken at the student's "home" institution and all program faculty members have experience and expertise in research to be able to guide students in any subsequent research projects. Faculty members at both institutions have research expertise in both quantitative and qualitative research methods and students will identify their own capstone/research project advisor based on the nature of the project and faculty interest.

vii. Does the program curriculum offer what students need to know for competence at the expected level of professional expertise?

Yes, program offerings are at the advanced level and program applicants will be expected to bring teaching expertise and/or experience to the program. Program content represents that which would be expected of someone seeking an advance professional license. In Ohio, advanced professional licenses include the Senior Professional Educator License and the Lead Professional Educator License. Details of these requirements are in Appendix B.

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?

Accreditation will most likely be necessary through the Council for the Accreditation of Educator Preparation (CAEP, formerly NCATE). CAEP advanced degree standards require that:

1. Candidates demonstrate an understanding and are able to apply knowledge and skills specific to their discipline. *This standard will be addressed through the core courses listed below, particularly EDGP 936 and 930, and CI 65037 and 65055.*
2. Providers ensure that effective partnerships and high quality clinical practice are central to preparation so that candidates develop the necessary to demonstrate positive impact on

all P-12 students' learning and development. *Field-based components will be required in EDGP 930 and in CI 65037.*

3. Admission procedures include plans for the recruitment of diverse candidates and candidates that have high academic achievement and ability. *See Admissions requirements on page 6. In addition, efforts will be made within the USA to recruit from groups such as ethnic/racial minorities, students with disabilities, and veterans. Though recruitment advertising will be done via conferences, web sites and print media, special efforts will be made to advertise to undergraduate students (thus potential graduate students) from Historically Black Colleges and Universities.*
4. Providers demonstrate the impact of completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation. *Impact will be demonstrated as a requirement of the capstone experience (EDGZ 906 or CI 67096) in which candidates will investigate an aspect of their own instruction and its impact on learning or performance. Completer satisfaction will be demonstrated by an exit survey.*
5. Providers maintain a quality assurance system comprised of valid data from multiple measures. *Key assessments (6-8 total assessments) will be identified from within the core courses and data will be collected annually and reviewed for the purpose of program enhancement.*

In Australia, UOW is a self-accrediting authority registered under the Tertiary Education Quality Standards Agency. Review and approval processes are scheduled to be completed by April 2015 (see Appendix C). A review has been conducted by UOW's External Course Appraisal Committee (see Appendix C).

Curriculum

This is a thirty-six credit hour (twelve 3 credit hour courses) program in which students must take half the courses from each institution. The equivalent of 36 credit hours is required for a master's degree by the State of New South Wales in Australia, while the equivalent of minimum 30 credit hours is required for a master's degree by the Ohio Board of Regents in the State of Ohio. Of the twelve total courses there are eight required courses. Students will take five of these eight at their "home" institution, three required courses from the partner institution, and two elective courses from each. Each KSU course is worth 3 graduate credit hours, while each UOW course is worth 6 credit points, with one KSU course being equal to one UOW course in terms of contribution to the overall degree.

All required courses will be taught be full-time program faculty members, though the specific individual might vary depending on other instructional needs within the respective departments. All courses are offered fully online in an asynchronous platform and, with one exception (UOW's Applied Pedagogy course), all are currently offered.
Electives will be selected based on student interest and future career goals. A full-time faculty member will supervise and review/assess each capstone project, with students requesting their faculty mentor/supervisor based on the expertise of the faculty member relative to the nature of the project.

Core courses in the program are as follows:
EDGZ 921 – Introduction to Research and Inquiry OR EVAL 65511 – Research in Educational Services
EDGP 935 – Leadership and Management in PE, Sport and Recreation
EDGP 936 – Applied Pedagogy in PE, Sport and Recreation
EDGP 930 – Theoretical and Practical Bases of Teaching and Coaching
CI 65037 – Adapted Physical Education
CI 65025 – Contemporary Issues in Sport Pedagogy – an International Perspective
CI 65055 – Curriculum Development in Sport Pedagogy
EDGZ906 - Minor Project OR CI 67096 – Individual Investigation in Curriculum & Instruction

A complete outline of the program is provided in Table 1 below, including details of the instructional focus of core courses and possible electives.

Subject/Course	**Institution**	**Comments+**	Instructional Focus
EDGZ921 – Introduction to Research and Inquiry OR EVAL 65511 – Research in Educational Services	UOW or KSU	Taken at either university	Introduction to and examination of purposes and practice of qualitative and quantitative research questions, research methodology, data analysis in education and related areas.
EDGP935 – Leadership and Management in PE, Sport and Recreation	UOW		Leadership and management theory and application related to physical education and sport and recreation in education and training organizations.
EDGP936 – Applied Pedagogy in PE, Sport and Recreation	UOW		Implementation and evaluation of PE pedagogy
EDGP930 – Theoretical and Practical Bases of Teaching and Coaching	UOW		Analysis of current coaching theory and practical applications related to pedagogical issues, time management and coaching in Australia and in other countries.
CI 65037 – Adapted Physical Education	KSU		Prepares physical education teachers to provide safe, appropriate, and individualized accommodations to students with disabilities.
CI 65025 – Contemporary Issues in Sport Pedagogy – an International Perspective	KSU		Global issues, including race, gender and politics, as they pertain to PE and sport
CI 65055 – Curriculum Development in Sport Pedagogy	KSU		The analysis, development and design of curricular theory and practice in physical education and sport; and an examination of current and future issues in

Year 1 Suggested Sequence *

Semester 1: UoW Spring (July to November)	**Semester 2: KSU Spring (January to May)**
▪ EDGP 935	▪ EVAL 65511 (KSU students only)
▪ EDGP 936	▪ CI 65055
▪ ENGZ 921 (UoW students only)	▪ CI 65037
▪ UoW elective	

Year 2 Suggested Sequence *

Semester 3: UoW Spring (July to November)	**Semester 4: KSU Spring (January to May)**
▪ EDGP 930	▪ CI 65025
▪ EDGZ 906 (UoW students only)	▪ CI 67096 (KSU students only)
▪ UoW elective	▪ KSU elective
	▪ KSU elective **

Table 2. Program sequencing

*To complete the program in two years, students would have to start with either semester 1 or 2 above and follow a sequence of 1234 (if they start with semester 1) or 2143 (if they start with semester 2).
**To lighten the load in semester 4, KSU students could take an elective course in semester 2 if preferred.

Grading

- All coursework taken at the host university will be pre-approved by the home university's program coordinator for transfer and degree applicability to the home university prior to the start of the semester that students register for courses at the host university.
- While enrolled in KSU courses (as home or guest student), students will be graded using KSU's grading scale.
- While enrolled in UOW courses (as home or guest student), students will be graded using UOW's grading scale.
- At the completion of coursework, but prior to graduation, a weighted average across all courses taken at both universities, using the crosswalk below and next page, will be computed by the degree program coordinators to ensure that the minimum requirement for graduation has been met.
- The university offering the course will have ultimate authority over regulations and procedures regarding instructor grading of its courses.

			curriculum implementation.
Elective I	UOW or KSU	Taken at either university	
Elective II	UOW or KSU	Taken at either university	
Elective III	UOW or KSU	Taken at either university	
Elective IV 937	UOW or KSU	Taken at either university	
EDGZ~~906~~ - Minor Project* OR CI 67096 – Individual Investigation in Curriculum & Instruction*	UOW or KSU	Taken at either university	Capstone project/research (culminating experience), planned with and directed by a graduate faculty member.
<u>Possible</u> Electives: **Two courses from KSU** 1. ITEC 57427 Technology and Learning 2. ITEC 57430 Computer Applications in Education 3. ITEC 57400 Selection and Utilization of Educational Media 4. ITEC 67437 Web Development for Educators. **Two courses from UOW** 5. ~~EDGP990 – Practicum in the Learning Environment~~ 6. ~~EDGP910 – Theoretical Aspects in Outdoor Education~~ 7. ~~EDGP912 – Facilitation in Outdoor Education~~ 8. EDGP934 – Cultural Politics in Sport			**Notes:** *Capstone experience **+Overall an equal number of courses must be taken at each institution** EDGP 924 - Young People & Health EDGL 920 - Leading, Developing and Managing People

Table 1. Required and elective courses.

Specifics of scheduling are presented in Table 2 below. The program is structured to be completed in two years for full time students. Scheduling of courses will be such that students will take courses only through one institution during any given semester, using the respective spring semesters. This will result in an uneven number of courses across the four semesters (see right hand column below) but this scheduling is planned specifically to prevent students from having to take overlapping courses at both institutions at any one time. This will also allow students to take coursework continuously with two breaks each year (courses offered from late November to early January and from late May to early July).

Grading Crosswalk

KSU Grading Scale	UOW Grading Scale
A – Superior Scholarship (4.000) A- – (3.700) B+ – (3.300)	HD – High Distinction (85% - 100%)
B – Average Performance (3.000) B- – (2.700) C+ – (2.300)	D – Distinction (75% - 84%)
C – Below Average Performance (2.000) C- – (1.700) D+ – (1.300)	C – Credit (65% - 74%)
D – Far Below Average Performance (1.000)	P – Pass (50% - 64%)
F – Failure (0.000) NF – Never Attended–Fail (0.000) SF – Stopped Attending–Fail (0.000)	F – Fail (0% - 49%)
F – Failure (0.000)	TF – Technical Fail
W – Withdrawal	Withdrawn
Appropriate letter grade or S grade	CO – Complete
IP – In Progress	IPC – In Progress Coursework
IP – In Progress	IPR – In Progress Research
S – Satisfactory	S – Satisfactory
U – Unsatisfactory	U – Unsatisfactory
IN – Incomplete	WH – Withheld
IN – Incomplete	WHE – Withheld Extension
IN – Incomplete	WD – Withheld Deferred Exam
NR – Not Reported	ND – Not Declared
IN – Incomplete	WD – Withheld Deferred Exam
IN – Incomplete	WS – Withheld Supplementary Assessments

Graduation Requirements and Procedures

Students will earn the MEd degree in APPES from their home institution provided all requirements for graduation are satisfactorily met.

Graduation requirements:

- KSU home students must complete a minimum of 36 credit hours, including 3 credits of culminating experience (minor project or individual investigation) and comprising half coursework at UOW and half coursework at KSU, with a minimum 3.000 cumulative GPA.
- UOW home students must complete a minimum of 72 credit points, including 6 credit points of culminating experience (minor project or individual investigation) and comprising half coursework at UOW and half coursework at KSU, with a minimum 3.000 cumulative GPA.

- Other rules and policies regarding graduation requirements and deadlines for application for graduation may be found online; at http://www.kent.edu/catalog for KSU, and at http://www.uow.edu.au/handbook for UOW.

2. **Need**

While there is a need for this program as a means of providing opportunity for teachers to obtain a relevant master's degree that will lead to an advanced professional teaching license in Ohio (see Appendix B), it is difficult to be more specific since teachers already do other master's degree programs, though some of these programs might be less relevant to their needs as teachers. There is a known need for advanced study for teachers in Caribbean countries, in particular Trinidad and Tobago where many of the country's physical education teachers have only recently become licensed. Email responses from interested students both in the US and overseas indicate that there would be interest in the program. Further, the increased global understanding inherent in a program of this nature will be of benefit to students as they seek to become agents of change within the education systems of their own countries.

Though "need" is difficult to define, "opportunity" is not. Faculty members at both institutions see this program as an opportunity to increase international collaborations at a time when the world is becoming a smaller place, largely due to the impact of technology. Thus an online program allows for the efficient use of this technology in a global collaboration.

This program is in keeping with the Kent State University strategic plan, one strand of which focuses on "Engaging with the world beyond our campuses." The program clearly aligns with the specific strategies identified to accomplish this engagement, including efforts to:

- Incorporate global perspectives into all of our educational, research and service initiatives
- Forge strategic partnerships that add significant value
- Build and enhance the Kent State brand regionally, statewide, and nationally
- Further develop and expand student and alumni relations
- Increase the presence of international students and scholars at Kent State
- Increase Kent State student participation in study abroad programs

3. **Access and Retention of Underrepresented Groups**

a) Plan to ensure recruitment, retention and graduation of underrepresented groups within the discipline.

The international nature of the program makes it more likely that students from underrepresented groups will apply, and increased efforts will be made to recruit from such groups by selective advertising and recruitment at conferences. Efforts will also be made within the USA to recruit from groups such as ethnic/racial minorities, students with disabilities, and veterans. Though recruitment advertising will be done via conferences, web sites and print media, special efforts will be made to advertise to undergraduate students (thus potential graduate students) from Historically Black Colleges and Universities. Retention efforts will be comprehensive, with program coordinators and faculty members at both institutions regularly available for consultation. The computer services help centers will also be available for assistance with technology.

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

This will be a new program. Currently we have only a very small graduate student enrolment in our graduate teacher licensure concentration in the MEd program in Curriculum and Instruction program and it is unlikely that we have a profile as such. We currently have one international student in that program (out of a total of four students – three female and one male). In the KSU C&I general Master's degree program there are currently 2/26 students with an AALANA (African American, Latino American, Native American) designation. The current Master's program at UOW has no minority/indigenous (aboriginal and Torres Strait Islanders) students from a total of 36, and UOW in general has 298 indigenous students from a total of 17,999. Of this total, 4232 are designated as being of low socio-economic status.

ii. Compare underrepresented groups degree recipients from the department and university at all levels compared to national norms. Supply data by group where available.

This is a new degree program so data on underrepresented groups is not available. The School of TLCS has a Master's degree program in Curriculum and Instruction and a breakdown (2013-2014) of students in this program indicates that only 1/18 is of non-white origin.

4. **Statewide Alternatives**

a) Programs available in other institutions

To our knowledge there are no programs in Ohio that provide an international perspective for students. This perspective is inevitable in this program where half the courses taken will be from an Australian institution and in which it is anticipated that international students will seek admission. Other programs in Ohio do include:

- Bowling Green State University. Master's degree in Kinesiology emphasizing "a lifespan perspective of the study of human movement" (http://www.bgsu.edu/education-and-human-development/human-movement-sport-leisure-studies/graduate-program/kinesiology.html). It is possible for students to study content related to Physical Education but this is not the focus of the program nor, within this option, does the program appear to focus on advanced pedagogical skills.
- Ashland University does have a Master's degree in Sport Science but program details are not available (http://news.ashland.edu/graduate-admissions/content/masters-education).
- The Ohio state University has a Master's degree in Kinesiology with a Specialization in Physical Education Teacher Education (http://ehe.osu.edu/human-sciences/graduate/kinesiology/physical-education/). However the program sheet indicates possible areas of foci in either Adapted Physical Education or Physical Education Teacher Education as opposed to advanced pedagogical skills relative to teaching and coaching (http://ehe.osu.edu/downloads/academics/program-sheets/physical-education-specialization-in-kinesiology-ms.pdf).

b) Appropriateness of specific locale for the program

The online nature of the program is appropriate given the combined faculty numbers and geographic location of the two institutions.

c) Opportunities for inter-institutional collaboration.

This will be inevitable in a combined online program. In addition to this program KSU and UOW faculty members have previously collaborated on a grant proposal and have plans to work on developing materials to help practicing K-12 teachers with low motivated students. In addition to collaboration with UOW, it is also possible that a suitable elective course might be taken at another institution and substituted for a KSU elective course. For example, students could take an elective course from Cleveland State University (e.g. Nutrition and Sport, Strength Training and Conditioning, Coaching essentials, all of which are online courses and are graduate level classes). Or students might take a course from one of the above institutions and substitute it for a KSU elective, though this would most likely require participating in a face-to-face offering since part of the uniqueness of the present proposed program is its online nature.

d) Institutional Priority and Costs

i. Support and commitment of the proposing institution's central administration.

This proposal has the support of the Dean of the College of Education, Health and Human Services.

ii. Adequacy of available resources committed for the initiation of the program.

All resources for this program are in place and no new courses are necessary. Current faculty and facilities are both available and adequate for this program. At Kent State it would require more frequent graduate level offerings, but only to the extent of one graduate course per semester. With five full-time faculty members, this is sustainable. UOW have four full time faculty members in Physical Education Pedagogy and currently offers a graduate degree in Physical and Health Education. The current structure and staffing of the PHE program will not create any workload issues.

5. **External Support**

a) Community, foundation, governmental and other resources.

External resources are not necessary.

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).

NA

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).

Advanced Pedagogy
Physical Education
Sport
Coaching

Advanced Physical Education Pedagogy
Post-Graduate (MEd) Online Program
University of Wollongong & Kent State University
NEW PROGRAM NEEDS ANALYSIS AND FACULTY CREDENTIALS

OVERVIEW

This graduate level program is a joint degree program offered collaboratively by Kent State University (KSU) and the University of Wollongong (UOW) in New South Wales, Australia. It will culminate in a Master of Education (MEd) degree in Advanced Physical Education Pedagogy (APEP). The program is 100% on line, and is aimed at practicing teachers and/or athletic coaches who are seeking further expertise in their field of study but who, for various reasons, might find the on line environment preferable to face to face instruction. In addition, as an online program, both institutions will be able to attract students who are place-bound. Both institutions have faculty that are insufficient in number to offer an entire graduate program, yet can do so in combination with each other. Faculty members at the two institutions are professional colleagues who have previously collaborated on research publications and grant proposals.

1. **Establish a need for the proposed program.**

Many systems, both in the United States and overseas, require graduates in education programs to pursue further study culminating in a Master's degree. These students often are then required to take on leadership roles in school districts, and in this case also sports programs, these leadership roles requiring an understanding of data handling and interpretation, program development and evaluation, and critical issues impacting the field. In 2009, Ohio restructured its teacher licensure system and established a new career ladder for educators. The new four-tiered system provides opportunities for teachers to advance in their professional careers and serve as school improvement leaders, without leaving the teaching profession. The senior professional educator license and lead professional educator license are advanced steps on the career ladder, and both require a Master's degree. (http://education.ohio.gov/Topics/Teaching/Educator-Licensure/Audiences/Senior-Professional-Educator-and-Lead-Professional)

2. **Projected student and graduate data.**

We anticipate initial enrollment of about twenty students, half of whom would gain admission at each of the two institutions (ten at each). Students will be recruited both in Australia and the USA, but also internationally from regions where faculty contacts make it possible to advertise the program and more likely that students will enroll (e.g. the Caribbean, Europe and the UK in particular, Japan, South Korea). Faculty at both institutions see this as an opportunity to increase international collaborations at a time when the world is becoming a smaller place, largely due to the impact of technology. Thus an on line program allows for the efficient use of this technology in a global collaboration. Initial enquiries about the program from our own graduates suggest that several KSU alumni, currently teaching both in and outside of Ohio, will be among the first applicants to the program.

3. **Communication with business and industry.**

Potential employers are primarily school districts, though most program participants will already be employed and seeking further education as a means of obtaining advanced professional licensure. This will vary depending on the licensure requirements in each participant's state or country.

4. **Faculty credentials and capacity.**

Five full-time Kent State faculty members will be involved in teaching the Physical Education Pedagogy courses within this program. All have terminal degrees, and all are active in scholarship and service to the profession at either the state or national level, and in some cases both. The faculty members are:

Dr Jennifer Fisette (EdD, University of Massachusetts). Assistant professor, tenure track
Dr Jennifer Gorecki (PhD, University of South Carolina). Assistant professor, non-tenure track
Dr Insook Kim (PhD, Ohio State University). Assistant professor, tenure track
Dr Steve Mitchell (PhD, Syracuse University). Full professor, with tenure.
Dr Takahiro Sato (PhD, Ohio State University). Assistant professor, tenure track

The above listed faculty members are a diverse group. Dr Kim is from South Korea, Dr Sato from Japan, and Dr Mitchell is a dual national (UK/USA). Though it is not possible for five faculty members to be representative of the entire student body in an international collaborative program, this group comes close.

Current faculty numbers and facilities are both available and adequate for this program. At Kent State it would require more frequent graduate level offerings, but only to the extent of one graduate course per semester. With five full-time faculty members, this is sustainable. UOW currently offers a graduate degree in Physical and Health Education. The joint program with KSU will require the creation of one new course that will be replaced with a current course. The current structure and staffing of the PHE program will not create any workload issues.

Advanced Pedagogy in Physical Education and Sport Graduate (MEd) Online Program University of Wollongong & Kent State University Catalog Copy

College: College of Education, Health and Human Services
Department: School of Teaching, Learning and Curriculum Studies
404 White Hall
Tel: 330-672-2580
E-mail: oss@kent.edu
Web: www.kent.edu/ehhs/tlcs/index.cfm

Program Coordinator: Dr Steve Mitchell (smitchel@kent.edu)
262 MACC Annex, 330-672-0229

Program Description:
This graduate level program is a joint degree program offered collaboratively by Kent State University (KSU) and the University of Wollongong (UOW) in New South Wales, Australia. It will culminate in a Master of Education (MEd) degree in Advanced Pedagogy in Physical Education and Sport (APPES). The program is 100% on line, and is aimed at practicing teachers and/or athletic coaches who are seeking further expertise in their field of study but who, for various reasons, might find the on line environment preferable to face to face instruction. The program is thirty-six (36) graduate credits, with an equal number of 3 credit courses to be taken at each institution. Included in the thirty-six hours are twelve hours of electives. Students must maintain a 3.0 GPA to graduate.

Admission Requirements:
Successful applicants to the program must have an undergraduate degree with a 3.0 GPA (or international equivalent). Each application must be accompanied by official transcript(s), career goal statement, two letters of recommendation, resume or curriculum vitae, and evidence of English language proficiency in accordance with the admission requirements of KSU and UOW. Test scores (TOEFL or IELTS in Australia) may be required from applicants from countries in which English is not the native language. .

Program Requirements:

Subject/Course	Institution	Hours
EDGZ921 – Introduction to Research and Inquiry OR EDUC 65511 – Research in Educational Services	UOW or KSU	3
EDGP935 – Leadership and Management in PE, Sport and Recreation	UOW	3
EDGP 936 – Applied Pedagogy in PE, Sport and Recreation	UOW	3
EDGP930 – Theoretical and Practical Bases of Teaching and Coaching	UOW	3
CI 65037 – Adapted Physical Education	KSU	3
CI 65025 – Contemporary Issues in Sport Pedagogy – an international perspective	KSU	3
CI 65055 – Curriculum Development in Sport Pedagogy	KSU	3

Elective I	UOW or KSU	3
Elective II	UOW or KSU	3
Elective III	UOW or KSU	3
Elective IV 937	UOW or KSU	3
EDGZ~~906~~ - Minor Project OR CI 67096 – Individual Investigation in Curriculum & Instruction	UOW or KSU	3
	Total hours	**36**
<u>Possible</u> Electives (12 hours - others can be taken with advisors approval): **Can be taken from KSU (6 hours)** 1. ITEC 57427 Technology and Learning (3) 2. ITEC 57430 Computer Applications in Education (3) 3. ITEC 57400 Selection and Utilization of Educational Media (3) 4. ITEC 67437 Web Development for Educators (3) **Can be taken from UOW (6 hours)** 5. ~~EDGP990 – Practicum in the Learning Environment (3)~~ 6. ~~EDGP910 – Theoretical Aspects in Outdoor Education (3)~~ 7. ~~EDGP912 – Facilitation in Outdoor Education (3)~~ 8. EDGP934 – Cultural Politics in Sport (3)		

EDGP 924 Young People and Health
EDGL 920 Leading, Developing and Managing People

University of Wollongong

Prof Wilma Vialle
Associate Dean International
Faculty of Social Sciences
University of Wollongong
NSW 2522, Australia

August 23, 2013

To Whom it May Concern

I write this letter to confirm the University of Wollongong's interest in delivering a joint Masters of Advanced Physical Education Pedagogy with Kent State University in the United States. There is an untapped market for such a degree in New South Wales that should ensure healthy numbers for the joint venture moving forward. At the current time, most Masters degrees in our state have a strong emphasis on the health side of PE teachers' roles in Australia. But our analyses show that 70-80% of PE teachers would prefer further studies in the PE Pedagogy field. While it is impossible to predict precise numbers, we can point to the enrolment figures in our Graduate Certificate that attracts between 20 and 30 students every summer. Many teachers undertaking the Grad Cert have indicated that they would be interested in pursuing a Masters degree focused on PE Pedagogy. We are confident that with a solid marketing campaign we would be able to attract 20-25 students to the degree initially and, hopefully, consolidate and extend these numbers over time.

We welcome further discussions with you to establish this promising collaboration between our institutions.

Sincerely

Wilma Vialle, PhD

TILLETT, THERESE

From: MITCHELL, STEPHEN
Sent: Thursday, January 08, 2015 7:32 PM
To: Luisa D'Acunto
Cc: TILLETT, THERESE; Hackney, Catherine
Subject: Re: Wollongong - MOU amendment

Hi Luisa. Yes, the second option would definitely be preferred.

Thanks, Steve

Sent from my iPhone so please excuse typos.

On Jan 8, 2015, at 7:13 PM, "Luisa D'Acunto" <luisad@uow.edu.au> wrote:

Hi
Our nomenclature would be either:

Master of Advanced Pedagogy in Physical Education and Sport
Master of Education (Advanced Pedagogy in Physical Education and Sport)

Is the second option preferred?

Luisa

Kind regards,

Luisa Dacunto
Teaching and Learning Coordinator
Faculty of Social Sciences
School of Education
Building 23, Student Services Centre
University of Wollongong NSW 2522
T + 61 2 4221 4678
F + 61 2 4221 3892
W socialsciences.uow.edu.au/education

University of Wollongong CRICOS: 00102E
Notice: This email is intended for the addressee and may contain confidential information. If you are not the intended recipient please delete it and notify the sender.

Please consider the environment before printing this email

From: MITCHELL, STEPHEN [mailto:smitchel@kent.edu]
Sent: Friday, 9 January 2015 8:43 AM
To: Luisa D'Acunto; Dana Perlman
Cc: TILLETT, THERESE; Hackney, Catherine
Subject: RE: Wollongong - MOU amendment

Hi Luisa. We have been reviewing the MOU and just have one question at this point. It concerns the title of the degree. On our end it will be a Masters of Education in Advanced Pedagogy in Physical Education and Sport (APPES). Your revision to the MOU has taken out reference to the Masters of Education,

leaving it as a Masters in APPES. Just seeking some clarification from you on this. Do you not have a MEd degree or do you typically just title degrees according to their content area?

Thanks, Steve

Steve Mitchell
Professor and Physical Education Professional Programs Coordinator
262A Memorial Gym Annex, Kent State University
Kent, OH 44242
330-672-0229

From: Luisa D'Acunto [mailto:luisad@uow.edu.au]
Sent: Tuesday, January 06, 2015 9:02 PM
To: MITCHELL, STEPHEN
Subject: RE: Wollongong - MOU amendment

Hi Steve

This is the MOU document that our Legal and Transnational Unit have sent through. I hope it's what you need.

Kind regards,

Luisa Dacunto
Teaching and Learning Coordinator
Faculty of Social Sciences
School of Education
Building 23, Student Services Centre
University of Wollongong NSW 2522
T + 61 2 4221 4678
F + 61 2 4221 3892
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University of Wollongong CRICOS: 00102E
Notice: This email is intended for the addressee and may contain confidential information. If you are not the intended recipient please delete it and notify the sender.

Please consider the environment before printing this email

From: MITCHELL, STEPHEN [mailto:smitchel@kent.edu]
Sent: Monday, 5 January 2015 2:43 AM
To: Luisa D'Acunto
Subject: FW: Wollongong - MOU amendment

Hi Luisa and happy new year. Hope you are enjoying the summer. Regarding the completed MOU, I don't think I got this back from you and we really need it soon for a January 26th approval meeting. The last email we exchanged on this (early November) you said it was still with your International office and that you would give them a nudge. Might be time for a boot instead of a nudge ☺.

Steve

Steve Mitchell
Professor and Physical Education Professional Programs Coordinator
262A Memorial Gym Annex, Kent State University
Kent, OH 44242

DRAFT

ADDENDUM TO THE MEMORANDUM OF UNDERSTANDING
BETWEEN
KENT STATE UNIVERSITY, OHIO, USA
AND
UNIVERSITY OF WOLLONGONG, NSW, AUSTRALIA

JOINT OFFERING OF A MASTER OF EDUCATION DEGREE IN ADVANCED PEDAGOGY IN PHYSICAL EDUCATION AND SPORT

1. **Overview:** The purpose of this addendum to the Memorandum of Understanding (MOU) between Kent State University (hereinafter "KSU") in Ohio, United States of America, and the University of Wollongong (hereinafter "UOW") in New South Wales, Australia, is the development of a collaborative graduate degree program and curriculum.

2. **Institution Establishment and Authorization.**

   2.1. KSU is a public institution of higher education, established in 1910 as the Kent State Normal School. It is a member of the Ohio Institution System, governed by the Ohio Board of Regents. It holds active accreditation status from the North Central Association of Colleges and Schools: Higher Learning Commission, which is recognized by the U.S. Department of Education.

   2.2. UOW is a public research institution of higher education, established in 1951 as a division of the New South Wales Institution of Technology and gaining independent status by legislation in 1975 under an Act of the New South Wales Parliament.

3. **Program, Administrative Units and Audience.**

   3.1. Program: Master of Education degree in Advanced Pedagogy in Physical Education and Sport (hereinafter "MEd-APPES")

      3.1.1. Full degree program will be offered in a 100-percent web-based (online only), asynchronous environment. There will be no required on-campus sessions.

      3.1.2. Establishment of program approved to be in effect for 31 August 2015 by KSU Faculty Senate (DATE) and KSU Board of Trustees (DATE) and by the Ohio Board of Regents (DATE) and Higher Learning Commission (DATE).

      3.1.3. Establishment of program approved to be in effect for 4 December 2014 by UOW Faculty Education Committee and UOW Senate (8 April 2015).

   3.2. Administrative Units:

      3.2.1. KSU: School of Teaching, Learning and Curriculum Studies in the College of Education, Health and Human Services.

      3.2.2. UOW: School of Education in the Faculty of Social Sciences.

   3.3. Audience: Practicing teachers and/or athletic coaches who are seeking further expertise on broader issues related to pedagogy, including matters of leadership, teaching/coaching theory and curriculum/program development.

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4. Definitions.

4.1. "Home students" shall mean students attending the institution from which they intend to graduate with a degree.

4.2. "Guest students" shall mean students attending the host institution in a non-degree status in order to complete coursework required for graduation at their home institution.

4.3. "KSU course materials" means all materials developed by KSU for the delivery of a KSU course (or unit of study), including the curriculum, lecture notes, subject outlines, power point presentations and assessment materials whether in electronic form or hard copy.

4.4. "Intellectual property" means all patents, inventions, copyright, registered or registerable designs, rights in relation to trade secrets, know-how and other confidential information, and all other kinds of intellectual property as defined in Article 2 of the Convention establishing the World Intellectual Property Organization of July 1967, and any improvements thereto.

4.5. "Trademarks" means any current or future trademarks, service marks, business, trade or commercial names or designations, brand names, logos or other proprietary names or marks whether registered or unregistered, including all developments, improvements, enhancements or adaptations relating to any such name or mark.

4.6. "UOW course materials" means all materials developed by a party for the delivery of a UOW subject (or unit of study), including the curriculum, lecture notes, subject outlines, power point presentations and assessment materials whether in electronic form or hard copy.

All other terms are as defined in the MOU.

5. Program Management and Quality Assurance.

5.1. Program management:

5.1.1. Program will be jointly administered by the two universities, but students will graduate only from the institution to which they applied and were admitted to the MEd-APPES program (home institution). Students will receive a single diploma (KSU) or testamur (UOW) from their respective home institution.

5.1.2. The students' home institution will be responsible for transfer credit evaluation, advisement, review of degree progress, issuing of the diploma/testamur, granting of the degree and any financial aid and/or scholarships.

5.1.3. Regular and ongoing communication between program coordinators at both universities is essential regarding the frequency of course offerings, program structure, program admissions, faculty credentials and curriculum review and revision. The program coordinators agree to one formal meeting (via phone, video conference or in person) each semester, and additional meetings as necessary.

5.1.4. Program coordinators/contacts from KSU: (These coordinators/contacts are subject to change at the discretion of the employing institution. Contact information is provided for convenience, and such persons are not parties to this agreement.)

DRAFT

Stephen A. Mitchell, PhD
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School of Teaching, Learning, and Curriculum Studies
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Catherine E. Hackney, PhD
Associate Dean, Administration and Graduate Education
College of Education Health and Human Services
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5.1.5. Program coordinators/contacts from UOW: (These coordinators/contacts are subject to change at the discretion of the employing institution. Contact information is provided for convenience, and such persons are not parties to this agreement.)

Dana J. Perlman, PhD
Senior Lecturer, Physical and Health Education
School of Education
Faculty of Social Sciences
dperlman@uow.edu.au
+61-2-4221-3885

5.1.6. Syllabus for every course subject offered in each semester must be provided to the other institution prior to the commencement of the course subject. The syllabus offers a minimum scope and contents to be covered in each course subject. Each institution must notify the other of any changes or revisions made to the syllabus. Such syllabus may not be changed once the course has already started.

5.1.7. The relevant faculty at both institutions will receive on-going professional development in distance learning pedagogy at their respective institution, subject to availability and applicable funding.

5.1.8. Instructors and course subjects are formally evaluated by students at the end of each semester and results of those evaluations are made available to the instructor for self-improvement and to the director/associate dean of the instructor's respective school. The focus of the evaluation is on the usefulness and importance of course content and coursework, qualification(s) and accessibility of instructors, grading instruments and study/research environment. These evaluations must be retained by the respective institution for a period consistent with the record retention schedules of that institution.

5.2. Quality assurance:

5.2.1. Both universities will collaborate fully in the development of the program's mission, objectives and structural design.

5.2.2. All course syllabi will be reviewed and approved by faculty at both universities, and will continue to be reviewed every three years by faculty at both universities.

5.2.3. KSU faculty teaching in the program will be reviewed by UOW using established UOW procedures.

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5.2.4. UOW faculty teaching in the program will be reviewed by KSU using established KSU procedures.

5.2.5. Samples of students' culminating project will be exchanged and reviewed for quality, subject to a signed FERPA (Family Educational Rights and Privacy Act) release from the student and any relevant releases applicable under Australian privacy legislation.

5.2.6. Relevant faculty from both universities will regularly review and refine the program's curriculum and admission and graduation criteria—with approval from both universities using their standard curriculum review and approval process—in response to internal and external assessment outcomes and in the context of national and international disciplinary standards.

6. Recruitment and Admission.

6.1. Recruitment: The program coordinators from each institution will work together to create a common set of recruitment materials. However, each institution is responsible for its own marketing of the program.

6.2. Applications for Admission: Students will apply for the degree program to their home institution. Each host institution agrees to admit the students from the other institution as guest students.

6.3. Admission requirements to the home institution: Program faculty at both universities will agree on the admission criteria, and qualified applicants will be admitted to the degree program at the institution to which they apply. In the event of a dispute over the admission criteria, both universities retain, at all times, the ultimate authority over their own admission and subsequent academic decisions.

6.3.1. Bachelor's degree from either an institution accredited by one of the six regional accrediting bodies in the United States (with a minimum 3.000 cumulative grade point average); or from an Australian accreditation agency; or from an institution recognized from a higher education accreditation commission so deemed in the country from which the student's bachelor's degree is granted.

6.3.2. Goal statement documenting applicant's experience in teaching or coaching in physical education and/or sport environments and explaining how the program will be of professional benefit. (Item for decision: UOW does not require any equivalent statement from applicants.)

6.3.3. Two letters of recommendation. (Item for decision: UOW does not require any letter of recommendation from applicants.)

6.3.4. Proof of English proficiency. Applicants whose education has been primarily outside the United States for those applying to KSU, or outside Australia those applying to UOW, must have 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. Students should check the requirements at the institution to which they submit their formal application for a list of appropriate tests, minimum test score requirements and applicable exceptions.

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6.3.5. Applicants who do not meet the above minimum institution and/or program admission 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, grade point average in the major and/or other experiences that are clearly indicative of strong academic ability.

6.4. Admission procedures to the home institution: Students will follow regular application procedures to gain admissions into a degree at the home institution.

6.4.1. KSU: http://www.kent.edu/admissions/apply

6.4.2. UOW: https://smp.uow.edu.au/app/servlet/Student

6.5. Admission requirements and procedures to the host institution:

6.5.1. Students admitted into the degree program at their home institution will be automatically approved for guest student status (non-degree designation) at the host institution.

6.5.2. The host institution receives a record of admission and copies of all application materials from the home institution.

6.6. Application fees:

6.6.1. Home students will be responsible for application fees as determined by the home institution.

6.6.2. Each institution agrees to waive the application fees for guest students in this program.

7. Description and Structure of Curriculum.

7.1. Curriculum description:

7.1.1. The MEd-APPES program, outlined in the table below, comprises eight required courses and four elective courses, with an equal number of courses to be taken at each institution.

7.1.2. Each KSU course is worth 3 graduate credit hours, while each UOW course is worth 6 credit points, with one KSU course being equal to one UOW course in terms of contribution to the overall degree.

7.1.3. A minimum of between 48 to 72 credit points (the equivalent of 8 to 12 subjects) depending on a student's previous academic discipline background is required for a master's degree by the Australian Qualifications Framework.

7.1.4. A minimum of 30 credit hours is required for a master's degree by the Ohio Board of Regents, State of Ohio, and by the Higher Learning Commission.

7.1.5. Courses for the program come from the following discipline areas

7.1.5.1. At KSU: Instruction Technology (ITEC), Curriculum and Instruction (CI) and Evaluation and Measurement (EVAL)

7.1.5.2. At UOW: Physical and Health Education (EDGP) and Research Methodology and Project (EDGZ)

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7.1.6. All courses are offered fully online in an asynchronous platform and are currently offered.

Subject/Course	Institution	Instructional Notes
EDGZ 921 - Introduction to Research and Inquiry **or** EVAL 65511 - Research in Educational Services	UOW **or** KSU	Introduction to and examination of purposes and practice of qualitative and quantitative research questions, research methodology, data analysis in education and related areas.
EDGP 930 - Theoretical and Practical Bases of Coach Education	UOW	Analysis of current coaching theory and practical applications related to pedagogical issues, time management and coaching in Australia and in other countries.
EDGP 935 - Leadership and Management in Physical Education, Sport and Recreation	UOW	Leadership and management theory and application related to physical education and sport and recreation in education and training organizations.
EDGP 936 - Applied Pedagogy in Physical Education, Sport and Recreation	UOW	Theoretical perspective and practical skills for the study and analysis of effective teaching and learning within the field of physical education, physical activity and youth sport. Focus on the development of quality pedagogical principles that underpin a variety of movement settings.
CI 65025 - Contemporary Issues in Sport Pedagogy	KSU	Investigation and study of current problems, issues and trends in sport pedagogy.
CI 65037 - Adapted Physical Education	KSU	Prepares physical education teachers to provide safe, appropriate, and individualized accommodations to students with disabilities.
CI 65055 - Curriculum Development in Sport Pedagogy	KSU	The analysis, development and design of curricular theory and practice in physical education and sport; and an examination of current and future issues in curriculum implementation.
EDGZ 937 - Minor Project **or** CI 67096 - Individual Investigation in Curriculum and Instruction	UOW **or** KSU	Capstone project/research (culminating experience), planned with and directed by a graduate faculty member.
Recommended Electives (four courses)	UOW or KSU	See listing below

<u>Recommended Electives</u>

Two courses from KSU:

- ITEC 57427 - Technology and Learning
- ITEC 57430 - Computer Applications in Education
- ITEC 57400 - Selection and Utilization of Educational Media
- ITEC 67437 - Web Development for Educators

Two courses from UOW:

- EDGL 920 - Leading, Developing and Managing People
- EDGP 924 - Young People and Health
- EDGP 934 - Cultural Politics of Sport, Leisure and Physical Education

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7.2. Curriculum structure:

7.2.1. Program is structured to be completed in two years for full-time students.

7.2.2. Courses will be offered in each institution's spring semester, which will allow students to take coursework continuously with two breaks each year (courses offered from late November to early January and from late May to early July).

Year 1 Suggested Sequence *

Semester 1: UOW Spring (July to November)	**Semester 2: KSU Spring (January to May)**
▪ EDGP 935	▪ EVAL 65511 (KSU students only)
▪ EDGP 936	▪ CI 65055
▪ EDGZ 921 (UOW students only)	▪ CI 65037
▪ UOW elective	

Year 2 Suggested Sequence *

Semester 3: UOW Spring (July to November)	**Semester 4: KSU Spring (January to May)**
▪ EDGP 930	▪ CI 65025
▪ EDGZ 937 (UOW students only)	▪ CI 67096 (KSU students only)
▪ UOW elective	▪ KSU elective
	▪ KSU elective **

* To complete the program in two years, students follow the sequence of 1-2-3-4 if they start with semester 1, or follow the sequence of 2-1-4-3 if they start with semester 2.

** To lighten the course load in semester 4, KSU students could take an elective course in semester 2 if preferred.

8. Course Registration/Enrollment and Maintenance of Student Records.

8.1. Course registration/enrollment:

8.1.1. All students will register for courses at the institution that is offering them through the standard registration process and deadlines used by that institution.

8.1.2. Students enrolled in the program will remain as active students at their home institution while simultaneously enrolled at the host institution and will be regarded as non-degree seeking at the host institution.

8.1.3. Students must be enrolled in at least one (1) KSU course per calendar year to maintain active student status at KSU.

8.2. Maintenance of student records:

8.2.1. KSU's Office of Graduate Student Services in the College of Education, Health and Human Services will hold records relating to students' personal details and academic performance in order to administer the program.

8.2.2. UOW's Division of Academic Registrar will hold records relating to students' personal details and academic performance in order to administer the program.

8.2.3. In order to comply with privacy legislation, and data protection legislation, all students in the program (at KSU and UOW) will be required to confirm that they consent to the transfer of data between the two universities upon enrolling in the program.

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8.2.4. Both universities recognize the responsibility of their respective laws to maintain student records in a confidential manner, and both universities agree to follow their respective laws and maintain the appropriate protection in regards to the access and retention of student records. Additionally, UOW agrees to the terms provided for in Appendix A and KSU agrees to the terms provided for in Appendix B.

8.2.5. Student transcripts will be issued by the host institution to students enrolled in courses as a guest (non-degree). UOW home students may request their official transcript from KSU's Office of the University Registrar upon conclusion of the program. UOW home students will be provided the same transcript delivery options as any other KSU student, and will be responsible for the payment of any fees, if applicable, associated with such request. Transcripts only will be provided after all financial obligations to KSU are fulfilled.

8.2.6. KSU will provide to UOW an official academic transcript only those students for whom KSU has received an official transcript request form authorizing release of the transcript to UOW.

9. Technology and Support for the Online Degree Program.

9.1. Technology:

9.1.1. KSU will use its learning management system (currently Blackboard Learn) to allow students enrolled in a KSU course to participate in the online course. The learning management system allows instructors to provide students with course materials, discussions, online exams, assignment drop box in an asynchronous environment.

9.1.2. UOW will use its learning management system (currently Moodle) to allow students enrolled in a UOW course to participate in the online course. The learning management system allows instructors to provide students with course materials, discussions, online exams, assignment drop box in an asynchronous environment.

9.2. Support:

9.2.1. KSU operates student technical support services for Windows and Mac operating systems and related hardware and the learning management system. The services are accessible online and by telephone 24 hours a day, seven days week, including holidays. In addition, KSU's Office of Continuing and Distance Education provides preliminary academic advising for students enrolled in online courses.

9.2.2. UOW's staff members in the ITS Service Centre are available to assist students with laboratory equipment and software, email, eLearning, wireless connection and more. User guides and online support is provided for students, and support is available via e-mail or the telephone helpline.

10. Tuition and Fees.

10.1.1. Assessment:

10.1.1.1. Both home and guest students will pay course tuition and fees directly to the institution offering the course for which the student is registered.

10.1.2. Billing:

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10.1.2.1. Each institution will invoice both home and guest students through its standard billing and deadline procedures.

11. Financial Aid.

11.1. Disbursement:

11.2. Each institution agrees to award and dispense student financial aid in accordance to applicable laws and procedures.

11.3. Eligibility:

11.4. Domestic (United States) KSU home students receiving federal financial aid must maintain minimum half-time graduate status each semester and must submit an Ad Hoc Consortium Agreement each semester to the KSU Office of Student Financial Aid when registering for UOW courses as a guest student.

11.5. Domestic (Australia) UOW home students receiving Commonwealth financial support (via HECS-HELP) must ensure that all eligibility criteria is met including the submission of a Valid Request for Commonwealth support and HECS HELP form by the census date (or earlier administrative date) for that session to UOW.

12. Rules and Regulations, Student Services and Student Responsibilities.

12.1. Rules and regulations:

12.1.1. While enrolled at the host institution, students shall be subject to the rules and regulations of both universities. Where there is a conflict between the rules and regulations, the rules and regulations of the student's home institution will apply. In cases of policies pertaining to courses (e.g., registration, grading, plagiarism), UOW policies will apply to students enrolled in a UOW course, and KSU policies will apply to students enrolled in a KSU course.

12.2. Student services:

12.2.1. While enrolled at either the home or host institution, students will have access to full library services, student support services, technical support, course registration and grades, contact with faculty and other resources normally available to an enrolled student at that institution.

12.2.2. As students in the degree program will be taking all coursework online, there is no expectation for use of services used by on-campus students, e.g., parking, residential services and access to on-site laboratory, dining and recreational facilities.

12.3. Student responsibilities:

12.3.1. Students are responsible for pursuing successful completion of all courses required in the degree program, as well as knowing their academic record, including student schedule each semester and academic progress toward degree completion.

12.3.2. Students are responsible for being familiar with the current academic calendar of both home and host universities, including, but not limited to, deadlines for course registration, course withdrawal and application for graduation.

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12.3.3. Students are responsible for notifying both home and host universities of current and accurate mailing address, phone number and e-mail address.

12.3.4. Students are responsible for reading and responding promptly to all communications from both home and host universities.

12.3.5. Students are responsible for understanding and adhering to the rules, regulations and policies of both home and host universities.

12.3.6. Students are responsible for assuming liability for any and all expenses associated with the degree program, including, but not limited to, tuition and special fees at each institution for the semester enrolled.

13. Course Transfer.

13.1. All coursework taken at the host institution will be pre-approved by the home institution's program coordinator for transfer and degree applicability to the home institution prior to the start of the semester that students register for courses at the host institution.

14. Grading.

14.1. While enrolled in KSU courses (as home or guest student), students will be graded using KSU's grading scale.

14.2. While enrolled in UOW courses (as home or guest student), students will be graded using UOW's grading scale.

14.3. At the completion of coursework, but prior to graduation, a weighted average across all courses taken at both universities, using the crosswalk below and next page, will be computed by the degree program coordinators to ensure that the minimum requirement for graduation has been met.

14.4. The institution offering the course will have ultimate authority over regulations and procedures regarding instructor grading of its courses.

Grading Crosswalk

KSU Grading Scale	UOW Grading Scale
A – Superior Scholarship (4.000) A- – (3.700) B+ – (3.300)	HD – High Distinction (85% - 100%)
B – Average Performance (3.000) B- – (2.700) C+ – (2.300)	D – Distinction (75% - 84%)
C – Below Average Performance (2.000) C- – (1.700) D+ – (1.300)	C – Credit (65% - 74%)
D – Far Below Average Performance (1.000)	P – Pass (50% - 64%)
F – Failure (0.000) NF – Never Attended–Fail (0.000) SF – Stopped Attending–Fail (0.000)	F – Fail (0% - 49%)
F – Failure (0.000)	TF – Technical Fail
W – Withdrawal	Withdrawn / Withdrawal without Academic Penalty
Appropriate letter grade or S grade	CO – Complete
IP – In Progress	IPC – In Progress Coursework
IP – In Progress	IPR – In Progress Research

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Grading Crosswalk

KSU Grading Scale	UOW Grading Scale
S – Satisfactory	S – Satisfactory
U – Unsatisfactory	U – Unsatisfactory
IN – Incomplete	WH – Withheld
IN – Incomplete	WHE – Withheld Extension
IN – Incomplete	WD – Withheld Deferred Exam
NR – Not Reported	ND – Not Declared
IN – Incomplete	WD – Withheld Deferred Exam
IN – Incomplete	WS – Withheld Supplementary Assessments

15. Graduation Requirements and Procedures. Students will earn the MEd-APPES from their home institution provided all requirements for graduation are satisfactorily met.

15.1. Graduation requirements:

15.1.1. KSU home students must complete a minimum of 36 credit hours, including 3 credits of culminating experience (minor project or individual investigation) and comprising half coursework at UOW and half coursework at KSU, with a minimum 3.000 cumulative GPA.

15.1.2. UOW home students must complete a minimum of 72 credit points, including 6 credit points of culminating experience (minor project or individual investigation) and comprising half coursework at UOW and half coursework at KSU, with a minimum 'Pass' grade average. (Item for decision: UOW requires equivalent to KSU 'D' grade for graduation.)

15.1.3. Other rules and policies regarding graduation requirements and deadlines for application for graduation may be found online; at http://www.kent.edu/catalog for KSU, and at http://www.uow.edu.au/handbook for UOW.

15.2. Commencement ceremony:

15.2.1. KSU home students will be invited and may choose to attend the graduation ceremony in Ohio, USA. Non-USA residents desiring to attend the graduation ceremony may request assistance from KSU's Office of Global Education

15.2.2. UOW home students will be invited and may choose to attend the graduation ceremony in New South Wales, Australia.

15.2.3. Guest students do not earn a degree at their host institution and, therefore, will not be invited and cannot attend the graduation ceremony at their host institution.

15.3. Diploma/Testamur: Students will be issued one graduation diploma/testamur by their home institution only. Only the home institution will be represented on the diploma/testamur.

16. Ownership of Course Materials and Intellectual Property

16.1. UOW owns the exclusive rights in the UOW course materials including intellectual property rights, and ownership vests in UOW on creation (including partial creation) of the UOW course materials, regardless of whether the rights in the UOW course materials, including intellectual property rights, arise during the term or after termination of this addendum.

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16.2. UOW shall be solely responsible for the UOW course materials, including intellectual property rights and ownership.

16.3. KSU owns the exclusive rights in the KSU course materials including Intellectual Property rights, and ownership vests in KSU on creation (including partial creation) of the KSU course materials, regardless of whether the rights in the KSU Course Materials, including intellectual property rights, arise during the term or after termination of this addendum.

16.4. KSU shall be solely responsible for the KSU course materials, including intellectual property rights and ownership.

16.5. A party must not use or allow the other party's trademark to be used without the prior written approval of the other party, other than the uses expressly permitted by this addendum.

17. Review, Renewal and Termination of this Agreement.

This Addendum will be effective upon its mutual signing and remain in effect for a period of five (5) years or until the expiration date of the original Memorandum of Understanding, and may be amended or extended upon written agreement by both parties. This Addendum may be cancelled by either party in writing with notice of 90 days, subject to modifications by amendment or subsequent individual program agreement. In the event that the agreement is not renewed or is terminated in any other way, any related activities in progress at the time of termination of this Addendum will continue until the current semester in which the termination takes place is completed.

The terms of the original MOU signed between the parties supersedes this amendment should any conflict arise between the terms of this amendment and the terms of the original Memorandum of Understanding.

In the event of any inconsistency between the terms of the Addendum and the MOU, the terms of the MOU shall prevail.

This Addendum is intended to be legally binding on the parties as part of the MOU. 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.

For: Kent State University

_____

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

For: University of Wollongong

_____

Professor Joe Chicharo
Deputy Vice-Chancellor (International)

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APPENDIX A

The University of Wollongong (UOW) will adhere to the State of Ohio breach notification requirements, Ohio Revised Code 1349.19, whereby, if UOW becomes aware of a breach of its electronic information systems, UOW should provide notification to Kent State University (KSU) in the most expedient time possible. UOW will notify KSU even if the breach does not directly impact KSU data or systems containing KSU data. Once notified that a breach has occurred, KSU may request UOW to provide information pertaining to what data was breached, and a listing of the UOW accounts impacted. With respect to security breaches that pertain to KSU data, KSU will be responsible for contacting individuals whose data was breached and will require that UOW give advance notice to KSU prior to releasing any information publicly regarding the breach.

In the course of providing services during the term of the MOU, UOW may have access to student education records that are subject to the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g, et seq. and the regulations promulgated there under. Such information is considered confidential and is therefore protected. To the extent that UOW has access to “education records” under this contract, it is deemed a “school official,” as each of these terms are defined under FERPA. UOW agrees that it shall not use education records for any purpose other than in the performance of this contract. Except as required by law, UOW shall not disclose or share education records with any third party unless permitted by the terms of the contract or to subcontractors who have agreed to maintain the confidentiality of the education records to the same extent required of UOW under this contract.

UOW shall not retain copies of any data or information received from KSU once KSU has directed UOW as to how such information shall be returned to KSU and/or destroyed. Furthermore, UOW shall ensure that it disposes of any and all data or information received from KSU in a KSU-approved manner that maintains the confidentiality of the contents of such records (e.g. shredding paper records, erasing and reformatting hard drives, erasing and/or physically destroying any portable electronic devices).

APPENDIX B

Definitions: “Privacy Laws” means the Health Records and Information Privacy Act 2002 (NSW) and the Privacy and Personal Information Protection Act 1998 (NSW).

Definitions: “Personal Information” means (a) personal information as defined in the Privacy and Personal Information Protection Act 1998 (NSW); and (b) health information as defined in the Health Records and Information Privacy Act 2002 (NSW).

Acknowledgement of Privacy Laws: KSU acknowledges that UOW is an organisation which is bound by the Privacy Laws in respect of Personal Information held in connection with this Agreement. KSU agrees that it must comply with all Privacy Laws, in relation to the personal Information held in connection with this Agreement whether or not KSU is an organisation bound by the Privacy Laws.

Permitted Use: KSU must use any personal information held in connection with this addendum only for the purposes of fulfilling its obligations under this addendum or as required by law.

Collection of Personal Information: At the time KSU collects personal information from an individual in relation to this addendum, KSU must first direct that individual to a written notice about why the personal information is being collected and the rights of the individual under the Privacy Laws. For the purposes of this clause, UOW will supply the written notice to the provider on written request.

Reasonable Requests: The provider must in respect of any personal information held in connection with this Agreement comply with any reasonable requests or directions issued by UOW from time to time arising in relation to any Privacy Law.

UNIVERSITY OF WOLLONGONG
AUSTRALIA

30 October 2014

To Whom it May Concern

The University of Wollongong, as a self-accrediting authority registered under the Tertiary Education Quality Standards Agency, are currently undertaking internal accreditation of the proposed new program: Master of Advanced Pedagogy in Physical Education and Sport (2013EDU07). The following stages of approval have been sanctioned by the relevant institution and faculty bodies:

University of Wollongong - Course Advisory Management Group
Course Concept assessment and endorsement - 10 Oct 2013

University of Wollongong - Quality Assurance Review Group Assessment
Course proposal endorsed - 11 August 2014

Faculty of Social Sciences - Faculty Education Committee
Detailed course proposal endorsed - 12 August 2014
Australian Qualification Framework documentation endorsed – 12 August 2014

School of Education, UOW
External Curriculum Appraisal Committee review – conducted 21 October 2014

This first phase of the internal accreditation process is complete; the course has been reviewed, relevant internal and external parties have been consulted and the course has been assigned a code in preparation for the first intake in July 2015. To complete the final phase of the internal accreditation process the following endorsements will be sought:

Faculty of Social Sciences - Faculty Education Committee (25 November 2014)
Endorsement of External Curriculum Appraisal Committee report and proposal to amend the degree name

Faculty of Social Sciences
School of Education
University of Wollongong NSW 2522 Australia
Telephone +61 2 4221 3981 Facsimile +61 2 3892
ssc@uow.edu.au www.uow.edu.au CRICOS PROVIDER No. 00102E

UNIVERSITY OF WOLLONGONG
AUSTRALIA

University of Wollongong – Quality Assurance Review Group (2015)
Final full course proposal submitted 18 March 2015
Final full course proposal expected to be endorsed at the meeting on 2 April 2015

University of Wollongong – Academic Senate (2015)
Final full course approval submitted 8 April 2015
Final full course approval expected to be approved at the meeting on 29 April 2015

Once these final stages are complete, the program will be fully accredited as a recognised degree at the University of Wollongong and in the Australian tertiary sector.

If you require further information regarding the University of Wollongong internal accreditation process please do not hesitate to contact me.

Kind regards

Associate Professor Ian Brown
Head of School, School of Education
Faculty of Social Sciences
University of Wollongong

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UOW EDUCATION

External Course Appraisal Committee Report

Proposed course:

Master of Advanced Physical Education Pedagogy

School of Education

Faculty of Social Sciences

Executive Summary

Overview and Scope

The proposal for the Master of Advanced Physical Education Pedagogy program, run in conjunction with Kent State University, Ohio, USA (KSU) was examined by the Committee in October 2014. The Committee examined the curriculum, structure, delivery and viability of the proposed program.

Overall, the Committee supported the proposal for the new program. The degree was deemed an innovative structure for an international program, closely aligned with UOW and Faculty strategic priorities. While there are some risks associated with running a new degree with a relatively untried delivery model, this program represents an opportunity for UOW to trial novel delivery methods, develop international relationships and expand curriculum offerings to a wider market. Risks are mediated by the fact that the majority of subjects have been pulled from an existing course (Master of Physical and Health Education); and an opportunity to increase economies of scale by combining student cohorts and sharing the subject offerings across the two institutions.

Key Findings

The curriculum has been designed to appeal to those wishing to specialise in physical education in both Australia and the United States. This represents a slight skew to the traditional offerings in the Australian market, allowing school teachers the opportunity to distinguish themselves through specialised postgraduate physical education qualifications. It has the potential to support the interests of a wider market, such as coaches and trainers.

The proposed course structure was deemed appropriate, with some amendments to the degree name supported. ICT and pedagogical functions were highlighted as important elements of this proposal, with some assurances required as to the QA of the program.

Domestic and international program demand was considered feasible in the teacher education sector and in the burgeoning coaching/personal training sector. However, demand and program viability could be supported by much stronger investigation into market demand, competitor analysis and financial sustainability, as recommended by the Committee.

Strategically, the program has a strong fit with institutional goals both internationally and domestically. The proposed program has the potential to strengthen international partnerships for UOW and benefits students by providing a degree embedded with global perspectives and opportunities to forge international collegial networks.

Recommendations

The Committee made the following recommendations for the proposed program:

- To advise Kent State University that UOW's revised QA process will involve a QA review of staff teaching into the program.

- To investigate the strategic importance for the partner institution regarding the use of the term 'Advanced' in the program title.
- To support the proposed amendment to include 'Sport' in the course title: Master of Advanced Pedagogy in Physical Education and Sport.
- To undertake minor amendments to subject content to cater for a broader cohort of teachers, coaches and trainers; specifically, allowing for contextual-based assessments and the scope to use authentic settings, particularly within the project subject EDGP937.
- To map out a part-time progression to test the flexibility of the regulated structure and availability of subjects.
- To approach UOW for assistance in securing data related to market demand and financial viability (e.g. environmental scanning).

Pending action on the above recommendations, the External Curriculum Appraisal Committee has resolved to support the proposal for the Master of Advanced Pedagogy in Physical Education and Sport and presents these findings to the Executive Dean of the Faculty of Social Sciences and the Deputy Vice-Chancellor (Education) for their consideration.

ECAC Process

The ECAC group met on Tuesday 21 October 2014 to review the proposed new program Master of Advanced Physical Education Pedagogy (MAPEP).

Membership

MAPEP ECAC Members	
A/Pro Ian Brown	Head of School, School of Education, UOW
Dr Dana Perlman	Senior Lecturer, School of Education, UOW
Prof Wilma Vialle	Associate Dean International, Social Sciences
Dr Julie Kiggins	Faculty Director Academic Programs, Social Sciences/FEC Chair representative
Ms Renee West	Learning and Leadership - Secondary Education, Department of Education and Communities
Prof Hans van der Mars	Div Ed Ldrshp&Innov/Poly, Arizona State University
Prof Richard Tinning	School of Human Movement Studies, University of Queensland
Dr Shirley Agostinho	Flexible & Enhanced Learning Coordinator, Faculty of Social Sciences, UOW
Ms Kahli Vojkovic	Student representative
Mr William Campbell	Student representative/Australian College of Physical Education Associate Lecturer

Terms of Reference

The ECAC terms of reference are as follows:

Terms of reference for the External Curriculum Appraisal Committee shall include the following:

a. Assess the quality, viability and strategic relevance of the course and/or major study under review, and

b. Provided a report on the review that includes recommendations for improvements and a plan for further action,

In accordance with the Curriculum Review Procedures.

Consultation and Data Collection

Committee members were provided with a summary of the proposed program to review prior to the meeting (Appendix A).

Interstate and international members could not attend the meeting in person and were invited to provide feedback electronically. Emailed feedback was incorporated into the on campus meeting.

Curriculum Review Findings

Quality

Curriculum

In Australia, the school curriculum combines Health Education and Physical Education (known as HPE). It was noted by the Committee that the curriculum for the proposed program emphasises Physical Education (PE), with Health Education (HE) omitted. The Australian school education system does have an HPE focus, however, the following points were made in support of the proposed program having a solely PE concentration:

- A review of students (conducted through the recent UOW Health and Physical Education Curriculum Review) found that students preferred to focus on PE;
- this view was supported by external providers, who noted that program interest from their students skewed dramatically towards PE over HE;
- other options to pursue Health Education studies are available to those seeking education in this field;
- the Department of Education and Communities (DEC) representative noted PE as an area requiring greater focus; and
- PE has a greater value to the international market (particularly in the USA, where HE is not grouped with PE)

Overall, the Committee supported the PE focus of the proposed program.

The Committee noted that there was no scope to review subject learning outcomes or assessment tasks as part of this meeting, however the program has been through the UOW AQF review process, in which these elements were evaluated. The Committee also noted that the quality assurance process for subject and course review has been built into the QA process for the proposed program, which includes a dialogue between coordinators from both institutions. The MAPEP will also fall under the new UOW-wide QA process currently being developed for international programs. The Committee recommended that KSU be advised that part of this new process will include a QA review of staff teaching into the program.

The Committee held a discussion on the potential for a diversity of pedagogical practices amongst subjects taught by different institutions and the impact this may have on students. Negotiation between the institutions has taken place on this topic, and the program coordinators advised that they were satisfied that the pedagogical practices were similar amongst both institutions. The Committee also noted that the QA process encouraged dialogue amongst institutions regarding any changes to subjects and that there was capacity for the coordinators to discuss teaching practices each year as part of the program review.

The content of the nominated subjects was discussed. The Committee had no concerns with KSU's proposal to review the content in 'Contemporary Issues' to include a firmer international perspective (see appendix B for feedback from KSU, outcomes from their own review processes). The impact of re-titling the course as 'Master of Advanced Pedagogy in Physical Education and Sport' was discussed in relation to the subject content. The program coordinator advised that subjects selected for the program would meet the needs of a cohort of school teachers and coaches; however, to further engage a wider cohort it was suggested that the subjects could benefit from some contextual amendments. For example, the focus, instead of being 'school-based', could be 'movement-based'; assessments could be contextualised for a particular field so that students can relate the content back to their own industry, whether that be teaching children or coaching sport teams. The Committee agreed that this manipulation of content and assessment would be a simple way to contextualise learning for diverse students.

While there is no official professional placement element within the course, the Committee noted that there is scope for contextual-based assessments to use authentic settings, particularly within the project subject EDGP937. It was agreed that students could incorporate workplace or industry-based experiences in the project and this would add value to the program.

The Committee sought assurance that student feedback and learning analytics would be used in this course. This process will sit in all subjects as part of the general UOW process of review and will be incorporated into curriculum reviews for this course.

The Committee also noted that this degree was not designed to meet teacher accreditation standards in Australia, nor did it allow for teachers to train in a second/additional teaching area. This should be made clear in program collateral.

Structure

The title of the proposed program was discussed. Feedback from KSU's review (Appendix B) indicated that the addition of 'Sport' to the title would make the program sound more appealing to the intended audience (i.e. school teachers and coaches). It was considered that coaches

would find this program appealing because it could advance their careers (especially NRL/NFL coaches who can use their qualifications to secure higher level positions; and youth coaches, who could use the program to upskill themselves in a push to place more value on youth coaching as a vocation rather than a leisure pursuit).

Additionally, in the local market, the addition of 'Sport' to the program title would be more attractive to various professions, such as personal trainers, fitness instructors, physiotherapists and those in the exercise science field. The Committee also noted that school teachers may find it appealing to upskill in the area of sport. This type of qualification could add value to the individual, differentiate them from other teachers and help to secure positions in schools. This qualification could also broaden employment possibilities in a competitive environment, allowing individuals to obtain positions in schools as coaches or other co-curricular positions which would stand them in good stead for future permanent teacher roles.

The Committee discussed the use of the term 'Advanced' in the program title. In Australia, the term implies that this is a longer or supplementary program; it also has implications in the AQF qualification types. At UOW, 'Advanced' is often used in degree titles as a marketing tool to appeal to high achieving students. The Committee recommended that the School explore the basis for the use of 'Advanced' in the title of this degree; but did acknowledge that if it was strategically important to the partner institution or overseas market, there would be no objection to keeping the term in the program title.

Overall, the proposed title amendment: Master of Advanced Pedagogy in Physical Education and Sport was supported, pending the outcome of the enquiry into 'Advanced' terminology.

Owing to the regulated structure and the availability of subjects, the Committee noted that a progression for part-time students could be mapped out. This could provide more details for students who are intending to fit study around work and may require a longer time to complete the program.

Information and Communication Technologies

As the proposed program is to be delivered entirely online, the Committee highlighted the need for quality assurance in the areas of ICT integration and program delivery. The UOW subjects in this degree are already delivered online, with prepared Moodle sites and associated online materials/resources supporting the subject. Two out of the three core KSU subjects are in the same position, with the third being developed for online delivery. All of the subjects will undergo external evaluation of delivery as part of the KSU approval process.

KSU and UOW use different elearning platforms to deliver their subjects: Blackboard and Moodle. A concern was raised that students might encounter some problems when switching between unfamiliar systems. The Committee was satisfied that the program coordinators' plan to be upfront about the different systems and to provide an orientation to the platform for new students would remedy this concern.

Viability

Kent State University has a national reputation as a leader in Physical Education in the USA, garnered through their quality programs and world-renown academic staff. The proposed program leverages on the strengths at UOW and KSU by offering online study to a market that straddles the globe. By combining subjects across both institutions in a 50/50 model, offerings required by each institution are reduced, while still providing students with a range of study options.

The majority of Committee members noted that the proposed course would benefit from some rigorous environmental scanning to pin down market demand and financial viability. Though there is anecdotal evidence supporting interest in the proposed program, further objective data could help support the reasons for initiating the degree, support reporting on the success of the program during its review process and provide UOW with comparative data for other programs using this (or a similar) international model. The Committee recommended that the School approach the Reporting and Data Management Unit to utilise new tools in this area, and secure more data related to viability.

Demand

From 2016, school teachers in Australia will be required to complete 100 hours of professional development every five years to maintain their accreditation status. Teachers can use their studies in the proposed degree towards those professional development hours.

Additionally, employers are placing more value on Masters level qualifications. While the DEC do not currently require a Master degree for employment in government schools, there is a trend towards upgrading qualifications across the sector. For example, the Catholic Education Office require their Principals and Assistant Principals to have a Master qualification.

It was noted that at a classroom teacher level, the program might not provide much value as it does not aim to provide teacher accreditation. However, teachers may be attracted to the course as a means of differentiating themselves in a competitive employment market.

Internationally, demand is stronger, with many states in USA requiring the completion of a postgraduate degree within five years as part of the teacher accreditation process. There has also been interest from other country's education sectors, such as Trinidad and Tobago. As the program is delivered online, it is ideally positioned to appeal to a range of overseas students, extending its range beyond Australian and US markets.

UOW Strategic Alignment

It was noted by the Committee that the proposed program is a unique and innovative model for international programs at UOW. It is close to a twinning model, which supports the UOW strategic goal to strengthen international strategic partnerships and global collaborative networks.

Additionally, it was noted that the proposed program creates a foundation for strong international collaborations with KSU and the Faculty of Social Sciences. It also allows the School of Education to extend its reach into international markets and pursue strategic goals to

increase student mobility options and diversify the international portfolio. Stronger ties with an international institution such as KSU could also lead to greater opportunities for research partnerships in the future.

While the program is delivered entirely online, the Committee noted that the potential to complete a session off-shore at the partner institution might be appealing to some students, and also align with goals to increase student mobility. While there is no provision for on campus study of the core subjects currently, there certainly may be opportunities for students to take on campus elective units.

The Committee agreed that the proposed program aligns with UOW, Faculty and School strategic goals.

External Strategic Alignment

Domestically, it was agreed that the proposed program, though not required to meet any formal professional accreditation standards, did align with the needs of various sectors. For example, the proposed program can increase graduate employability in school, fitness or sport sectors for students who wish to upskill in physical education or distinguish themselves by undertaking a higher level qualification. National and international employment prospects are strengthened for graduates through exposure to international policy, pedagogy and practices embedded in the curriculum, and through their experiences studying cross-institutionally alongside international colleagues.

Internationally, support for the program has been expressed by the Dean at partner institution Kent State University. KSU is currently undergoing rigorous assessment to ensure the proposed program meets institutional and state accreditation requirements.

Recommendations

The Committee made the following recommendations for the proposed program:

- To advise Kent State University that UOW's revised QA process will involve a QA review of staff teaching into the program.
- To investigate the strategic importance for the partner institution regarding the use of the term 'Advanced' in the program title.
- To support the proposed amendment to include 'Sport' in the course title: Master of Advanced Pedagogy in Physical Education and Sport.
- To undertake minor amendments to subject content to cater for a broader cohort of teachers, coaches and trainers; specifically, allowing for contextual-based assessments and the scope to use authentic settings, particularly within the project subject EDGP937.
- To map out a part-time progression to test the flexibility of the regulated structure and availability of subjects.
- To approach UOW for assistance in securing data related to market demand and financial viability (e.g. environmental scanning).

RECOMMENDATION	ACTION	RESPONSIBILITY	OUTCOME
Advise KSU on QA	Notification sent to S.	Luisa	*Email included*

process	Mitchell, KSU Coordinator		
Enquire about the use of the term 'Advanced'	Enquiry sent to S. Mitchell, KSU Coordinator	Dana/Luisa	*Rationale from KSU attached*
Title amendment	Course amendment form submitted to FEC	Luisa	*SCDC memo included*
Minor subject amendments	Review content and submit subject amendment forms if required	Dana/Luisa	*Summary included*
Part-time progression	Map for part-time study is provided	Luisa	*Include with FEC submission*
Viability data	Approach RDMU for report	Luisa	*Consultation with Tracey Morton has begun*

Appendices

Appendix A – MAPEP External Curriculum Appraisal Committee Information Pack

Dear Committee Member

Thank you for agreeing to participate in the School of Education's External Course Appraisal Committee (ECAC) for the proposed course: Master of Advanced Physical Education Pedagogy (MAPEP).

Included in this pack is:

- ECAC agenda
- Summary of the proposed program:
  - Course details, entry requirements, credit information
  - Learning outcomes
  - Course structure and subject information
  - Program delivery details

The ECAC meeting is scheduled to run on **Tuesday 21 October** in building 24, third floor, room 203 at the University of Wollongong.

The Physical Education team appreciates your input into the review of this program. If you have any questions about the program or the process for the ECAC meeting please do not hesitate to contact me on luisad@uow.edu.au or 02 4221 4678.

Kind regards

Luisa Dacunto
School of Education

MAPEP ECAC Members	
A/Pro Ian Brown	Head of School, Education
Dr Dana Perlman	Senior Lecturer, Education
Prof Wilma Vialle	Associate Dean International, Social Sciences
Prof Anne Cusick	Associate Dean Education, Social Sciences
Ms Renee West	Learning and Leadership - Secondary Education, DEC
Prof Hans van der Mars	Div Ed Ldrshp & Innov/Poly, Arizona State University
Prof Richard Tinning	School of Human Movement Studies, University of Queensland
Dr Shirley Agostinho	Flexible & Enhanced Learning Coordinator, Education
Ms Kahli Vojkovic	Student representative
Mr William Campbell	Student representative/ACPE Associate Lecturer

UOW EDUCATION

External Course Appraisal Committee for the Master of Advanced Physical Education Pedagogy

Tuesday 21 October 2014, Bld 24, Room 203

AGENDA

1. Welcome, introduction and purpose of the ECAC - **Associate Professor Ian Brown, Head of School of Education**

2. Background and context of the proposed new program – **Dr Dana Perlman, Senior Lecturer, School of Education**

3. Discussion of the proposed program – **Associate Professor Ian Brown**
   3.1. Quality
   - Is the proposed program structure appropriate?
   - Is the curriculum consistent with the professional standards/requirements in this sector?
   - Are the learning outcomes for the course appropriate? Do they meet industry requirements?
   - Will the proposed program, and the manner in which it is delivered, provide students with engaging and effective learning experiences to promote quality teaching in physical education?

   3.2. Viability
   - Is the proposed structure viable, in terms of demand and sustainability (e.g. will this qualification attract students; what will be the impact on current/future employment in the field)?

   3.3. Strategic alignment
   - Does the proposed program meet the needs of external stakeholders (will it produce quality, employable graduates nationally and internationally)?
   - Does the proposed program meet the needs of the community?

4. Proposed draft resolution: That the committee endorse the proposed Master of Advanced Physical Education Pedagogy.

5. Close

Master of Advanced Physical Education Pedagogy

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Master of Advanced Physical Education Pedagogy

Program summary

Testamur Title of Degree:	Master of Advanced Physical Education Pedagogy
Abbreviation:	MAPEP (TBA)
UOW Course Code:	TBA
CRICOS Code:	N/A. This course is not offered to on-campus international students (on student visas)
Total Credit Points:	72
Duration:	Two years (or part time over three or more years)
Delivery Mode:	Distance
Delivered by:	University of Wollongong (UOW), Kent State University (KSU)

Course Description

This degree is a combined program offered through the University of Wollongong and Kent State University (Ohio, USA). The program is aimed at practicing teachers and/or athletic coaches who are seeking further expertise in their field of study. The course covers pedagogical theory and practice, leadership and management, curriculum theory and development, contemporary issues, teaching students with disabilities and approaches to research for the practitioner.

The program is offered full time over two years but it is anticipated that students will be studying part time over a minimum of three years, utilising the UOW Spring session (July-November) and the KSU Spring session (January – May).

All subjects are delivered by distance education, via elearning platforms (Moodle at UOW or Blackboard at KSU).

The program comprises 12 subjects (72 credit points), with the following arrangements:

Two research/capstone subjects (both taken through the home institution, either UOW or KSU)
Six core subjects (three at UOW, three at KSU)
Four postgraduate level Education electives (two at UOW, two at KSU)

Students will apply and enrol with their home institution. They complete the majority of their home institution's subject in the first two sessions, enrolling as is typical for a student. They will enrol as a guest of the external institution to complete the remaining subjects.

Students will graduate from their home institution on completion of all degree requirements. They will be provided with a transcript from their home institution listing the home institution's subjects and credit for the external institution's subjects. They will be provided with a transcript from the

second institution detailing the subjects they completed as guests. They will be awarded a testamur for the Master of Advanced Physical Education Pedagogy degree from their home institution.

Course Learning Outcomes

On completion of this degree, graduates will demonstrate the following learning outcomes:

1. An advanced body of educational knowledge associated with relevant pedagogical content related to effective professional practice as a physical educator.

2. Advanced cognitive and creative skills in reflective practice to generate and evaluate the role an educator can play within the dynamic and organic learning setting.

3. An appreciation of the research / application paradigm gained through the application of theoretical and practical skills to design, evaluate, implement and analyse research and practice within physical education.

4. Advanced skills in the application of evidence-based inquiry to meet the needs of diverse learners within physical education through reflection, problem solving and planning.

Entry Requirements

A four year undergraduate Education degree equivalent to AQF level 7 or 8; or a degree in a relevant field such as Exercise Science, equivalent to AQF level 7 or 8.

Course structure

Students complete a 72 credit point program, as listed below.

Subject Code	Subject Name	Session	Credit Points
Complete all UOW core subjects as listed below (30cp):			
EDGZ921	Introduction to Research and Inquiry	Autumn/Spring/Summer	6
EDGP937	Minor Project in Physical Education	Spring	6
EDGP930	Theoretical and Practical Bases of Coach Education	Spring	6
EDGP935	Leadership and Management in Physical Education, Sport and Recreation	Spring	6
EDGP936	Applied Pedagogy in Physical Education	Spring	6
Complete all KSU core subjects as listed below (equivalent of 18cp):			
CI 65025	Contemporary Issues in Sport Pedagogy	KSU Spring	3 KSU credits

CI 65055	Curriculum Development in Sport Pedagogy	KSU Spring	3 KSU credits
CI 65037	Adapted Physical Education	KSU Spring	3 KSU credits
Plus, complete four subjects (24cp) of electives (two subjects from UOW and two subjects from KSU): Two UOW elective subjects can be selected from the suite of postgraduate Education subjects (in any specialisation), at 800 or 900 level. Two KSU elective subjects can be selected from their postgraduate Education schedule. Recommended UOW electives are listed below.			
EDGP924	Young People and Health	Spring	6
EDGP934	Cultural Politics of Sport, Leisure and Physical Education	Autumn	6

** Please Note: Elective subjects may be cancelled if minimum enrolment numbers are not met.*

Course Rules

Course Rules	Pathways and credit
EDGZ921 is compulsory for UOW students (KSU students take EVAL 65511); A minimum of 36cp core PE subjects @ 900 level are required to satisfy the degree (18cp at UOW and equivalent of 18cp at KSU); EDGP937 is compulsory for UOW students (KSU students take CI 67096); and 24cp of electives (12cp at UOW and equivalent of 12cp at KSU) can be taken from any education specialisation. Subjects can be 800 or 900 level (or equivalent).	For **relevant level 8** qualification: Students may enter the Master degree with unspecified 24cp @ 800 level (this replaces the 24cp of elective subjects). For **non-relevant level 7** qualification: After a Grad Cert Education, a student may articulate to MAPEP with 24cp @ 800 level. For graduates of (or transfers from) Grad Cert in Health and Physical Education, up to 24cp specified credit into the MAPEP can be granted towards elective subjects. **UOW students will also receive up to 30cp unspecified credit for completed KSU subjects. This is in addition to the credit outlined above.**

Subject descriptions

CODE	SUBJECT TITLE	SUBJECT DESCRIPTION
EDGZ921	Introduction to Research and Inquiry	This subject examines the nature of research in Education and related areas. The subject will assist students in critically

		appraising reported research in academic contexts such as research journals, in public contexts such as government reports, and popular contexts such as the media. It will also provide the tools to conduct small project and site-based research and evaluation studies. Specifically the subject will address questions such as: why conduct research? what constitutes 'good' research? how are methodologies and theoretical frameworks for research determined? what are the ethical implications of conducting and reporting on research? These questions will be explored through tasks and the development of a project proposal related to specialisation interests of students undertaking the subject.
EDGP937	Minor Project in Physical Education	This subject is part of the research orientation in the MEd program. It enables a student to explore an issue in physical education via a piece of independent research. This subject will require you to undertake an in-depth study of a particular issue of interest; this may be an empirical study or critical analysis of theoretical and empirical literature in the area.
EDGP930	Theoretical and Practical Bases of Coach Education	This subject analyses current coaching theory related to pedagogical issues, time management and overseas developments in coaching. Students undertake an in-depth analysis of the discipline areas applied to coaching. A conceptual framework of coaching both in Australia and overseas will be used with practical implications related to practice sessions in a variety of sport environments.
EDGP935	Leadership and Management in Physical Education, Sport and Recreation	This core subject provides students with the range of foundational understandings essential for understanding the management function in education and training organisations. The content topics are selected to introduce the main areas of intellectual understanding which underpin 'present' oriented effective management by developing conceptual understandings of: adult education and training; staff development; information systems; financial management; personal management skills- as they contribute to the management function of educational organisations. As the course is related to educational management, it takes an overarching view of the challenges and issues facing incumbent or aspiring educational managers from different perspectives including physical education, sport and recreation. Students will be able to explore issues of relevance and application to their specific context.
EDGP936	Applied Pedagogy in	This subject will provide students with both a theoretical

	Physical Education	perspective and practical skills for the study and analysis of effective teaching and learning within the field of physical education, physical activity and youth sport. This subject will focus on the development of quality pedagogical principles that underpin a variety of movement settings.
CI 65025	Contemporary Issues in Sport Pedagogy	This course is designed to allow students to analyze contemporary issues, concerns, trends and practices relevant to the multidimensional environments of sport pedagogy. An extensive review of current literature and research will provide a foundation for the critical analysis of past, present and future trends in the sport pedagogy environments. Students will also have the opportunity to research, critique, document and present specific current issues of personal interest.
CI 65055	Curriculum Development in Sport Pedagogy	This course is designed to provide experience in the analysis of contemporary curricula theories and models in physical education and to identify the relationship between theory and practice in curriculum design and assessment. Students will develop the ability to construct and evaluate physical education programs based upon a critical examination of theory as well as beliefs about the role of physical education in today's educational climate and global society.
CI 65037	Adapted Physical Education	This online course is designed to prepare physical education teachers to provide safe, appropriate, and individualized accommodations to students with disabilities. All information presented is based on research based and cross culturally appropriate practices in adapted physical education that have been implemented in physical education programs globally. This web-based program includes lecture notes, supplemental readings, and video clips.

Sample study progression

Semester	Subjects Taken					Number of Subjects
1	UOW Spring	EDGZ 921 (Research - UOW students only)	EDGP 935 Leadership and	EDGP 936 Applied Pedagogy	UOW elective	UOW students 4 subjects, KSU students 3

			Management			subjects
2	KSU Spring	EVAL 65511 (Research - KSU students only)	CI 65055 Curriculum Development	CI 65037 Adapted PE		UOW students 2 subjects, KSU students 3 subjects
3	UOW Spring	EDGP 930 Theoretical and Practical Bases	EDGP 937 (Minor Project - UOW students only)	UOW elective		UOW students 3 subjects, KSU students 2 subjects
4	KSU Spring	CI 65025 Contemporary Issues	KSU elective	KSU elective	CI 67096 (Individual Investigation - KSU students only)	UOW students 3 subjects, KSU students 4 subjects

To complete the program in two years, students would have to start with either semester 1 or 2 above and follow a sequence of 1234 (if they start with semester 1) or 2143 (if they start with semester 2). Students could, of course, go more slowly and on a part time basis, but if they miss a course in a semester they would then have to wait until it came around in the rotation (which would be a two year wait).

Program administration summary

UOW students will apply via UniAdvice, pay relevant tuition fees and enrol through normal channels (online through Student Online Services, SOLS).

When they are ready to study at KSU they complete a cross institutional application form and the Enrolment Management Team will enrol them into a UOW subject (XINST002) for the duration of their KSU study. This will keep their status active in case they need to use UOW systems.

It will be the UOW student's responsibility to follow the relevant application process with KSU. On completion of the KSU subject/s, the student must present transcripts to UOW so that advanced standing can be added to their record. This will be unspecified credit.

Application

Students will apply as per the home institution's usual application process.

Fees

A fee commensurate with UOW full fee and KSU costs is currently being negotiated between the two institutions. Subject fees will be managed by the respective institutions.

Enrolment

It is recommended that students enrol in UOW and KSU Spring sessions to avoid overlapping sessions across different institutions.

UOW students will enrol online via SOLS, as per the study pattern in the course handbook. Normal enrolment and withdrawal administrative deadlines must be adhered to.

UOW students completing KSU subjects will enrol as guests of Kent State University. Full details and instructions will be provided to students as part of an enrolment pack which they will receive when commencing the course.

Enrolment process for KSU students
KSU students will complete a cross-institutional application form and return it to UOW. On approval of this form, students will be enrolled in the nominated subject/s, be given a username and password to access UOW systems, and a UOW information pack (prepared by the School of Education). KSU students will then follow the normal UOW procedures/deadlines for their subject/s and will receive a grade by the stipulated timeframes for the UOW session.

The School will provide an enrolment package to KSU students which will outline the procedures involved in registering for UOW subjects, how our systems work, how to access resources and contact information for support staff.

Grading system for external subjects

UOW students in KSU subjects will be grading according to standard KSU guidelines. They will be granted unspecified credit for their KSU subjects, so these grades will not appear on their UOW transcripts. They will, however, have a record of their grades on their KSU transcripts.

Credit

This course has the following credit arrangements:

- Up to 24cp of specified/unspecified credit at 800 level for previous relevant and equivalent studies (credit on entry)

AND

- Up to 30cp credit at 900 level for KSU subjects, comprising:

- 6cp unspecified credit for CI 65055
- 6cp unspecified credit for CI 65037
- 6cp unspecified credit for CI 65025
- Up to 12 cp unspecified credit at 800 or 900 level for elective studies undertaken at KSU, in the field of Education

Credit on entry

Credit on entry for UOW students will be assessed by the School of Education at the point of application. Credit will be granted based on assessment of the level, relevancy and equivalency of previously completed studies (including non-formal and informal qualifications) on a case by case basis. UOW candidates who have completed relevant level 8 study in Education or associated coaching/sporting/physical education program may be eligible for up to 24cp (four subjects) credit into the degree. Candidates who have completed a level 7 Education degree, plus 3 years teaching experience will also be eligible for 24cp credit.

Materials and resources

Access to UOW elearning platform/library

All UOW students have access to library and student systems. Visiting KSU students will receive access (username and password) for the duration of their subject/s, and will be able to access online resources and materials through UOW.

Access to KSU elearning platform

UOW students will receive access to KSU library and systems while they are enrolled as guest students at KSU.

Staff and support

Students will liaise directly with their subject coordinators/lecturers at either KSU or UOW for academic matters related to the subjects they are enrolled in. Additionally, the course coordinator and/or Graduate Coursework Convenor will be available to provide overarching support to UOW MAPEP students.

Liaison with KSU

Course coordinators from KSU and UOW will maintain close contact in regards to the program and the students in the program.

Student monitoring

The School will liaise with academic divisions (e.g. UniAdvice, Fees, EMT) to ensure smooth processing of student applications, enrolments, etc. The School will keep a record of students and track their progress in order to provide support and assistance where necessary.

Academic input
Subject coordinators at each institution will be responsible for the students enrolled in their subject (both KSU and UOW students). Academic input from the course coordinators will be sought in relation to course matters and management of students across the program.

Graduation

UOW July graduation: 22-24 July 2015

UOW December graduation: 14-18 December 2015

Graduation application for UOW students
UOW students who are completing their final subject at UOW (i.e. their final subject is run in one of our standard sessions), can apply for one of the UOW graduation ceremonies online (via SOLS).

UOW students who are completing their final subject at KSU (i.e. their final subject is run outside of the UOW standard sessions) may miss the UOW July or December ceremonies. In this instance, their degree will be conferred at the next July or December ceremony.

UOW students who do not wish to attend a ceremony, but who wish to graduate as soon as possible (i.e. not during the July or December ceremonies), can nominate to graduate via the VC offshore conferrals process. Offshore graduation occurs approximately once every two months.

Policy

While at the host institution, visiting students are subject to the student conduct and academic policies of the host institution for matters specifically related to their program. Both KSU and UOW retain sole discretion to dismiss a student from the program at any time for failure to maintain appropriate standards of conduct according to the hosting university's policies and standards.

UOW general course rules will apply to students who are registered in the MAPEP at UOW. While studying at KSU, UOW students are expected to abide by the relevant subject-level policies and procedures for that institution (and vice versa).

Course Management

AQF

AQF documentation has been submitted as part of the course proposal. KSU staff have been made aware of the operational requirements for course learning outcomes and both parties will

endeavour to maintain relevant course validation. This will be achieved via the below quality assurance measures and regular consultation between institutions.

Subject quality assurance

1) Yearly swap of up to date subject outlines will be conducted via the course coordinators at each institution.

2) Outlines will be reviewed as part of the QA process for the course (i.e. annual report).

3) Any changes made to core subjects are to be conveyed to UOW via program coordinator/T&L coordinator in writing. T&L coordinator will institute relevant processes to implement the change.

a. New subjects: any new core subjects to be incorporated into the degree are to be registered with UOW via a new subject proposal form and relevant course amendment/subject deletion forms. Subject outline will be required, forms completed by UOW (including consultation and approval through committees). Approved subjects and AQF validation will be updated by T&L coordinator.

b. Amended subject delivery: any changes to subject delivery for the subjects in the degree (including delivery method, location, intake session) are to be registered with UOW via an amended subject delivery form.

c. Amended subject structure: any changes to the structure of subjects used in the degree (including content, assessment, learning outcomes, credit point requirement, code or title changes, pre- or co-requisite changes) are to be registered with UOW via an amended subject structure form and relevant course/AQF forms.

4) Significant changes to course structure (e.g. new core subjects) are to be included in the annual program review to allow enough notice for consultation between institutions.

5) Notifications of changes to core subjects (particularly to assessment tasks, subject learning outcomes, subject title/code changes) are forwarded to UOW as they arise for implementation in future sessions. Timeline for changes to core subjects: notification to UOW in April/May; consultation and committee approval June/July; handbook and course information updated in August to reflect changes for the following year.

6) Subject outlines stored in intranet database; subject/course amendment forms stored in APC/FEC files.

Ongoing course review

Each year, the course coordinators from each institution will consult on the value and viability of the course, as well as any concerns related to the administration, delivery, program

requirements, teaching, etc. A short written report will be submitted to the Head of School in June/July. The report should list any amendments that need to be made to the program. This process is in addition to the regular curriculum review cycle in which UOW programs are reviewed. This program will be scheduled for curriculum review in 2019/2020; but can be completed sooner if the course coordinators/Head of School deem it appropriate.

Feedback from Professor Richard Tinning, UQ, is included below.

Notes on the proposed
Master of Advanced Physical Education Pedagogy

Firstly I should say that I think *the idea* of this program is a good one. In the context of increased competition and diminishing resources, the cross-institutional arrangement seems both sensible and practical.

In regard to the specific questions asked, here is a brief response:

- Is the proposed structure viable, in terms of demand and sustainability (e.g. will this qualification attract students; what will be the impact on current/future employment in the field)?

I suggest that there is no way of knowing whether the program is sustainable within an unstable higher education sector. Also, in Australia there is little encouragement for or material reward for teachers or coaches to pursue postgraduate study. The situation is, from what I understand, somewhat different in certain states of the USA where teachers gain pay increases for completion of a Masters degree.

- Does the proposed program meet the needs of external stakeholders (will it produce quality, employable graduates nationally and internationally)?

Does the proposed program meet the needs of the community?

Given that this program is "aimed at practicing teachers and/or athletic coaches who are seeking further expertise in their field of study " it is not clear to me why a coach or teacher would pay considerable money for such a qualification when it is not obvious that it would enhance their employment prospects. There is already good evidence that, at least in Australia, it is getting increasingly harder to attract practicing teachers and sports coaches to full-fee paying postgraduate degrees. Why would this degree be any different?

Some of these questions could only be answered objectively from the results of **targeted market research** that would normally have been part of a 'business plan' for the program. Such a plan would also outline the main competitors for such a program and expand on the point of difference offered.

- Is the curriculum consistent with the professional standards/requirements in this sector?

The questions relating to professional standards will need to be answered by the appropriate regulators in each country. For example for teachers from the Australian state of Queensland, it is the Queensland College of Teachers that will judge whether graduates satisfy the registration criteria... other states have their own similar regulatory authorities.

- Is the proposed program structure appropriate?

The structure and content of the program with some courses done externally at each of UoW and KSU seems appropriate and relevant. Are the proposed courses

already available in off-campus web delivery format? Are they courses that are already used in other programs?

- Are the learning outcomes for the course appropriate? Do they meet industry requirements?

The outcomes tend to be written in vague education speak (eg., ... within the dynamic and organic learning setting). There is also an implicit assumption (eg., in outcome 1) that "relevant pedagogical content related to effective professional practice as a physical educator" is uncontested knowledge.

Overall, there is insufficient detail regarding learning activities, assessment tasks and the like to make an informed judgment as to whether the course can achieve the program outcomes.

I am wondering if the program will provide students with enough specific local detail regarding the requirements of the particular curricula that pertain to their desired employment situation (eg., what they will need to teach the new Australian National HPE Curriculum).

Degree title:
I find the title of the degree rather 'clunky' and a little misleading. How can the degree be called 'advanced' if the students have not done a 'basic' requirement? Doesn't the term 'master' imply some advanced level of scholarship?
My suggestion would be to call the degree a *Master of Physical Education Pedagogy*.

Professor Richard Tinning
17 Oct, 2014

Appendix B – Feedback from KSU's program review process

Kent State University are currently undertaking an in-state review with other Ohio institutions and are trying to incorporate some of that feedback into the course proposal.

Feedback so far has included:

- **The name of the program.** Given that we are aiming to attract coaches in addition to teachers, it might make sense to include the work "Sport" in the program title. One suggestion is: Advanced Pedagogy in Physical Education and Sport (APPES)
- **Retitle and refocus the Contemporary Issues course to be more global.** We are revisiting the content under the title Contemporary Issues in Sport Pedagogy – an International Perspective.

FACULTY OF SOCIAL SCIENCES | UNIVERSITY OF WOLLONGONG

Memorandum

To: **SCDC**

From: **School of Education**

Date: **30 October 2014**

Subject: **Change to the name of a new course**

To Whom it May Concern

In support of a recommendation from the External Curriculum Appraisal Committee review of the Master of Advanced Physical Education Pedagogy (1539), the School of Education would like to propose an amendment to the course name:

Master of Advanced Pedagogy in Physical Education and Sport

The addition of 'Sport' to the degree name more accurately captures the content of the program, which encompasses a range of physical education theories and pedagogical approaches that can be applied across a number of physical activity-based industries. Additionally, the amendment to the degree title makes the program more appealing to the intended audience of the degree: teachers and coaches and instructors.

This amendment was recommended by partner institution, Kent State University, arising from their review process, and is supported at the School of Education.

Regards,

Associate Professor Ian Brown
Head of School, School of Education
Faculty of Social Sciences

From: MITCHELL, STEPHEN
To: Luisa D"Acunto; Hackney, Catherine
Cc: Dana Perlman
Subject: RE: UOW - outcomes from the MAPEP external review committee
Date: Thursday, 30 October 2014 11:50:52 AM
Attachments: image001.png

Hi Luisa and thanks for those updates. Our rationale for using the term "Advanced" is really based on marketing to the target audience for the program. Potential students are likely to be either licensed/certified teachers or coaches with some experience, either way a group with some "basic" skills, qualifications, and/or experiences. So using the term "Advanced" is really intended to communicate that students will study at a level that goes beyond that which they would have previously studied. The term applies to program content rather than to characteristics of the students.

Hope that helps.

Steve

Steve Mitchell
Professor and Physical Education Professional Programs Coordinator
262A Memorial Gym Annex, Kent State University
Kent, OH 44242
330-672-0229

From: Luisa D'Acunto [mailto:luisad@uow.edu.au]
Sent: Wednesday, October 29, 2014 8:10 PM
To: MITCHELL, STEPHEN; Hackney, Catherine
Cc: Dana Perlman
Subject: UOW - outcomes from the MAPEP external review committee

Hi Steve

We held our external curriculum appraisal committee meeting for the new PE degree last week. The review was generally positive and resolved to endorse the approval of the program. This report, when finalised, will be pushed through approval channels and hopefully lead to a full program approval.

In the interim, I am forwarding you the following recommendations/requests from the review for your comment.

• The Committee discussed the use of the term 'Advanced' in the program title. In Australia, the term implies that this is a longer or supplementary program; it also has implications in the AQF qualification types. At UOW, 'Advanced' is often used in degree titles as a marketing tool to appeal to high achieving students. The Committee sought further information regarding the terminology for the proposed degree title. If the use of 'Advanced' in the title of this degree is strategically important to your institution or the overseas market, there would be no objection to keeping the term in the program title. **Can you please provide a brief rationale for the use of the term 'advanced' in the degree title?**

• The committee supported the proposed amendment to include 'Sport' in the course title: Master of Advanced Pedagogy in Physical Education and Sport, pending clarification on the term 'advanced'.

• Please be advised that the University of Wollongong is currently developing a new QA process for international programs. The proposed new program will fall under this new QA process, which will include a QA review of staff teaching into the program.

Kind regards,

Luisa Dacunto
Teaching and Learning Coordinator
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From: Luisa D"Acunto
To: Erin Jamieson
Subject: Request for viability data for a new program
Date: Thursday, 30 October 2014 11:27:00 AM
Attachments: image001.png

Hello Erin

The School of Education have put up a proposal for a new course: the Master of Advanced Pedagogy in Physical Education and Sport. This degree will be run in conjunction with partner institution, Kent State University in the USA (half the subjects are ours, half are run through KSU; but the course is entirely online). The program has already been notionally approved through CAMG and AQS, we are now finalising the program details.

One of the recommendations from our ECAC review for the new course, was that more thorough environmental scanning was required to support the initiation of the course, particularly competitor analysis and market demand.

Given that this international course is somewhat of a new model for UOW, it might also be prudent to use comparative data at the end of one or two cycles to review the success of the program.

Would your unit be able to assist us in gathering some initial viability data for this new course; and perhaps advise on what measures we should have in place to review the quality of the program in the future?

Please let me know if you need further information about this request.
Thank you,
Luisa

Kind regards,

Luisa Dacunto
Teaching and Learning Coordinator
School of Education
Faculty of Social Sciences
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PART TIME PROGRESSION SAMPLE – Master of Advanced Pedagogy in Physical Education and Sport

Semester	Subjects Taken				Notes
1	UOW Spring	EDGZ 921 (Research - UOW students only)	EDGP 935 Leadership and Management		Year 1
2	KSU Spring	EVAL 65511 (Research - KSU students only)	CI 65055 Curriculum Development		Year 1 – UOW student can sub in a UOW elective here
3	UOW Spring	EDGP 936 Applied Pedagogy	UOW elective		Year 2
4	KSU Spring	KSU elective	CI 65037 Adapted PE		Year 2
5	UOW Spring	EDGP 930 Theoretical and Practical Bases	UOW elective		Year 3
6	KSU Spring	CI 65025 Contemporary Issues	KSU elective	CI 67096 (Individual Investigation - KSU students only)	Year 3
7	UOW Spring	EDGP 937 (Minor Project - UOW students only)			Year 4

Summary of subject assessments and changes to be made for the Master of Advanced Pedagogy in Physical Education and Sport

- No assessment types to be changed
- Some minor changes to assessment content (e.g. widening options for journal articles)

No subject amendments required.

CODE	SUBJECT TITLE	ASSESSMENT
EDGZ921	Introduction to Research and Inquiry	Assessment One: Essay Due Date: Week 4 (20 Aug), via e-mail to Rachel Jones Weighting: 30% Length: 2000 words Task: "When you stand in ... a library ... you are surrounded by centuries of research. When you log on to the Internet, you have access to millions of research reports. All those reports are the product of researchers who have posed endless questions and problems, gathered untold amounts of information, worked out answers and solutions, and then shared them with the rest of all ... Those who cannot reliably do research or evaluate the research of others will find themselves on the sidelines in a world that increasingly depends on sound ideas based on good information produced by trustworthy inquiry" (Booth, Colomb & Williams, 2003, p. 9) This quote emphasises the importance of research in education. The capacity to read and make sense of research is an important professional attribute and a key premise of this subject. In fact, professional standards require that even newly graduated teachers be able to access, interpret and critically engage with research. Write an essay that develops an argument for the importance of these research skills for all members of the education profession. Draw upon your professional experience (feel free to make links to your area of specialisation), published research and other literature to support the arguments you present. PLEASE NOTE: The above quote is meant as stimulus for the task, it is not a required source for the completion of the task. Criteria for Assessment: See subject Moodle page for marking rubric. Assessment Two: Research Evaluation Due Date: Week 10 Weighting: 40% Length: 3000 words

		Task: An important skill of a researcher is the ability to access, interpret and critically evaluate research conducted by others. This task focuses on developing your ability to evaluate other researchers' work. Locate two research articles (primary sources) that are both focused on a similar topic (to allow you to compare and contrast) within your Master's specialisation. Read and evaluate each article separately to write a review. Consider each of the following points as a guide: What comments can you make about the quality of the source (i.e. is there a review process?) What is the focus of the researcher's work (i.e. is there a stated purpose? research question? problem?) Does the article provide a sufficient review of previous studies on this topic? Does the researcher adopt a design that is appropriate to their research question? Why is it appropriate or why is it not? Are the researcher's methodological decisions appropriate (i.e., appropriate participant recruitment? appropriate data sources? appropriate data collection methods? are each of these methodological decisions made sufficiently clear? if not, what additional information would you require for replication?) What additional things would you have done if you had been the researcher? Do you agree with the interpretation of results? Why or why not? How do they fit with the methodology decisions made? PLEASE NOTE: The focus of this task is on the evaluation of methodology. This requires you to extend beyond simply describing the methods used (although some description of the methods will be required in order to provide explanation for your evaluation), with a particular focus on the methodology (rather than the specific content area). A suggested structure for this report (headings encouraged) is: (i) a brief introduction to this area of research (providing examples of key findings and justifying the need for further research in this area); (ii) a critical evaluation of research article 1 (addressing each of the points above); (iii) a critical evaluation of research article 2 (addressing each of the points above); and (iv) a conclusion tying it all together (comparing and contrasting the strengths and weaknesses of key methodological decisions of the two articles). Criteria for Assessment: See subject Moodle page for marking rubric. Assessment Three: Take Home Quiz

		Due Date: Week 13 Weighting: 30% Length: 6 x 300 word responses Task: In week 12 (22 Oct), 6 short answer questions will be made available on the subject Moodle site. These questions will require students to demonstrate understanding of key concepts from workshops/online activities (and supplemented by the subject textbook and/or supplementary readings). Students need to complete a 300-word response to each question and submit their responses via email in week 13 (29 Oct). Criteria for Assessment: Demonstrated understanding of the topics studied in the subject.
EDGP937	Minor Project in Physical Education	You will need to complete a project on a topic to be chosen in consultation with your supervisor. The format of the report will vary with individual projects. Students must demonstrate research skills, problem solving and sustained writing skills. First of all, you need to approach an academic staff member at the School of Education, who is working in your specialisation, as a potential supervisor. You need to confirm with that staff member that they are willing to supervise you, and then inform the Subject coordinator about the supervision arrangements not later than beginning of week 2. Discuss with your supervisor the ideas that you would like to explore in your project. Note: in week 4 you need to submit to your supervisor a short proposal of the research project which should include: • Research topic and problem • Purpose and research question(s) • Method: Research design and procedures (these will vary depending of the nature of the project - see the explanation below). The nature of the research project In general, regular essay format and referencing will apply (see School of Education Handbook for general criteria). However, individual projects might vary in the way they present their findings. The paper should be presented in a format appropriate to the nature of the study. If you undertake an empirical study, you will need to apply for approval to the University of Wollongong ethics committee. Further information can be found at http://www.uow.edu.au/research/rso/ethics/human/index.html The following sections are appropriate for the report: • Introduction (outline of the topic, background and rationale, significance of the study)

		• Review of the literature • The aims/purpose and research question/s • Methodology and research design • Results of the study • Discussion of the results • Conclusion • Reference list • Appendices: Ethics forms should be attached If the project involves a critical examination of a theoretical and/or practical issue by analysing the literature, then the report might be presented in the format as follows: • Introduction o Identification of the topic o Background and rationale o Significance of the study o Clear identification of the problem/research purpose and research question/s • The main body o Literature review and critique funneling towards answering research questions o Discussion of relevant practical examples o Discussion of the findings and their significance for relevant educational field • Conclusion o A summary of the main finding in relation to research purpose and its significance • Reference list • Appendices (optional; not included in word count) Assessment criteria: The project report will be assessed on the following criteria: • Evidence of wide reading of relevant academic sources • Coherent synthesis and in-depth critique of the literature • Clarity of formulation of purpose and research questions • Adequacy of research design appropriate to the topic (for empirical research only) • Clarity of the presentation of the findings • In depth discussion adequately supported with evidence • Understanding of the significance of the problem for relevant field of education For detailed assessment criteria see Assessment guide attached to this Subject Outline.
EDGP930	Theoretical and Practical Bases of Coach Education	Assessment One: Research Synthesis and Analysis Weighting: 25% Length: 2000 words Task: Students will be asked to synthesis and analysis a list of online resources focused around current coaching pedagogies.

		Criteria for Assessment: - Content is organized around central themes - Key findings are distilled and insightfully discussed - Writing is clear, concise, and well organized - Formatting according to the School of Education guidelines Assessment Two: Coaching Philosophy Weighting: 15% Length: 1000 words Task: Students will develop a clear statement of their coaching philosophy. This statement should include a discussion of the student's coaching objectives, principles, and leadership style. Criteria for Assessment: - Objectives organized, prioritized, and rationalized - Principles organized and rationalized - Leadership style organized, exemplified, and aligned with objectives - Writing is clear, concise, and well organized - Formatting according to the School of Education guidelines Assessment Three: Practical Paper Weighting: 35% Length: 3000 words Task: An in-depth paper on a coaching topic must be completed. There are many topics to choose from by reading the online resources is a good starting point for suggestions. Examples could include; goal setting, drugs in sport, coaching teams sports, risk management in sport, plyometrics etc... This paper should include current theories, an overview of the literature and practical applications to the coaching setting. Criteria for Assessment: - Demonstrates a clear understanding of content - Depth of Literature Search - Practical Application of Coaching - Writing is clear, concise, and well organized - Formatting according to the School of Education guidelines
EDGP935	Leadership and Management in Physical Education, Sport and Recreation	Assessment One Weighting: 35% Length: 2500 words Task: Scholars have commented on the centrality of the instructional leadership/pedagogical leadership of school principals. For example, Stewart (2013) has recently pointed out that 'the principal's role has changed from bells, buildings

		and buses to a focus on instructional leadership'. a. With reference to scholarly literature, explain what is instructional or pedagogical leadership and why it is so critical for your educational organization. b. Giving concrete examples, explain how adequately equipped are your school leaders to perform this role effectively. Criteria for Assessment: See below. Assessment Two Weighting: 30% Length: Approx. 2,000 Task: With reference to scholarly literature, explain what distributed leadership means and describe its strengths and limitations. Giving concrete examples, critically discuss how it can improve the management of educational organization. Criteria for Assessment: See below. Assessment Three Weighting: 35% Length: Approx. 2500 words Task: With reference to Covey and Duignan (see eReadings) and discussions with your colleagues, critically discuss the importance of ethical-moral leadership and management in our workplaces. What challenges are your leaders likely to face in its implementation? Suggest how these could be overcome. Criteria for Assessments 1, 2 and 3 (see assignment marking sheet on Moodle subject site for further details): 1. Structure and substance: a. Relevance to topic b. Stated requirements met c. Logical and cohesive development of arguments d. Supporting literature to support arguments 2. Succinct and fluent writing 3. Referencing style 4. Proof reading, grammar and syntax
EDGP936	Applied Pedagogy in Physical Education	Assessment One: Abstracts Weighting: 20% Length: 6 abstracts Task: Six abstracts from the Journal of Teaching in Physical Education (JTPE, http://hk.humankinetics.com/JTPE/journalAbout.cfm) and/or

		Research Quarterly for Exercise and Sport (RQES, http://www.aahperd.org/rc/publications/rqes/index.cfm) readings will be completed following the specific (i.e., JTPE or RQES) abstract/submission guidelines for the given journal. Only one abstract per Section Module can be completed/submitted, and Module Sections 1 through 10 are for abstract assignments. You select the reading from which to submit an abstract from the Section Modules. A complete title and reference of the abstract should be included on the abstract page. The reference should adhere to the format for the given journal (see the reference list at the end of each article for the format). Criteria for Assessment: • Demonstrate understanding of relevant article material • Is academically informed and situated within relevant bodies of research • Is professionally presented according to the criteria outlined in the Teacher Education Handbook (see page 39). Assessment Two: Reflections Weighting: 25% Length: 6 X 500 words Task: Six structured reflections will be completed for the first ten Section Modules. (see Course Outline for Section Modules). A single reflection will cover the readings in each Section Module (i.e., you should address all the readings for a given Section Module for a single reflection). Criteria for Assessment: • Provides an insightful analysis of reading material • Provides an appropriate and aligned reflection of material as it relates to themselves and the topic. • Is presented professionally and according to the Teacher Education Handbook (see page 39) Assessment Three: Teaching Scenario Weighting: 25% Length: 1500 words Task: One hypothetical (i.e., fictional) teaching scenario will be constructed where you "the physical education teacher" play the lead role. Your task is to develop a scenario focused around you as a physical educator and incorporate all the Module Section content into the scenario. You will want to use the Course Outline below as a checklist for the content to include in

		the scenario. Within the scenario you must cite/reference each connection with the course readings. Be creative here, as you can create a play, epic poem, short story, a series of mini-chapters, interview, etc. Criteria for Assessment: • Demonstrates a clear and concise understanding of the theoretical underpinnings that inform teaching and learning • Demonstrates a clear and concise understanding of the applied principles that illustrate effective teaching • Is presented professionally and according to the Teacher Education Handbook (see page 39) Assessment Four: Action Research Proposal Weighting: 30% Length: 5 page max. Task: An action research proposal will be completed. The readings in Section Module 11 are specific to your action research proposal. Briefly, action research is a systematic, reflective and evolving research process of examining one's or a teams' educational practice in order to solve problems, test ideas, work more effectively and/or develop professionally; thus benefiting clientele and practice. However, you will only focus on the following action research phases: (a) identify the problem area and (b) method for carrying out the research. Note data are not collected for this assignment. See the Action Research folder in Blackboard for the template to follow. Criteria for Assessment: • Demonstrates deep and scholarly understanding of an area of concern • Demonstrates analytical and critical evaluation skills • Articulates effective aspects of the research process • Articulates the importance of this proposal related to student learning • Is presented professionally and according to the Teacher Education Handbook (see page 39)

Master of Advanced Physical Education Pedagogy

Testamur Title of Degree:	Master of Advanced Physical Education Pedagogy
Abbreviation:	MAdvPhysEdPed??? MAPEP???
UOW Course Code:	TBA
CRICOS Code:	N/A
Study Area / Disciplines / My University Key Words:	Education, Physical and Health Education
Total Credit Points:	72
Duration:	Two years (part time over three or more years)
Home Faculty:	Social Sciences
Int Session(s):	Autumn (PT only. Students advised to commence in Spring), Spring (FT or PT)
Delivery Mode:	Distance
Delivery Campus:	Wollongong, Kent State University
Additional Information:	School of Education Course Finder

Course Description

This degree is a combined program offered through the University of Wollongong and Kent State University (Ohio, USA). The program is aimed at practicing teachers and/or athletic coaches who are seeking further expertise in their field of study, and for whom an online environment is a preferable mode of learning. Instructional foci include: Pedagogical theory and practice, leadership and management, curriculum theory and development, contemporary issues, teaching students with disabilities, and approaches to research for the practitioner.

Entry Requirements

Students applying to the program can apply either at KSU or UOW. All applicants should have an undergraduate degree.

Academic requirements, English requirements and credit transfer information are available from the Course Finder.

Credit

Credit of 24cp may be awarded to MAPEP students if they have completed relevant AQF level 8 studies, such as the Graduate Certificate in Health and Physical Education or the Graduate Certificate in Educational Studies, or have an AQF level 7 Education degree with 3 years teaching experience.

Course structure

Students complete a 72 credit point program, as listed below.

Subject Code	Subject Name	Session	Credit Points
Complete all UOW core subjects as listed below (30cp):			
EDGZ921	Introduction to Research and Inquiry	Autumn/Spring/Summer	6
EDGP991	Minor Project in Physical Education	Spring	6
EDGP930	Theoretical and Practical Bases of Coach Education	Spring	6
EDGP935	Leadership and Management in Physical Education, Sport and Recreation	Spring	6
EDGP936	Applied Pedagogy in Physical Education	Spring	6
Complete all KSU core subjects as listed below (equivalent of 18cp):			
CI 65025	Contemporary Issues in Sport Pedagogy	KSU Spring	3 KSU credits
CI 65055	Curriculum Development in Sport Pedagogy	KSU Spring	3 KSU credits
CI 65037	Adapted Physical Education	KSU Spring	3 KSU credits
Plus, complete 24cp electives (12cp from UOW and the equivalent of 12cp from KSU): Two UOW elective subjects can be selected from the suite of postgraduate Education subjects (in any specialisation), at 800 or 900 level. Two KSU elective subjects can be selected from their postgraduate Education schedule. Recommended UOW electives are listed below.			
EDGP924	Young People and Health	Spring	6
EDGP934	Cultural Politics of Sport, Leisure and Physical Education	Autumn	6

** Please Note: Elective subjects may be cancelled if minimum enrolment numbers are not met.*

MASTER OF ADVANCED PHYSICAL EDUCATION PEDAGOGY

UNIVERSITY OF WOLLONGONG

AND

KENT STATE UNIVERSITY

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Program Summary

This degree is a combined program offered through the University of Wollongong and Kent State University (Ohio, USA). The program is aimed at practicing teachers and/or athletic coaches who are seeking further expertise in their field of study. The course covers pedagogical theory and practice, leadership and management, curriculum theory and development, contemporary issues, teaching students with disabilities and approaches to research for the practitioner.

The program is delivered by distance and is offered full time over 2 years in UOW Spring session. Part time students may commence in UOW Autumn or Spring session (but must note that the majority of MAPEP subjects are offered in UOW Spring session and KSU Spring session). The program comprises 12 subjects (72 credit points), with the following arrangements:

Two research/capstone subjects (both taken through the home institution UOW or KSU)
Six core subjects (three at UOW, three at KSU)
Four postgraduate level Education electives (two at UOW, two at KSU)

The course structure below lays out the suggested full time program and associated credit arrangements.

UOW Students				
Session 1 UOW Spring	*EDGZ921 Introduction to Research and Inquiry	EDGP935 Leadership and Management in Physical Education	EDGP936 Applied Pedagogy in Physical Education	UOW Elective (800 or 900 level)
Session 2 KSU Spring	CI 65055 Curriculum Development in Sport Pedagogy	CI 65037 Adapted Physical Education		
Session 3 UOW Spring	EDGP930 Theoretical and Practical Bases of Coaching	UOW Elective (800 or 900 level)	**EDGP991 Minor Project in Physical Education	
Session 4 KSU Spring	CI 65025 Contemporary Issues in Sport Pedagogy	KSU Elective (800 or 900 level)	KSU Elective (800 or 900 level)	

KSU Students				
Session 1 KSU Spring	*EVAL 65511 Research in Educational Services	CI 65055 Curriculum Development in Sport Pedagogy	CI 65037 Adapted Physical Education	

Session 2 UOW Spring	EDGP930 Theoretical and Practical Bases of Coaching	EDGP936 Applied Pedagogy in Physical Education	EDGP935 Leadership and Management in Physical Education	
Session 3 KSU Spring	CI 65025 Contemporary Issues in Sport Pedagogy	KSU Elective (800 or 900 level)	KSU Elective (800 or 900 level)	**CI 67096 Individual Investigation In Curriculum And Instruction
Session 4 UOW Spring	UOW Elective (800 or 900 level)	UOW Elective (800 or 900 level)		

*EVAL 65511 is equivalent to EDGZ921

**CI 67096 is equivalent to EDGP991

Course Learning Outcomes

On completion of this degree, graduates will demonstrate the following learning outcomes:

1. An advanced body of educational knowledge associated with relevant pedagogical content related to effective professional practice as a physical educator.

2. Advanced cognitive and creative skills in reflective practice to generate and evaluate the role an educator can play within the dynamic and organic learning setting.

3. An appreciation of the research / application paradigm gained through the application of theoretical and practical skills to design, evaluate, implement and analyse research and practice within physical education.

4. Advanced skills in the application of evidence-based inquiry to meet the needs of diverse learners within physical education through reflection, problem solving and planning.

Entry Requirements

A four year undergraduate Education degree equivalent to AQF level 7 or 8; or a degree in a relevant field such as Exercise Science, equivalent to AQF level 7 or 8.

Credit

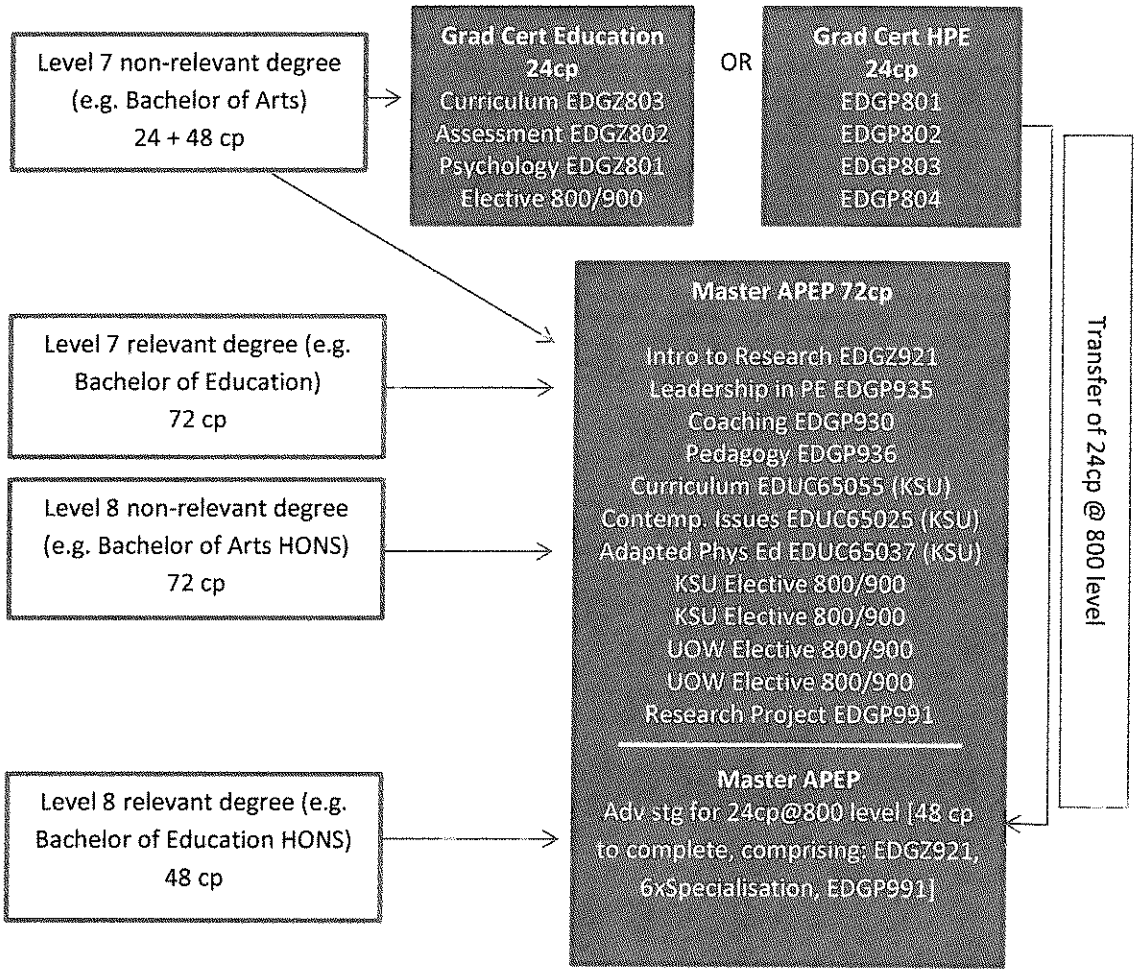
UOW candidates who have completed relevant level 8 study in Education or associated coaching/sporting/physical education program may be eligible for up to 24cp (four subjects) credit into the degree. Candidates who have completed a level 7 Education degree, plus 3 years teaching experience will also be eligible for 24cp credit.

Students applying for credit on the basis of non-formal or informal prior learning are required to submit documentation to the School for assessment of eligibility. Any credit awarded will be granted based on the relevancy of the prior learning to the subject/course outcomes.

The School of Education will be responsible for decisions on credit for UOW students; UniAdvice and Conferrals will be responsible for applying credit to the student's record.

KSU will be responsible for the application and recording of credit arrangements for students studying through KSU as their home institution.

Students coming into the Master of Advanced Physical Education Pedagogy



Course	Course Rules	Pathways and credit
Master of Advanced Physical Education Pedagogy	EDGZ921 is compulsory for UOW students (KSU students take EVAL 65511); A minimum of 36cp core PE subjects @ 900 level are required to satisfy the degree (18cp at UOW and 18cp at KSU); EDGP991 is compulsory for UOW students (KSU students take CI 67096); and 24cp of electives (12cp at UOW and 12cp at KSU) can be taken from any education specialisation. Subjects can be 800 or 900 level (or equivalent).	For **relevant level 8** qualification: Students may enter the Master degree with unspecified 24cp @ 800 level (this replaces the 24cp of elective subjects). For **non-relevant level 7** qualification: After a Grad Cert Education, a student may articulate to MAPEP with 24cp @ 800 level. For graduates of (or transfers from) Grad Cert in Health and Physical Education, up to 24cp specified credit into the MAPEP can be granted towards elective subjects. **UOW students will also receive up to 30cp unspecified credit for completed KSU subjects. This is in addition to the usual 25% applied to postgraduate programs.**

Program administration summary

UOW students will apply via UniAdvice, pay relevant tuition fees and enrol through normal channels (online through SOLS).

When they are ready to study at KSU they complete a cross institutional application form and the EMT will enrol them into a UOW subject (XINST002) for the duration of their KSU study. This will keep their status active in case they need to use SOLS or other UOW systems.

It will be the UOW student's responsibility to follow the relevant application process with KSU.

On completion of the KSU subject/s, the student must present transcripts to UOW so that advanced standing can be added to their record. This will be unspecified credit.

Students will graduate from their home institution on completion of all degree requirements. They will be awarded a transcript from their home institution listing the home institution's subjects and credit for the external institution's subjects.

Application

Students will apply as per the home institution's usual application process.

UOW students

UOW students will apply online via the UOW online application system. Applications for the Autumn UOW session close on 30 October (late applications will be accepted where places are available). Applications for the Spring UOW session close on 1 June (late applications will be accepted where places are available).

Applications will be receipted and assessed by UniAdvice Admissions Officers. Borderline applications will be forwarded to the Faculty for assessment decision. Students will receive the outcome of the assessment (an offer letter or a letter of rejection) via email, usually within 2-6 weeks.

KSU students

KSU students will apply via the normal application procedures

Session Dates

UOW sessions

Autumn 2015	3 March – 25 June (results declared 7 July)
Spring 2015	27 July – 19 November (results declared 1 December)

Summer 2015/16	30 November 2015 – 12 February 2016 (results declared 23 February 2016)

KSU sessions

Spring 2015	12 January – 1 May (results declared 15 May)
Summer 2015	18 May – 14 August (results declared 20 August)
Fall 2015	24 August – 5 December (results declared 17 December)

Fees

Cost for UOW students

The total course cost is: To be determined by TNEA

The fee per credit point is: To be determined by TNEA

UOW students will pay the following amount for the subjects they take at KSU: To be determined by TNEA

Cost for KSU students

UOW will charge KSU students the following amount for subjects undertaken at UOW: To be determined by TNEA

Billing type on UOW offer letters

Full-fee paying.

Fee management for UOW students

To be determined by TNEA

Fee management for KSU students

To be determined by TNEA

Enrolment

It is recommended that students enrol in UOW and KSU Spring sessions to avoid overlapping sessions across different institutions. A recommended progression plan for a UOW student is laid out in appendix A.

Enrolment process for UOW' students

UOW students will enrol online via SOLS, as per the study pattern in the course handbook. Normal enrolment and withdrawal administrative deadlines must be adhered to.

UOW students completing KSU subjects...

Enrolment process for KSU students

KSU students will complete a cross-institutional application form and return it to UOW. On approval of this form, students will be enrolled in the nominated subject/s, be given a username and password to access UOW systems, and a UOW information pack (prepared by the School of Education).

KSU students will then follow the normal procedures/deadlines for their subject/s and will receive a grade by the stipulated timeframes for the session.

Transcripts and student records

Students will have two sets of transcripts, one showing UOW subjects and grades and one showing KSU subjects and grades.

While studying with KSU, the UOW student's record will remain active by having XINST002 registered in the absent session.

Enrolment management and monitoring for MAPEP students

The School will need to monitor enrolment and provide support and assistance to students with enrolment – both UOW students seeking clarification on their progression, and KSU students seeking assistance in navigating the UOW study environment.

The School will provide an enrolment package to KSU students which will outline the procedures involved in registering for UOW subjects, how our systems work, how to access resources and contact information for support staff. See Appendix A for a sample of the enrolment package.

Grading system for external subjects

UOW students will be grading according to standard KSU guidelines. They will be granted unspecified credit for their KSU subjects, so these grades will not appear on their UOW transcripts. They will, however, have a record of their grades on their KSU transcripts.

Notification of grades/subject completion for external subjects

Administered by KSU, as laid out through their course rules.

Subject database set up

All UOW subject instances should be 'distance' delivery.

Credit

This course has the following credit arrangements:

- Up to 24cp of specified/unspecified credit at 800 level for previous relevant and equivalent studies

AND

- Up to 30cp credit at 900 level for KSU subjects, comprising:
  - 6cp unspecified credit for CI 65055
  - 6cp unspecified credit for CI 65037
  - 6cp unspecified credit for CI 65025
  - Up to 12 cp unspecified credit at 800 or 900 level for elective studies undertaken at KSU, in the field of Education

Credit on entry

Credit on entry for UOW students will be assessed by the School of Education at the point of application. Credit will be granted based on assessment of the level, relevancy and equivalency of previously completed studies (including non-formal and informal qualifications) on a case by case basis.

See appendix B for a draft version of the credit assessment form used to determine the level, relevancy and equivalency of previously completed studies.

Credit for subjects completed at KSU

Credit for KSU subjects will be applied by EMT once the student has completed the relevant subjects and supplied evidence of completion (via a KSU transcript).

Credit for subjects completed at UOW

KSU students will be able to access an enrolment record for completed subjects as evidence of subject completion.

Student Access

Access to UOW elearning platform/library

All UOW students have access to library and student systems. Visiting KSU students will receive access (username and password) for the duration of their subject/s, once their cross institutional application is processed.

Access to KSU elearning platform

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Graduation

UOW July graduation: 22-24 July 2015 (application closing date: 15 July; last date to register outstanding subject results/late graduation application: 26 July)

UOW December graduation: 14-18 December 2015 (application closing date: 16 October; last date to register outstanding subject results/late graduation application: NOVEMBER TBA)

Graduation application for UOW students

UOW students who are completing their final subject at UOW (i.e. their final subject is run in one of our standard sessions), can apply for one of the UOW graduation ceremonies online (via SOLS).

UOW students who are completing their final subject at KSU (i.e. their final subject is run outside of the UOW standard sessions) may miss the July or December ceremonies. In this instance, students will need to be emailed the late graduation application form and advised of the deadlines for submission. Their degree will be conferred at the July or December ceremony, regardless of whether the student attends. A testamur will be posted to non-attending students.

Graduation process

UOW students who do not wish to attend a ceremony, but who wish to graduate as soon as possible (i.e. not during the July or December ceremonies), can nominate to graduate via the VC offshore conferrals process. The dates for application and graduation are available here: http://www.uow.edu.au/student/graduation/osgrad/index.html.

The School of Education will be responsible for contacting students to ensure they are aware of the graduation options available to them.

The School of Education will be responsible for maintaining a register of students in their final session and how they wish to graduate. The School will support and supply necessary documentation to ensure they are included in the relevant conferral ceremony.

Testamur

Students will be awarded a testamur from their home institution.

Policy

While at the host institution, visiting students are subject to the student conduct and academic policies of the host institutions for matters specifically related to their program. Both KSU and UOW retain sole discretion to dismiss a student from the program at any time for failure to maintain appropriate standards of conduct according to the hosting university's policies and standards.

UOW general course rules will apply to students who are registered in the MAPEP at UOW. While studying at KSU, UOW students are expected to abide by the relevant subject-level policies and procedures for that institution (and vice versa).

Course Management

AQF

AQF documentation will be submitted as part of the course proposal. KSU staff have been made aware of the operational requirements for course learning outcomes and both parties will endeavour to maintain relevant course validation.

This will be achieved via the below quality assurance measures and regular consultation between institutions.

Subject quality assurance

1) Yearly swap of up to date subject outlines will be conducted via the course coordinators at each institution.

2) Outlines will be reviewed as part of the QA process for the course (i.e. annual report).

3) Any changes made to core subjects are to be conveyed to UOW via program coordinator/T&L coordinator in writing. T&L coordinator will institute relevant processes to implement the change.

a. New subjects: any new core subjects to be incorporated into the degree, are to be registered with UOW via a new subject proposal form and relevant course amendment/subject deletion forms. Subject outline will be required, forms completed by UOW (including consultation and approval through committees). Approved subjects and AQF validation will be updated by T&L coordinator.

b. Amended subject delivery: any changes to subject delivery for the subjects in the degree (including delivery method, location, intake session) are to be registered with UOW via an amended subject delivery form. Form will be completed by UOW (including consultation and approval through committees). Approved subject changes will be updated by T&L coordinator.

c. Amended subject structure: any changes to the structure of subjects used in the degree (including content, assessment, learning outcomes, credit point requirement, code or title changes, pre- or co-requisite changes) are to be registered with UOW via an amended subject structure form and relevant course/AQF forms. Subject outlines will be required. Forms will be completed by UOW (including consultation and approval through committees).

4) Significant changes to course structure (e.g. new core subjects) are to be included in the annual program review to allow enough notice for consultation between institutions.

5) Notifications of changes to core subjects (particularly to assessment tasks, subject learning outcomes, subject title/code changes) are forwarded to UOW as they arise for implementation in future sessions. Timeline for changes to core subjects: notification to UOW in April/May; consultation and committee approval June/July; handbook and course information updated in August to reflect changes for the following year.

6) Subject outlines stored in intranet database; subject/course amendment forms stored in APC/FEC files.

Ongoing course review

Each year, the course coordinators from each institution will consult on the value and viability of the course, as well as any concerns related to the administration, delivery, program requirements, teaching, etc. A short written report will be submitted to the Head of School. The report should list any amendments that need to be made to the program. This process is in addition to the regular curriculum review cycle in which UOW programs are reviewed. This program will be scheduled for curriculum review in 2019/2020; but can be completed sooner if the course coordinators/Head of School deem it appropriate.

Resources

Liaison with KSU

Course coordinators from KSU and UOW will maintain close contact in regards to the program and the students in the program.

Course monitoring

Annual program review will take place mid-year (to be prepared by June/July). This will be led by the course coordinators, supported by School staff.

Student monitoring

The School will liaise with academic divisions (e.g. UniAdvice, Fees, EMT) to ensure smooth processing of student applications, enrolments, etc. The School will keep a record of students and track their progress in order to provide support and assistance where necessary.

Academic input

Subject coordinators at each institution will be responsible for the students enrolled in their subject (both KSU and UOW students). Academic input from the course coordinators will be sought in relation to course matters and management of students across the program.

Appendix A

KSU student enrolment package contains:

1. Postgraduate study guide/handbook
2. Study guide and 'cheat sheet'
3. Program requirements/handbook page

1. POSTGRADUATE STUDY GUIDE

This is a brief guide with step by step instructions to access your study materials and also includes troubleshooting on some common issues experienced in the first week. This guide supplements the information in the online orientation and the postgraduate handbook (accessible through elearning).

Accessing Your Subject Materials

The platform used to deliver postgraduate online subjects in Education is called Moodle. You need to be formally enrolled in the subject, in the correct session, to be able to access the Moodle site for the subject.

The steps for accessing the subject material are as follows:

1. From University Home page: http://www.uow.edu.au go to 'Current Students' (link in top black banner).
2. On the Current Students page, click the SOLS (Student On-Line Services) link on the right-hand-side of the page – This will open a username/password textbox (enter your UOW username and password).
3. Your SOLS homepage is displayed. Click on the eLearning link from the top on the main menu list (left-hand-side).
4. Your subjects for this year will be displayed in a list.
5. Click on the required subject to open the Moodle eLearning site. All other subjects you are enrolled in will be availble on the left-hand navigation column.
6. Download the subject outline and read.

Common Student Issues

Accessing your subject through elearning

1. Check that you have a current UOW username and active password by trying to sign into SOLS (http://www.uow.edu.au/student/index.html). If you can't sign into SOLS, you need to contact ITS to reset your password (see below)

2. Check you are enrolled in the correct subject and the correct session instance (e.g. EDGL901, **Autumn** 2014, **Flexible** delivery). If your record is not correct you can amend it through SOLS by clicking on 'enrolment and variations' on the left hand menu.

3. UOW systems occasionally have down times for maintenance. Notifications of these down times are provided on the log in page as early as possible.

4. If you have any problems accessing your page or problems logging in, contact

Your password

If you have a student card you can still log in to SOLS with the barcode on your card by following this link http://www.uow.edu.au/student/UOW008811.html

If you have forgotten your password it needs to be re-set. If you have set up a password challenge you can do this yourself (see link below). If not, IT Services will need to re-set if for you. If you are on campus drop in to ITS in Building 17, level 1. If you are a distance student you need to email its@uow.edu.au and provide as much of the following information as possible:

- Full Name
- User ID
- Student number
- Barcode number from student card (if available)
- Address registered with the university
- The course you are enrolled in

Your password will be reset to your date of birth. You can enter this in the following format: ddmmmyy. Example: If your date of birth is 15 July 1984, then your password would be 15jul84.

It is recommended that you now change your password and set up a "password reset challenge" which will enable you to reset your own password in the future. You will find these options under Manage Your Password at:

http://www.uow.edu.au/student/it/index.html.

Accessing the E-Readings or articles mentioned in your subject outline

Access the UOW Library catalogue here: http://iii.library.uow.edu.au/?mainmenu-searchoptions=1 and type in your subject code to bring up a list of online resources for your subject. Email ereading@uow.edu.au if you have trouble accessing the material on the Library E-Reading site.

Questions about the subject material or content

Consult, in order of priority:

1. Subject Co-ordinator (see your subject outline for contact details)
2. MAPEP UOW Course Co-ordinator, Dr Dana Perlman

   Email: dperlman@uow.edu.au
   Ph: +61 2 4221 3885
3. Convenor: Postgraduate Coursework, Dr Sharon Tindall-Ford

   Email: sharontf@uow.edu.au
   Ph: +61 2 4221 3553

Questions about your enrolment or other administrative issues

Contact Student Services Centre on ssc@uow.edu.au.

Or email the Education Teaching and Learning team on luisad@uow.edu.au or jasmina@uow.edu.au for administrative assistance or guidance.

Communication with UOW staff

Remember to check your SOLS Mail and your UOWmail account for important messages from your tutors. All correspondence will be sent to either your SOLS account or your UOW email account. Correspondence will not be sent to your personal or work email address.

What is SOLS Mail?

SOLS mail is used by the University to communicate important information to you. SOLS mail messages appear automatically when you log into your SOLS account. To access your SOLS mail, from University of Wollongong home page (**www.uow.edu.au**), click on **Current Students;** under **SOLS**, type in your username and password; click **Logon.** Messages will pop up automatically. Read and click 'I have read the message' to clear each message and progress on to the SOLS main menu screen.

What is UOW email?

UOW email is your University of Wollongong email account. This account was set up for you when you enrolled and is used by all staff to send emails to students. Please read the information on the web page below to ensure your know how to use your new UOW email account. Log in using your email address (xxx000@uowmail.edu.au) and your SOLS password.

UOW email: http://www.uow.edu.au/its/uowmail/index.html

STARTING YOUR STUDY - A GUIDE TO THE FIRST TWO WEEKS

Starting a postgraduate degree can be daunting, especially if you have not studied in a while. This guide is designed to help you get organised and ready to commence your degree. It will list some tips to ensure your studies are more easily managed.

Enrolment

International students will have their own enrolment day on campus – the details will be on your offer letter. Domestic student's offer letters will direct you to an online enrolment site:

http://www.uow.edu.au/student/admission/UOW008282.html. Domestic students can enrol up to 6 weeks prior to the session commencement.

During the **enrolment process** you will set up your UOW student and email accounts; passwords to access the UOW library; set up billing and fee payment options (including the HECS-HELP option for those eligible) and register for individual subjects. International students must study full time (24 credit points per session). If you are a part time student you can enrol in 1 – 2 subjects per session.

Ensure you follow the right study pattern by following the **course handbook** listing for your degree: http://www.uow.edu.au/handbook/yr2014/pg/index.html. The course handbook is a useful link to bookmark as it lists the subjects that make up your degree, and if you click on the subjects

you can see whether they will be offered in Autumn or Spring session. From time to time subject details may change, so this is a good site to keep checking as it will be updated regularly.

Getting Started

UOW Terminology

Some important terms you need to be familiar with:

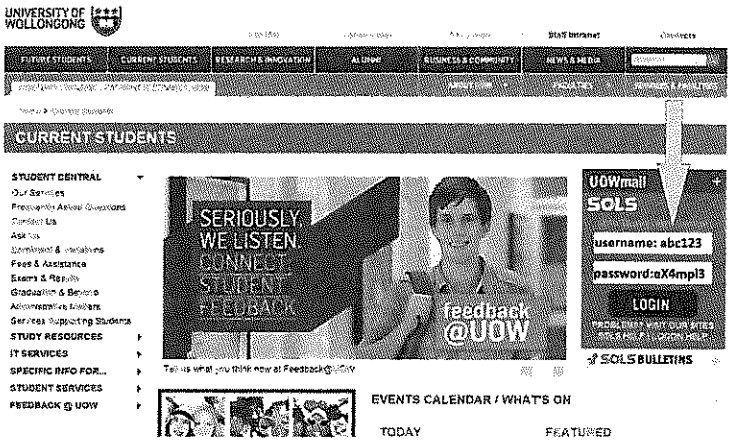
Subject Outlines – these are given out during your first week. Subject outlines provide you with a detailed description and the objectives of the subject in which you are enrolled. They specify what you need to do for all assessments, and dictate the criteria by which your work will be marked. They also list the books you need to read, or buy, and other important details, including the expectations the faculty has of you as a student in the subject. Keep this handy during your studies and refer back to it often.

Subject Codes – There is a different subject code for each subject. Each subject code has four letters and three numbers. The letters designate the school and the specialisation; the numbers designate the level (900 = postgraduate).

Student Systems

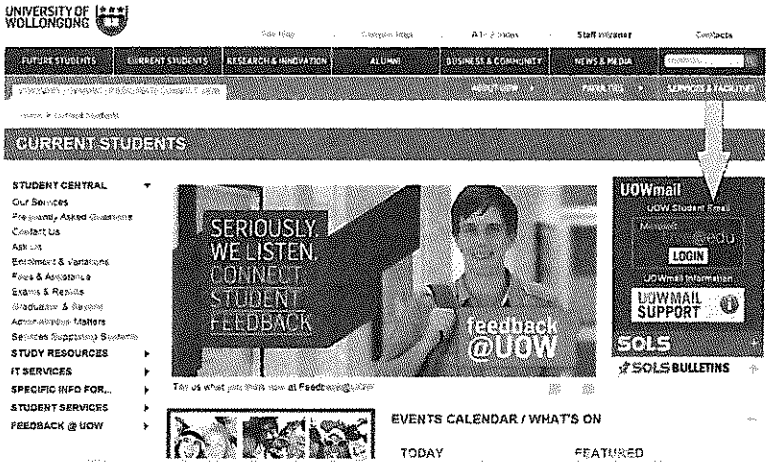
After you have enrolled and during your first couple of days as a UOW student you should familiarise yourself with the systems you will use to interact with UOW services and staff.

SOLS - SOLS is the University of Wollongong Student Online Services. All enrolled students will have a SOLS account which allows you to self-manage your enrolment and personal information online. This includes your fee statements, your enrolment record, your emergency contact details and many other things. Log in and have a look through the menu items; you may even see some messages from staff in your SOLS account too. The screenshot below shows the UOW Current Students page and the SOLS log in box: http://www.uow.edu.au/student/index.html



UOW Email – All students of the University are issued with a student email account. To activate your email account you need to log on to SOLS. Enter the SOLS main menu then select 'Create Unix/e-mail Account'. If you have previously attended the University of Wollongong your username will be the same as before.

Your email address will be your username plus @uowmail.edu.au (e.g. xxx111@uowmail.edu.au). You can log into the UOW email system to configure your account. If you prefer to access a work or home email account you can set your UOW account to forward all emails. **It is important to check your UOW emails regularly – this is where your lecturers will send your marks, feedback, etc. The screenshot below shows the UOW Current Students page and the UOW Mail log in box: http://www.uow.edu.au/student/index.html**



Password – You will be given a random password during enrolment. This password will allow you access to SOLS, your elearning site, the library and your UOW email account. The next time you log in you should update this password to something memorable, and set up a challenge so that if you do forget the password it can be easily re-set. See this website for the password management page:

http://www.uow.edu.au/its/services/UOW001624.html

Key Dates

Don't get caught out with a late fee: bookmark the UOW key dates page and refer to it regularly to check dates for enrolment, release of final grades, graduation dates, withdrawal dates, due dates for fees, etc. http://www.uow.edu.au/student/dates/index.html

Textbooks

Some of your subjects will require you to purchase textbooks. These will be listed in your subject outline, but you can also find the book details from the UniShop website: http://unicentre.uow.edu.au/unishop/UOW031119.html; just type in the subject code to

bring up a book list. Note that some subjects will not have required books to purchase but rely on readings, articles and reports instead. Your subject coordinator will be able to advise you about this.

Your First Week

E Learning

The majority of your learning will be presented online via elearning. This is accessible through SOLS. You should spend some time in your first week acquainting yourself with the system. A guide to the SOLS elearning site is available here: http://www.uow.edu.au/student/elearning/vista/index.html

Library

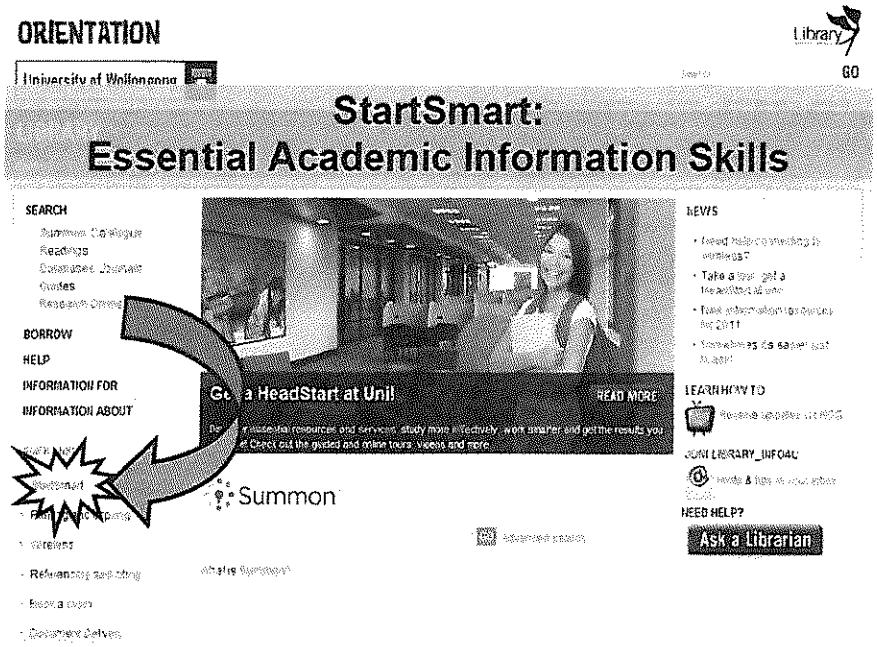
The UOW library offers many services to students. Distance students also benefit from a number of services including reciprocal borrowing arrangements with other libraries across Australia and off-shore services for those outside Australia. Information about library services is available here:

http://www.library.uow.edu.au/students/index.html. Take some time to investigate and browse the library website too – it will help you when it comes time to research and write your assessment tasks.

StartSmart

This interactive introduction to the library is vital to all students – whether you are new to the university or coming back to tertiary study after some time in the workforce, StartSmart will advise you how to access the academic material you need to engage in the subject. See how much you know about using the UOW library by taking the StartSmart course:

http://www.uow.edu.au/student/services/fye/resources/startsmart/UOW070056.html



Your Second Week

Time Management

By now you have read your subject outline and have started your subject readings. You may begin to realise just how much work is required for you to successfully complete your degree! Many postgraduate students are juggling study, work and family commitments which means that time management is important. The UOW Learning Development team have a guide to time management that you might find useful: http://learning.uow.edu.au/resources/.

Student Connections

Engage with your fellow students and your tutors by logging into Janison or elearning regularly to check what others have written and make your own comments. Some subjects will have live forums scheduled for certain times and it's a good idea to get involved with those. You may also like to post a short statement about yourself, where you live and a photo (if you like) to introduce yourself to your peers and start to build relationships. You may even come across people who live in your local area and form study groups.

Throughout the Session

Learning Development

To be successful in your course you will need to master the skill of reading academic papers; conquer the practice of academic writing; confidently interpret assessment tasks and reference appropriately. Some students coming back to study after a few years in the workforce may find this daunting. Learning Development offers services to students to help you get the most out of your study and **improve your academic performance**. They provide many resources to help you build academic and English language skills; examples of good academic writing; tips on how to avoid plagiarism and much more. Access their website for downloadable resources or contact details to arrange a consultation. http://www.uow.edu.au/student/services/ld/index.html

Student Support

We know that for postgraduate students work and family commitments and personal circumstances can sometimes get in the way of study. Kerry Banks is the Education Student Support Adviser. Her role is to provide liaison, support and referral to students to help them manage these commitments and circumstances without negatively impacting your degree.

Kerry's contact details are:

kerryb@uow.edu.au
02 4221 4529
Building 23, room G20

There are a number of UOW services that Kerry can provide referral to, or you may wish to investigate for yourself:

- Counselling Services
- Disability Services
- Learning Development
- International Student Programs

Find out more about any of these services at this website: http://www.uow.edu.au/student/services/index.html

Where else can I find information?

Information about the services for UOW students can be found on the UOW Current Students website: http://www.uow.edu.au/student/index.html

2. POSTGRADUATE ORIENTATION AND STUDY CHEAT SHEET

Enrolment

Enrolling in your degree: http://www.uow.edu.au/student/admission/UOW008282.html

Choosing your subjects: http://www.uow.edu.au/handbook/yr2014/pg/index.html

Fee information: http://www.uow.edu.au/student/finances/index.html

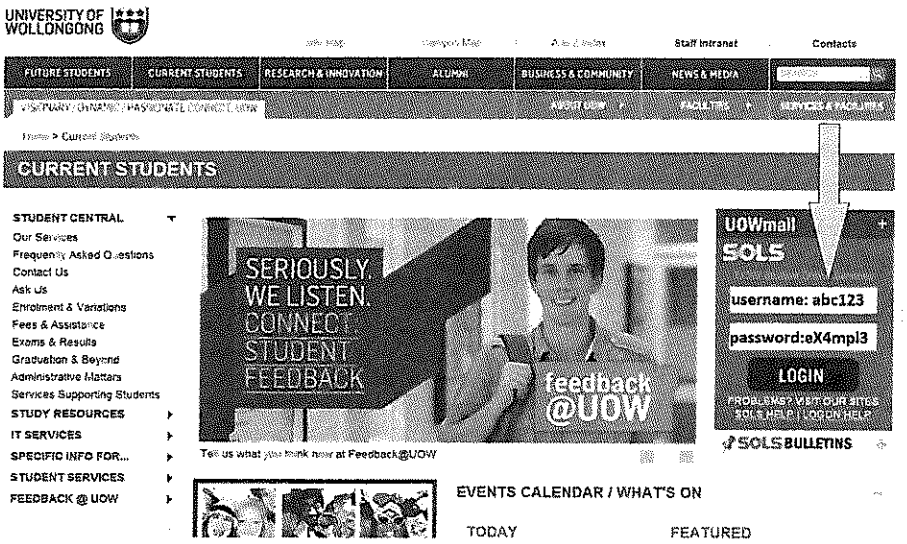
Student systems and communication with UOW

UOW - getting connected: http://www.uow.edu.au/student/elearning/getconnected/index.html

Forgotten your password? http://www.uow.edu.au/student/it/index.html

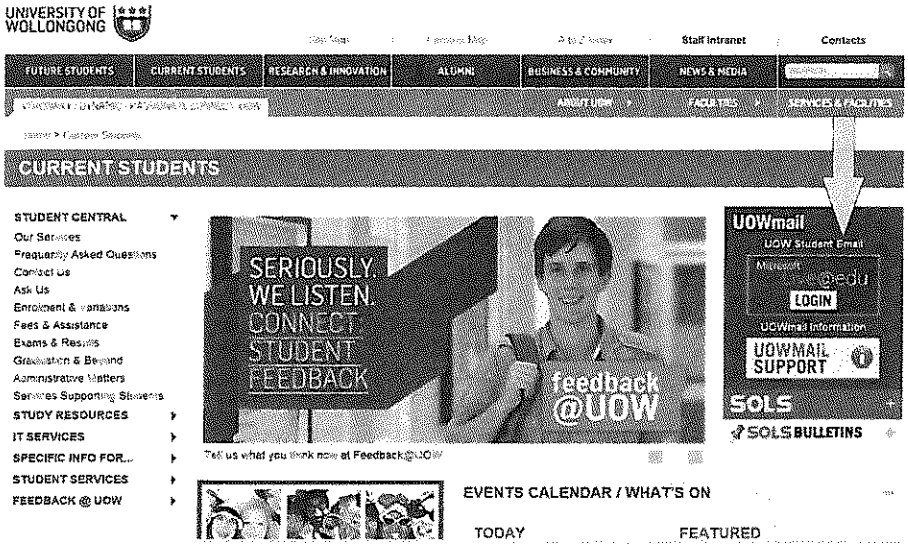
Requesting a student ID card for distance students: askuow@uow.edu.au

Logging into SOLS: http://www.uow.edu.au/student/index.html



SOLS user guide: http://www.uow.edu.au/solshelp/

Logging in to UOW email: http://www.uow.edu.au/student/index.html



UOW Email user guide: https://www.uow.edu.au/its/accounts-access/uow-email/index.html

Elearning through Moodle

Accessing your online subject material through elearning:

7. From University Home page: http://www.uow.edu.au go to 'Current Students' (link in top black banner).
8. On the Current Students page, click the SOLS (Student On-Line Services) link on the right-hand-side of the page – This will open a username/password textbox (enter your UOW username and password).
9. Your SOLS homepage is displayed. Click on the eLearning link from the top on the main menu list (left-hand-side).
10. Your subjects for this year will be displayed in a list.
11. Click on the required subject to open the Moodle eLearning site. All other subjects you are enrolled in will be avialble on the left-hand navigation column.
12. Download the subject outline and read.

Moodle elearning site – how do I use it?: http://www.youtube.com/watch?v=WekZRmv7L6Q

UOW Library: http://www.library.uow.edu.au/students/index.html

UOW Library user guide: http://www.uow.edu.au/student/services/fye/resources/startsmart/UOW070056.html

Services for students

Learning support and assistance: http://www.uow.edu.au/student/services/ld/index.html

Student support and advice: http://www.uow.edu.au/student/services/index.html

3. PROGRAM REQUIREMENTS

Master of Advanced Physical Education Pedagogy

Testamur Title of Degree:	Master of Advanced Physical Education Pedagogy
Abbreviation:	MAdvPhysEdPed??? MAPEP???
UOW Course Code:	TBA
CRICOS Code:	N/A
Study Area / Disciplines / My University Key Words:	Education, Physical and Health Education
Total Credit Points:	72
Duration:	Two years (part time over three or more years)
Home Faculty:	Social Sciences
Int Session(s):	Autumn (PT only. Students advised to commence in Spring), Spring (FT or PT)
Delivery Mode:	Distance
Delivery Campus:	Wollongong, Kent State University
Additional Information:	School of Education Course Finder

Course Description

This degree is a combined program offered through the University of Wollongong and Kent State University (Ohio, USA). The program is aimed at practicing teachers and/or athletic coaches who are seeking further expertise in their field of study, and for whom an online environment is a preferable mode of learning. Instructional foci include: Pedagogical theory and practice, leadership and management, curriculum theory and development, contemporary issues, teaching students with disabilities, and approaches to research for the practitioner.

Entry Requirements

Students applying to the program can apply either at KSU or UOW. All applicants should have an undergraduate degree.

Academic requirements, English requirements and credit transfer information are available from the Course Finder.

Credit

A maximum of 24cp credit may be awarded to MAPEP students if they have completed relevant AQF level 8 studies, such as the Graduate Certificate in Health and Physical Education or the Graduate Certificate in Educational Studies.

Course structure

Students complete a 72 credit point program, as listed below.

Subject Code	Subject Name	Session	Credit Points
Complete all UOW core subjects as listed below (30cp):			
EDGZ921	Introduction to Research and Inquiry	Autumn/Spring/Summer	6
EDGP991	Minor Project in Physical Education	Spring	6
EDGP930	Theoretical and Practical Bases of Coach Education	Spring	6
EDGP935	Leadership and Management in Physical Education, Sport and Recreation	Spring	6
EDGP936	Applied Pedagogy in Physical Education	Spring	6
Complete all KSU core subjects as listed below (equivalent of 18cp):			
CI 65025	Contemporary Issues in Sport Pedagogy	KSU Spring	3 KSU credits
CI 65055	Curriculum Development in Sport Pedagogy	KSU Spring	3 KSU credits
CI 65037	Adapted Physical Education	KSU Spring	3 KSU credits
Plus, complete 24cp electives (12cp from UOW and the equivalent of 12cp from KSU): Two UOW elective subjects can be selected from the suite of postgraduate Education subjects (in any specialisation), at 800 or 900 level. Two KSU elective subjects can be selected from their postgraduate Education schedule. Recommended UOW electives are listed below.			
EDGP924	Young People and Health	Spring	6
EDGP934	Cultural Politics of Sport, Leisure and Physical Education	Autumn	6

** Please Note: Elective subjects may be cancelled if minimum enrolment numbers are not met.*

Other Information

Appendix B

CREDIT

Credit of up to ?cp of the degree may be granted for relevant studies completed externally to UOW. Credit can be granted for formal, informal and non-formal studies/training where the training is relevant, current and has a relationship to the learning outcomes of the degree.

Applicants transferring from one UOW degree to another should consult the Faculty for advice about credit available between degrees of varying levels.

To apply for credit the student will submit a portfolio of evidence/supporting documentation to the School for assessment. The School will use this information to determine whether the unit of study entitles the applicant to entry into a course *or* credit within a course. Students must provide as much information as possible about the unit of study (the unit may be a subject within a degree, a training session, a workshop, an online course/program, etc.) either with their coursework application or with their UOW credit application. Students should use the following checklist of supporting criteria to create their portfolio.

Name of unit	
Is this unit used in a program or a stand-alone qualification?	
Was a qualification awarded? Name of qualification	
Name of qualification issuing body and/or name of teaching organisation	
PROGRAM INFORMATION	
Unit duration (specify days or weeks)	
Contact hours per week/study time per week for online delivery	
Unit description/summary	
Unit learning outcomes and/or learning outcomes for the program in which the unit is used	
AQF level of the unit and/or level of the program in which the unit is used	
List any supporting academic materials (e.g. textbook, readings, notes)	
ASSESSMENT INFORMATION	
Assessment type/format	
Marking scale	
Marking criteria	
Outcome of assessment (results)	

Credit register:

QUALIFICATION NAME	QUALIFICATION ISSUING BODY	QUALIFICATION TYPE	LEARNING OUTCOMES / AQF LEVEL	CREDIT AWARDED
Title of the course, unit or training program	Name of the organisation that delivered the program and the organisation that awarded the qualification	Formal; informal; non-formal	List learning outcomes if available; or the (approximated) AQF level (e.g. equivalent to 2nd year subject in level 7 qualification)	Specific degrees into which credit is accepted (e.g. 6cp unspecified credit @ 800 level for Grad Cert TESOL, Grad Dip TESOL or MEd (TESOL)). Also note if this award is accepted as entry requirement
Teaching experience		Informal	Level 8 (non-relevant)	10+ years teaching experience without a formal teaching qualification is equivalent to a level 8 qualification for the purposes of entry into the MEd, however the full 72cp program must be completed. 5+ years teaching experience with a level 7 teaching qualification is equivalent to 6cp unspecified credit @ 800 level for Grad Cert/Grad Dip degrees; or 24cp at 800 level for the MEd.

DRAFT

University of Wollongong

UOW ADMINISTRATION

Course Summary, Recommendations and Approval Form

CATEGORY OF COURSE PROPOSAL			
Course Name	Masters of Advanced Physical Education Pedagogy	Contact Person:	Dr Dana Perlman
Course Code (if known)		Ref#:	
Year and Session of Introduction:	Year: TBC	Session: TBC	
Proposal Summary	This program leads to a Master degree in advanced physical education pedagogy and is designed as a cross institutional postgraduate program between the University of Wollongong and Kent State University (USA). Students will engage in a variety of distance subjects that provide the opportunity to advance their knowledge of pedagogies within a variety of school-based movement settings. The reason for this proposal is to (a) develop an international program and (b) increase enrolment with the postgraduate program at both UOW and KSU.		

Please select the appropriate category(s) from the link below. For further information, please refer to:: https://intranet.uow.edu.au/coursemgmt/framework/administrationandprocesses/approvalprocess/index.html

☒ A NEW Course (domestic & offshore excluding UOWD)	☐ Reinstatement of a course or a major/minor study previously suspended or discontinued
☐ A NEW Major Study within an existing Course	☐ Changes to an existing major study
☐ A NEW Double Degree involving new and/or existing Courses	☐ Reinstatement of a course or a major/minor study previously suspended or discontinued
☐ Significant changes to an existing course including: ☐ Course Learning outcomes ☐ Introduction – New/Removal/Change of work experience, practical placements, internship arrangements ☐ Course type (e.g change from Masters by coursework to Masters by Research, Pass Bachelor to Honours Bachelor)	☐ Add a New Course Starting Session (not already existing) ☐ New/Change/Remove Delivery Method to an existing course ☐ New/Change/Remove Delivery Location to an existing course
☐ A NEW Minor Study within an existing course	☐ Accreditation or other Professional Recognition
☐ Changes to an existing minor study	☐ Change of course name ONLY
☐ Change to total credit points of the course	☐ Change of MAJOR STUDY name only within a course
☐ Change of MINOR STUDY name only within a course	☐ Change to duration of the course

University of Wollongong

Owning Faculty	Social Sciences (Education)	
Other Faculties (if applicable)	Kent State???	
Major/Minor Study name(s) (if applicable)		
Major / Minor Study Owning Unit		
Total credit points:	54	
Duration:	_1.5_Years full-time	___Years part-time
Delivery mode*:	☐ On-campus ☒ Distance/Online Learning ☐ Flexible	
Delivery locations:	Current: ☐ Onshore List Campus: ☐ Offshore List Campus:	Proposed ☒ Onshore List Campus: Online ☒ Offshore List Campus: Online through KSU
Course starting sessions:	Current ☐ Standard List Session Names: ☐ Non-Standard (please list) List Session Names: Start Date: End Date:	Proposed ☒ Standard List Session Names: Autumn, Spring ☐ Non-Standard (please list) List Session Names: Start Date: End Date:
Student types	☒ Domestic ☒ International ☐ Student Visas ☐ Other Visas ☒ Off-shore	
Course Coordinator:	Name: Dr Dana Perlman	Phone: 3885 Email: dperlman@uow.edu.au

***Note to Users:** The delivery mode can affect courses offered to International Students studying in Australia. However, to assist you in defining what each delivery mode can mean, please see the guide: https://intranet.uow.edu.au/coursemgmt/cdd/review/index.htm. If you need any further clarification, please consult the Course Management Coordinator: ARD-Governance@uow.edu.au

University of Wollongong

The undersigned certifies that the attached course proposal

- has been prepared in accordance with the Course Approval Guidelines and contains all relevant information.
- has been circulated to relevant units for comment on areas of potential impact. Any comments received have been considered and where possible concerns have been addressed.
- has been certified by the proposing Faculty as complying with all Quality Assurance guidelines.
- Relates to a subject/discipline area(s) that is underpinned by a substantial level of scholarship (demonstrated by a coherent body of knowledge, theoretical framework, published research and current literature), which is reflected in the course.

CAMG Recommendations:
Please summarise recommendations / comments from CAMG to be addressed in the final proposal:
Please summarise as to how the recommendations /comments from CAMG are addressed in the final proposal:

Owning/Proposing Faculty			
FEC Chair			
Signed			
FEC Chair			
Date		**FEC Resolution**	
Dean			
Signed			
DEAN			
Date			

Other Faculties Involved/Affected	
Faculty Involved/Affected:	
Signed	
☐ **DEAN** ☐ **FEC Chair**	
Date	
Faculty Involved/Affected:	
Signed	
☐ **DEAN** ☐ **FEC Chair**	
Date	

SIGNATURE INSTRUCTIONS:

1. **Dean and FEC Chair from Faculty proposing the course to sign for all course proposals.**
2. **Dean or FEC Chair from other Faculties affected by a major course proposal must also sign.**

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UOW ADMINISTRATION

Course Concept Form

(New Course/ Major)

		Ref #*(P&G use only)*	
Course Name	Masters of Advanced Physical Education Pedagogy	**Major / Minor Name**	
Faculty	Social Sciences	**Course to be offered from** *(Year and Session)*	Spring 2014
Delivery Session(s) *(eg Autumn)*	Autumn/Spring	**Is this course replacing an existing Course?**	☒ **Yes** *Course:* Master of Physical and Health Education ☐ **No**
Contact Person *(Name, email and ph no.)*	**Dr Dana Perlman, dperlman@uow.edu.au, 4221 3885**		
Course to be offered on a	☒ Full Time & Part Time basis	☐ Full Time basis only	☐ Part Time basis only
Category of Course Concept	☒☐ A NEW Course	☐ A NEW Major Study within an existing Course	☐ Reinstatement of a course or a major/minor study previously suspended or discontinued
Proposed Teaching Locations	☐ Wollongong	☐ Innovation Campus	☐ Offshore *<Specify Partner and Location>*
	☐ Sydney	☐ Shoalhaven Campus	☐ Southern Sydney
	☐ Batemans Bay	☐ Bega	☐ Southern Highlands
Proposed Method of Delivery	☐ On Campus *(At least 75% of subject delivery is face-to-face and includes weekly lectures and/or tutorials)*	☒ Distance *(100% of the course offered by distance/online)*	☐ Flexible *(Combination of online and face-to-face delivery. The face-to-face component, which is compulsory, can be offered in block, modular or intensive modes)*

About the Proposed Course			
Course or Major Study Learning Outcomes	**1. Educational Knowledge** – Develop a body of knowledge associated with relevant content, pedagogical, and pedagogical content related to an effective physical educator. **2. Reflective Practice** - A developed understanding to generate and evaluate concepts of the role a teacher can play within the dynamic and organic learning setting **3. Research / Application Paradigm** – Theoretical and practical skills to design, evaluate, implement and analyse between research and practice within physical education. **4. Evidence-based Inquiry** - Developed evidence based skills associated with meeting the needs of diverse learning within physical education through reflection, problem solving and planning.		
Proposed Duration of Course	**18 months full time**	**Proposed Credit Point Value of Course**	72 credit points

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Proposed Level *(eg 100, 200, 300, 900)*	Level 900	Level 800	Level <insert>	Level <insert>
Total number of subjects at each level	9	3		
Number of Proposed New Subjects at level	0	1		
Identified Inherent Course Requirements *These are specific, inherent and fundamental skills and abilities students should possess in order to undertake the course. They only relate to those parts of the course that all students will need to undertake.*	English Proficiency at overall score of IELTS 6.5. Reading 6.0, Writing 6.0, Listening 6.0, Speaking 6.0.			
Estimated Resource Requirements				
Any Impact on Staffing requirements?	This course will utilise the existing academic and administrative staff from the School of Education, including casual teaching staff as required. The staffing requirements will be reviewed 12 months after the program has been introduced.			
Any Impact on Capital requirements?	Program to be developed is online, hence no capital impact.			

Consultation with Stakeholders

- ***UniAdvice*** *should be consulted for Market demand and fees for domestic & International Students in Australia*
- ***Transnational Education & Alliances (TNE&A)*** *should be consulted for Offshore Contract programs*

A copy of correspondence with UniAdvice and/or TNE&A should be submitted with the Course Concept

Market Demand and Analysis	
Why is this Course/ Major being proposed?	Currently UOW offers a Masters degree in Physical and Health Education. This two stream program offers participants an opportunity to expand their current knowledge in both areas, rather than becoming a specialist in the field. Feedback from participants is that there are already a range of alternate health content offerings, but little content available in the area of physical education. This program leads to a Master degree in advanced physical education pedagogy and is designed as a cross institutional postgraduate program between the University of Wollongong and Kent State University (USA). Students will engage in a variety of distance subjects that provide the opportunity to advance their knowledge of pedagogies within a range of school-based movement settings. The reason for this proposal is to (a) develop an international program and (b) increase enrolment with the postgraduate program at both UOW and KSU. Market analysis reveals very few specialised courses in

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	physical education pedagogy. The current Masters of Physical and Health Education at UOW has increasing enrolments, however, UOW seeks to improve enrolment numbers by providing a more specialised course, with international recognition. 1. Only three universities in Australia are Health or Outdoor Ed based. 2. No PE only 3. The majority fo Australian graduates of past program (around 80%) desired a PE only degree 4. Current program does not offer enough in both areas (PE and HE) 5. International focus is PE and HE separate. 6. Examination of US student base from Kent State indicated a PE only focus is desired and of interest.
Define the target market for this course or major. *Example: This course is designed for high school leavers from outside the traditional drawing area with an ATAR of 90+*	This course is designed for domestic and international postgraduate students seeking to extend their knowledge, skills and application of knowledge and skills in the content area of physical education pedagogy.
Is there anything particularly distinctive about this course? *Example: The Bachelor of Performance will be unique in that it offers a specialist acting course and a more flexible theatre course. Students will be able to move between these programs for the first 12-18 months of the course.*	This course is aimed to address the required professional learning expectations for teachers in both Australia and the US. The program will be aligned to the Australian Institute for Teaching and School Leadership's (AITSL's) Professional Teaching Standards for ongoing accreditation. The program will also meet the expectations of the US market for professional learning. This program aligns to the Australian Institute of Teaching and School Leadership's National Teaching Standards, and enables participants to complete content aimed at career progression to the levels of Professional Accomplishment and Professional Leadership. This degree will be offered online, thus provide a degree to anyone in Australia, United States or Internationally. The appeal for students in the United States is that a Masters degree will (a) provide a financial boost in terms of a pay raise (b) can be used as continuing education units and (c) for some states is required to keep or maintain their current teaching certification. For example, by July 1, 2016 all teachers in the state of Connecticut will be required to have a Masters degree before the completion of 30 months teaching (attached). It is a specialist course in Physical Education delivered online using videos and other tools for assessment and improving pedagogy. This course also builds on the different areas of expertise within the two institutions to enable information sharing and a broader experience for students in the area of Physical Education. Kent State University, Ohio, and the University of Wollongong are hoping to collaborate via a twinning agreement whereby UOW and KSU jointly define a study program of credits and credit transfers which lead to a UOW qualification. (Usually this takes the form of a formal contractual arrangement whereby UOW will have a level of input into the overseas partner institution's academic program (usually for a prescribed fee). This may take the form of UOW assisting in

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	the development of curriculum for the partner institution's programs or on rarer occasions UOW academic staff teaching directly into the partner program in order to ensure a smoother transition for students wanting to articulate to UOW.) Current twinning arrangements exist between UOW and Zhengzhou University in China and Assumption University in Thailand.
Is there anything that distinguishes this course from similar degrees offered at other universities? *Example: The Bachelor of Business is distinguished from similar programs offered at other universities by its design to inspire the application of socially innovative Commerce. Core subjects provide the foundations necessary to understand the business environment and introduce the principles of responsible commerce. Students will also undertake a capstone subject in their final year*	To date it has been identified that Australian universities offer a Masters degree in Health Education (N=2) or Outdoor Education (N=1). This course would be the first in Australia to offer a Physical Education only degree. While teachers are provided with regular in-service about changes to health education concepts, this limits the abilities of teachers to improve their physical education content and pedagogy. This degree will aim to focus on physical education pedagogy and content only, aligning to national professional learning standards. Second, this degree would align with teacher needs in other countries (e.g. United States) as many teachers specialise into Physical Education and not a combined Physical and Health Education.
Which career or gap shortage in the labour market does this degree prepare students for?	This program aligns to the Australian Institute of Teaching and school Leadership's National Teaching Standards, and enables participants to complete content aimed at career progression to the levels of Professional Accomplishment and Professional Leadership. It also addresses the requirements of teacher ongoing professional learning in the US.
How does the major/course fit within UOW's portfolio of degree programs? *Where there are similarities to other courses offered by UOW, how will this major/course be distinct from those offerings?* *Will any of these major/courses have their enrolment demand diminished by the introduction of this program?*	It is anticipated that the course will replace the existing Master of Physical and Health Education program. This is due to it becoming a specialised course in physical education pedagogy, delivered online, and aligned to the professional teaching standards for promotion, accreditation and re-accreditation of teachers in Australia and the US. It should be noted that existing subjects in the current Masters of PHE would be available for student to undertake within the elective space of the course. The Master of PHE would be suspended initially, to assess the function of the new degree. The new course will be aligned to the AQF guidelines in time for their 2015 implementation. Education has a defined pathway for the AQF process to be undertaken by each of its postgraduate strands.
Proposed Entry requirement *ie ATAR or equivalent*	**N/A**

Projected Student Numbers *(Per Year/ Session)*			
	Year 1	Session 1: 15	Session 2:
	Year 2	Session 1: 20	Session 2:
	Year 3	Session 1:25	Session 2:
	Year 4	Session 1: 25	Session 2:

Enrolment & Fee	☐ **Domestic CS**	☐ **Domestic Full Fee-Paying**	☐ **International**	☒ **Contract to be negotiated with Kent State University**
Proposed Fee - $/ *cp*	**$**	**$**	**$**	**$TBA**

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Consultation with (name) :	*<Insert Name of UniAdvice staff member>*	*Dr Bill Damachis*
Date of Consultation:		Ongoing

External Curriculum Appraisal Committee (ECAC)	
ECAC Requirements	☐ Waiver sought due to External Accreditation ☒ An ECAC report will be completed as part of the full course proposal

Course Concept Approval		
Completed by: ..... **Subject Coordinator** ...../...../.....	Approved by: .... **Head of School / Unit** ...../...../..... Approved by: ..... **Dean** ...../...../.....	FEC Approval: ..... **FEC Chair** Approval Date: ..... FEC Resolution No: ..... Date of Meeting:...../ ...../.....

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Enrolment statistics for postgraduate Physical and health Education Courses at UOW

Course Enrolled Headcount	Commencing - 2013	Commencing - 2012	Commencing - 2011	Commencing - 2010	Commencing - 2009	Commencing - 2008	Commencing - 2007	Commencing - 2006	Commencing - 2005	Commencing - 2004	Commencing - 2003	All Commencing Sessions
Graduate Certificate in Physical & Health Education(1157)	**23**	**36**	**27**	**25**	**35**	**13**	**21**	**20**	**0**	**0**	**0**	**200**
Master of Physical & Health Education(1576)	**16**	**8**	**10**	**15**	**10**	**15**	**6**	**14**	**6**	**2**	**3**	**105**

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **1-Dec-14** Curriculum Bulletin _____

Effective Date **Fall 2015** Approved by EPC _____

Department **School of Art**

College **CA - The Arts**

Degree **MA - Master of Arts**

Program Name **Art Education** Program Banner Code **ARTE**

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

Proposal **Offer program fully online**

Description of proposal:

The School of Art seeks to offer the Master of Arts in Art Eduction fully online. This will be in addition to the hybrid MA Art Education currently offered.

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

Current total credit hours: **34** Proposed total credit hours **34**

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

No impact on staffing, policies or procedures.

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

Office of Continueing and Distance Education.

REQUIRED ENDORSEMENTS

Christine Havice — 12/XII/14
Department Chair / School Director

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

Cynthia Williams — 12/18/14
College Dean (or designee)

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

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

SCHOOL OF ART

"Change Request to Add Online Delivery"

Proposal Summary

I. Subject Specification

The Art Education department within the School of Art, College of the Arts (COTA), seeks to add a 100% Online model of the Master of Arts in Art Education (MA in Art Education) in addition to the current Blended/Hybrid model, beginning Fall 2015.

II. Background Information

The MA in Art Education is a 34-credit advanced degree, for the academic advancement of licensed art teachers in PreK-12, who want to:

- earn continuing credits for licensure renewal
- earn continuing credits and/or an advanced degree for furthering leadership opportunities
- develop a focused competence in the visual arts as well as an intellectual understanding of the history and current issues of the field of art education
- engage in individualized scholarly research that is individualized to adult-learner needs and is either Thesis or Project track
- earn a degree that potentially prepares them for the rigors of education at the doctoral level

Currently (as of 2010), graduate students in Art Education can take coursework online only in the following ARTE courses:

Fall 2010: ARTE 61191 Seminar in Art Education I (3 credits)
Spring 2011: ARTE 61291 Seminar in Art Education II (3 credits)
Fall 2011: ARTE 61101 Research Seminar in Art Education (3 credits)
Spring 2011: ARTE 61380 Master's Research Seminar (2 credits)
Fall 2012: ARTE 61209 Candidacy Review Examination: Art Education (1 credit)

The remaining required credits in Studio Electives, Art History Electives, and Guided Electives are taken On-ground. In 2009 a survey posted to our Art Education students and alumni indicated positive support for and significant interest in an Online MA in Art Education. In 2012, with the assistance of University Marketing an expanded survey was conducted, reaching a larger number of teachers. Of the participants, 97.3% lived in Ohio and 2.7% lived outside Ohio. Pertinent data indicating significant interest in an Online MA in Art Education include:

- 77.5% indicated interest in enrolling in an Online MA in Art Education program within the next 3 years.
- Noted reasons to enroll in an Online MA in Art Education program included: earn the MA (65.2%), and earn credits for professional development (61.6%).
- Of the respondents, 90.1% were female. Of those, 82.8% were under the age of 50.

This survey confirmed what Art Education faculty suspected, that demand for a shift from On-ground to Online delivery of our program is signficant. It is the goal of the department to broaden our ability to reach students throughout the region and across the country, as well as to reach an international population. Reasons for continuing education beyond the BA level vary, but clearly earning credits for licensure renewal and for professional development including increased leadership potential indicate a need to address these reasons. Given the majority female response rate, it is futher believed an Online program will benefit their particular adult-learner needs for flexibility (e.g. balancing personal and professional lives).

Online MA in Art Education degrees range in form and availability in the United States. Most current offerings are comprised of hybrid forms, that is, they have a summer residency component or other On-ground requirements. In Ohio, The Ohio State University offers a Mostly Online Masters Program in Art Education, with a summer residency requirement for 3 summers (1-week each). Kent State University would be the only Ohio University to offer 100% Online delivery. Other Universities that offer some form of Online delivery in MA in Art Education programs include: University of Florida, Boston University, The Pennsylvania State University, Maryland Institute College of Art, University of Nebraska, University of Missouri, East Carolina University, Mansfield University (Pennsylvania), and Moore College of Art & Design (Pennsylvania). To offer 100% Online delivery would distinguish Kent State University and make us competitive.

In a separate proposal, the School of Art revised the Master of Arts in Art Education requirements to the following:

Thesis Option:

ARTE	61191	Seminar in Art Education	3
ARTE	61101	Research Seminar in Art Education	3
ARTE	51004	Pre K-12 Design Education	3
ARTE	61209	Candidacy Review Examination: Art Education	1
ARTE	61291	Seminar in Art Education II	3
		Art History Electives	6
		Studio Art Electives	9
		Thesis	6
		TOTAL	34

Non-Thesis Option:

ARTE	61191	Seminar in Art Education	3
ARTE	61101	Research Seminar in Art Education	3
ARTE	51004	Pre K-12 Design Education	3
ARTE	61209	Candidacy Review Examination: Art Education	1
ARTE	61291	Seminar in Art Education II	3
ARTE	61380	Master's Research Seminar	2
ARTE	61398	Master's Project Research	1
		Guided Electives	3
		Art History Electives	6
		Studio Art Electives	9
		TOTAL	34

If this proposal is accepted, there will be two choices of delivery (Hybrid and 100% online) each with two options (Thesis and Non-Thesis):

Choice #1.) <u>100% Online course delivery, THESIS Option</u>:

Course	Online	On-ground (including web facilitated)	Blended/ hybrid	Course currently required in approved program	Comments (as needed)
ARTE 61191: Seminar in Art Education I (3 credits)	■			Yes	
ARTE 61291: Seminar in Art Education II (3 credits)	■			Yes	
ARTE 61101: Research Seminar in Art Education (3 credits)	■			Yes	

ARTE 51004: PreK-12 Design Education (3 credits)	■			Beginning Fall '15	
ARTE 61209: Candidacy Review Examination (1 credit)	■			Yes	
ARTH 52038: Hand-made Books and Art (3 credits-towards ARTH electives)	■			No (elective)	New
ARTH 52064: Dada & Surrealism (3 credits-towards ARTH electives)	■			No (elective)	
ARTF 54011: Digital Fine Art Photo (3 credits-towards Studio electives)	■			No (elective)	
ARTF 55045: Art of the Book (3 credits-towards Studio electives)	■			No (elective)	New
Studio Elective (3 credits--towards Studio electives): Independent Study; Travel Study; or Transfer credit from another institution	■			Yes (elective)	
ARTE 67199: MA Thesis I (6 credits)	■			Yes	

TOTAL CREDITS: 34

Choice #1.) <u>100% Online course delivery, Non-Thesis Option</u>:

Course	Online	On-ground (including web facilitated)	Blended/ hybrid	Course currently required in approved program	Comments (as needed)
ARTE 61191: Seminar in Art Education I (3 credits)	■			Yes	
ARTE 61291: Seminar in Art Education II (3 credits)	■			Yes	
ARTE 61101: Research Seminar in Art Education (3 credits)	■			Yes	
ARTE 61380: Master's Research Seminar (2 credits)	■			Yes	
ARTE 61398 Master's Project Research (1 credit)	■			Yes Beginning Fall '15	New
ARTE 51004: PreK-12 Design Education (3 credits)	■			Yes Beginning Fall '15	New
ARTE 61209: Candidacy Review Examination (1 credit)	■			Yes	

ARTH 52038: Hand-made Books and Art (3 credits-towards ARTH electives)	■			No (elective)	New
ARTH 52064: Dada & Surrealism (3 credits-towards ARTH electives)	■			No (elective)	
ARTF 54011: Digital Fine Art Photo (3 credits-towards Studio electives)	■			No (elective)	
ARTF 55045: Art of the Book (3 credits-towards Studio electives)	■			No (elective)	New
Guided Electives (3 credits)	■			Yes (elective)	
Studio Elective (3 credits--towards Studio electives): Independent Study; Travel Study; or Transfer credit from another institution	■			Yes (elective)	

TOTAL CREDITS: 34

Other 100% Online course choices that could be used to satisfy the 6 credit hour Art History Electives requirement:
CLAS 51402: Roman Archaeology and Art (already an approved substitution)
CLAS 51401: Greek Archaeology and Art (already an approved substitution)

100% Online course choices that could be used to satisfy the Guided Electives requirement (3 credits for Non-Thesis/Project track) will be discussed with student needs in mind.

* It should also be noted that upon evaluation, 12 credits may be transferred from other Universities in areas of Art History, Art, or Electives.

Choice #2.) <u>Blended/Hybrid (Less than 50% online) course delivery, Thesis Option</u>:

Course	Online	On-ground (including web facilitated)	Blended/ hybrid	Course currently required in approved program	Comments (as needed)
ARTE 61191: Seminar in Art Education I (3 credits)	■			Yes	
ARTE 61291: Seminar in Art Education II (3 credits)	■			Yes	
ARTE 61101: Research Seminar in Art Education (3 credits)	■			Yes	
ART 51004: PreK-12 Design Education (3 credits)	■			Yes Beginning Fall '15	
ARTE 61209: Candidacy Review Examination (1 credit)	■			Yes	

ARTH Electives (6 credits)				Yes	Choice of On-ground or Online
Studio Electives (9 credits)				Yes	Choice of On-ground or Online
ARTE 67199: MA Thesis I (6 credits)				Yes	Choice of On-ground or Online

TOTAL CREDITS: 34

Choice #2.): <u>Blended/Hybrid (Less than 50% online) course delivery, Non-Thesis Option</u>:

Course	Online	On-ground (including web facilitated)	Blended/ hybrid	Course currently required in approved program	Comments (as needed)
ARTE 61191: Seminar in Art Education I (3 credits)	■			Yes	
ARTE 61291: Seminar in Art Education II (3 credits)	■			Yes	
ARTE 61101: Research Seminar in Art Education (3 credits)	■			Yes	
ARTE 51004: PreK-12 Design Education (3 credits)	■			Beginning Fall '15	
ARTE 61380: Master's Research Seminar (2 credits)	■			Yes	
ARTE 61398 Master's Project Research (1 credit)	■			Beginning Fall '15	New
ARTE 61209: Candidacy Review Examination (1 credit)	■			Yes	
Guided Electives (3 credits)				Yes	Choice of On-ground or Online
ARTH Electives (6 credits)				Yes	Choice of On-ground or Online
Studio Electives (9 credits)				Yes	Choice of On-ground or Online

TOTAL CREDITS: 34

* Upon transcript evaluation, 12 credits may be transferred from other Universities in areas of Art History, Art, or Electives.

There would be two entry point semesters for the 100% online program, either Summer or Fall. The following shows how either option could be completed in five (5) semesters:

Non-Thesis Option. Summer Entry (5 semesters)	**Non-Thesis Option. Fall Entry (5 semesters)**
Summer ARTE 61291 Seminar in Art Education II (3) ARTE 51004 PreK-12 Design Education (3) Fall ARTE 61191 Seminar in Art Education I (3) ARTF 55045 Art of the Book (3) ARTH 52038 Hand-made Books and Art (3) Spring ARTE 61198 Research in Art Education (3) ARTH 52064 Dada & Surrealism *or* CLAS 51402 Roman Archaeology and Art *or* CLAS 51401 Greek Archaeology and Art (3) ARTE 61298 Master's Project (2) Summer ARTE 61209 Candidacy Review Examination (1) ARTF 54011Digital Fine Art Photo (3) Fall Guided Electives (6) ARTE 61398 Master's Project Research (1) **TOTAL: 34**	Fall ARTE 61191 Seminar in Art Education I (3) ARTF 55045 Art of the Book (3) ARTH 52038 Hand-made Books and Art (3) Spring ARTE 61291 Seminar in Art Education II (3) ARTH 52064 Dada & Surrealism *or* CLAS 51402 Roman Archaeology and Art *or* CLAS 51401 Greek Archaeology and Art (3) Guided Electives in Art Education, Curriculum & Instruction, or Instructional Technology (3) Summer ARTF 54011 Digital Fine Art Photo (3) ARTE 51004 PreK-12 Design Education (3) Fall ARTE 61198 Research in Art Education (3) ARTE 61209 Candidacy Review Examination (1) ARTE 61298 Master's Project (2) Spring Guided Electives (3) ARTE 61398 Master's Project Research (1) **TOTAL: 34**

Thesis Option. Summer Entry (5 semesters)	**Thesis Option. Fall Entry (5 semesters)**
Summer ARTE 61291 Seminar in Art Education II (3) ARTE 51004 PreK-12 Design Education (3) Fall ARTE 61191 Seminar in Art Education I (3) ARTF 55045 Art of the Book (3) ARTH 52038 Hand-made Books and Art (3) Spring ARTE 61198 Research in Art Education (3) ARTH 52064 Dada & Surrealism *or* CLAS 51402 Roman Archaeology and Art *or* CLAS 51401 Greek Archaeology and Art (3) Guided Electives (3) Summer ARTE 61209 Candidacy Review Examination (1) ARTF 54011Digital Fine Art Photo (3) Fall ART 67199 M.A. Thesis I (6) **TOTAL: 34**	Fall ARTE 61191 Seminar in Art Education I (3) ARTF 55045 Art of the Book (3) ARTH 52038 Hand-made Books and Art (3) Spring ARTE 61291 Seminar in Art Education II (3) ARTH 52064 Dada & Surrealism *or* CLAS 51402 Roman Archaeology and Art *or* CLAS 51401 Greek Archaeology and Art (3) Guided Electives (3) Summer ARTF 54011 Digital Fine Art Photo (3) ARTE 51004 PreK-12 Design Education (3) Fall ARTE 61198 Research in Art Education (3) ARTE 61209 Candidacy Review Examination (1) Spring ART 67199 M.A. Thesis I (6) **TOTAL: 34**

III. Rationale for action

The proposed *"Change Request to Add Online Delivery" is designed to accomplish the following:*

- Build stronger enrollment numbers by broadening accessibility to students regionally, nationally, and internationally.
- Reach full- and part-time art educators (both within the U.S. and internationally) who need continuing credits for licensure renewal and other leadership advancement.
- Align with goals of the RCM model of Kent State University given we have an interest in recruiting high-achieving graduate students, who constitute an important revenue source for the University.
- Build a community of people with a global perspective, to broaden thinking and partnerships.
- Open new ways of experiencing artifacts, images, landmarks, and artworks from areas around the world, through the online venue.

- Increase the positive reputation of the graduate Art Education program at Kent State University, already known as a rigorous program
- Address the unique needs of adult-learners who prefer not to have to interrupt their careers as teachers in the field.
- Ensure maximum flexibility in terms of scheduling and completing coursework on an ongoing basis.
- Provide students a way to take courses that offer flexibility and convenience.
- Ensure a blend of praxis-oriented learning that promotes theoretical real-life connections and application, as well as individual learning and community-building interaction.
- Maintain the blend of Art Education, Art, Art History and Guided Elective course requirements as they currently exist, reflecting the desire to continue to offer a balance in furthering the practice professionally and artistically of art teachers.

IV. Effect on current programs, offerings, students, and staff

The proposed *"Change Request to Add Online Delivery"* will have the following impacts on existing programs, course offerings, students, and staffing within the School of Art and other identified Schools:

- No impact on the Fine Arts, Art History and Crafts Divisions is anticipated beyond the potential of increased enrollment over time. Initial significant enrollment increases are not anticipated.
- Every division within the School of Art was consulted, and support by all for the change was noted in general. Faculty in Art History and Fine Arts in particular have indicated willingness to further consider the creation of additional Online courses in the future with the assistance of Educational Technology Designers.
- Faculty in Modern and Classical Language Studies (MCLS) have indicated support for a potential increase in enrollment for On-line courses (CLAS 51402 & CLAS 51401) that substitute for Art History. See attached documentation.
- Initially, as the program grows, no new faculty hires are anticipated with the exception of a Program Coordinator (included in the School of Art 5-year staffing plan), to be determined. Course staffing is anticipated to remain the same, until increased enrollment necessitates more hires.
- The number of graduate students admitted to the Online MA in Art Education program in the 2015 Fall semester will be limited to 15 to control for potential high demand, informing future enrollment policy and staffing considerations. The number of graduate course sections will be responsive to future enrollment numbers.

- Increased graduate enrollment and higher premium Online tution fees (as compared to On-ground tuition fees) will positively impact the School of Art and College of the Arts at Kent State University.

V. Alternatives and Consequences

If the proposed *"Change Request to Add Online Delivery"* is not approved, then the current Blended/Hybrid (less than 50% online) MA in Art Education program will remain unchanged, resulting in minimal growth in graduate enrollment in the foreseeable future due to competition posed by 100% Online MA in Art Education program offerings elsewhere.

VI. Timetable and Action Required

- October, 2013 – Approval by School of Art Faculty Advisory Committee (FAC).
- September, 2014 – Approval by College of the Arts Curriculum Committee (CCC).
- January, 2015 – Approval by Educational Policies Council (EPC)
- June, 2015—Approval by Ohio Board of Regents
- ?????---Approval by Higher Learning Commission
- Fall 2015 – 100% Online MA in Art Education admits students

Ohio | Board of Regents

John R. Kasich, Governor
Jim Petro, Chancellor

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, 2015

Name of institution: Kent State University

Degree/degree program to be offered using online or blended/hybrid delivery:
Art Education, Master of Arts (M.A.)

Primary institutional contact for the request

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

Proposed start date: Fall 2015

Date that the request received final approval from the appropriate institutional committee:
To be approved by the Educational Policies Council,
a subcommittee of the Faculty Senate, January 26, 2015

Does the institution have Higher Learning Commission approval for online or blended/hybrid delivery: In process

Educator Preparation Programs:

Leads to licensure No
Leads to endorsement No

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[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.

1. INSTITUTIONAL SUPPORT

1.1 Describe the learning management system (LMS) that the institution will be using for its online or blended/hybrid course offerings.

Blackboard Learn is the Information Services supported Learning Management System (LMS). The LMS is the application used to deliver course material at Kent State University via the Internet for hybrid and fully Online courses through Kent State University's Division of Information Services (IS). IS is staffed with full- and part-time employees dedicated to serving the university's students, staff, and faculty, providing connectivity, devices, security and support that make Online study possible. Ongoing support is provided through phone, Online, or in person. An Online Technology Help Center, Services Catalog and Technology Viewbook are available for additional assistance. The Online Technology Help Center, in which a "ticket" is completed for requested help, can be found at http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8210. The Services Catalog can be found at http://www.kent.edu/is/services/catalog.cfm. The Technology Viewbook, which introduces technology at Kent State University and provides recommendations on what computers and systems to use for online learning, how to connect to the wireless, in addition to other technology issues, can be found at http://www.kent.edu/is/support/viewbook/index.cfm. Help for Blackboard Learn issues is accessible 24-hours a day at 330-672-HELP as well.

1.2 Describe the institution's options and processes for students and faculty in need of ADA accommodations for online teaching and learning.

The Student Accessibility Services (SAS) works closely with faculty members and students in providing information, resources, and awareness related to disabilities. Resources include assistive technologies. In particular, Mollie Miller's primary responsibility in the SAS office is "web accessibility." Faculty are made aware of the provision of accommodations to students registered at SAS, and it is the responsibility of instructors to ensure that the accommodations take place.

Students must go to the SAS office and register. The registration process includes an intake in which a student and Accessibility Specialist discuss the disability as it relates to the academic environment. The student must also provide current documentation of their disability. Referrals to SAS may also be made by faculty, staff, and other students. For more information: http://www.kent.edu/sas/index.cfm.

1.3 Describe the technical and help desk support services available to students and faculty (hardware and software systems).

As described above, Kent State University's Division of Information Services (IS) provides the Online Technology Help Center, in which a "ticket" is completed for requested help, and can be found at http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8210. The Services Catalog can be found at http://www.kent.edu/is/services/catalog.cfm. The Technology Viewbook, which introduces technology at Kent State University and provides recommendations on what computers and systems to use for online learning, how to connect to the wireless, in addition to

other technology issues, can be found at http://www.kent.edu/is/support/viewbook/index.cfm. Help for Blackboard Learn issues is accessible 24-hours a day at 330-672-HELP as well.

Login help, online chat, and support resources are readily accessible at http://support.kent.edu. Via course syllabi, students are informed that they should have consistent access to a computer with a recent version (2003 onward) of Microsoft Office, and an Internet connection. Taking an online course and corresponding via the World Wide Web presents communicators with the task of overcoming the lack of nonverbals in communication. When taking a course online, it is important to remember several points of etiquette that will smooth communication between the students and their instructors. Specific recommendations about netiquette provided to students can be found at: http://www.kent.edu/dl/Technology/Etiquette.cfm.

Some resources, including certain library databases and shared network drives, require a VPN connection for off-campus access. Students are able to install the VPN software at http://support.kent.edu/vpn. Hardware recommendations for a desktop or laptop include: minimum 4GHz processor, 4GB of memory (RAM) and a dual-band wireless card.

1.4 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.).

The Blackboard Learn platform has a single-sign in process through user login name and password. It can be found at: https://learn.kent.edu/.

1.5 Indicate whether the institution has entered into a collaborative agreement with a 3rd 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.

There is no collaborative agreement with a 3rd party provider.

1.6 Have the appropriate accreditation agencies been informed of the proposed change?

A plan for approval by NASAD National Association for Schools of Art and Design (NASAD) for accreditation is in progress.

2. ADMINISTRATIVE AND STUDENT SUPPORT SERVICES

2.1 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)

All administrative services will remain the same, until enrollment necessitates changes.

- Advising regarding program planning and progress

Currently, the Coordinator of Art Education serves as advisor in program planning and progress-related issues. This is projected to continue until enrollment necessitates changes such as new hires.

- Library resources

Online access to Art Education publications via the KSU Library and Internet is the same for Online students as it is for On-ground students. Action to increase access for Online students is not needed. Some resources, including certain library databases and shared network drives, require a VPN connection for off-campus access. Students are able to install the VPN software at http://support.kent.edu/vpn.

- Psycho-social counseling

Local and all registered students at Kent State University students have access to Psychological Services, a University Health Services department within the Division of Enrollment Management and Student Affairs at Kent State University. Staffed by licensed psychologists, Psychological Services provide high quality, personalized care to all KSU students. Students contact Psychological Services for a variety of reasons, but typical concerns include: academic difficulties, stress, anxiety, depression, questions regarding sexuality, feelings of loneliness, lack of self confidence, interpersonal difficulties, and eating disorders. Faculty at KSU are aware of how to make referrals to Psychological Services, and will encourage those exhibiting symptoms of concern to seek local assistance if they are not near KSU.

- Career advising and Placement services

The Career Services Center of Kent State University assists all students in career planning and counseling, career assessment, and career resources. In addition to in-person personalized career assistance, Career Services provides many Online resources accessibility via the Internet, including resume and job search assistance. Career Services is found at http://www.kent.edu/career/careermajor/index.cfm.

2.2 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.

Admission requirements for the Online MA in Art Education program are the same as the admission requirements for the current Blended/Hybrid program, all in digital form and uploaded to the appropriate google docs site: application, three letters of reference, a philosophy of art education statement (250-500 words), portfolio of 25 images of personal work that may also include examples of student work.

Once verified as "complete" by the Graduate Admissions office, the applications are reviewed by three members of the Art Education graduate faculty, and notification of acceptance is sent to the prospective student, also by the Graduate Admissions office via email. The School of Art has a rolling admission policy. The first cohort of Online MA Art Education students will be limited to 15. Once full, a prospective student has the option of moving their application to a later semester if denied admission due to full enrollment. International student applicants work in tandem with the Office of Global Education during the International admissions process. For more information on international applications: http://www.kent.edu/admissions/international/.

3. CURRICULUM

3.1 Will the online or blended/hybrid program be offered instead of or in addition to the onsite program?

The Online MA in Art Education will be offered in addition to the current Blended/Hybrid program.

3.2 Indicate whether the online or blended/hybrid program is equivalent to the on-ground program (e.g., expected outcomes, number of credits, course availability, etc.). If there are differences, please explain.

The Online MA in Art Education is equivalent to the Blended/Hybrid program. Expected outcomes and number of credits, and course availability are the same.

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.

Interaction between the instructor and the students and among the students has been seriously considered. For all Art Education courses, learning is primarily asynchronous to accommodate the learning of adult learners with busy lives. The majority of our MA students are practicing PreK-12 art teachers that work full- or part-time, necessitating the need for flexible scheduling of course activities. A survey conducted in May 2012 indicated 57.7% of prospective MA students plan to take classes part-time. Maintaining the current semester-long structure assures part-time progress continues to be possible. In the Art Education Online courses, students are given weekly readings and assignments, including discussion board posts and related activities designed to engage students in practical application of theoretical learning. Weekly discussion posts and activities posts build

community among the students as well as among the faculty and students. Faculty are committed to being a consistent "voice" in the courses, individualizing learning for each students as well as incorporating collective activities that build community.

With the help of Educational Technology Designers and other staff of the Office of Continuing and Distance Learning, faculty in Art History and Fine Arts have merged On-ground courses to Online and established Online courses that reflect the same principles mentioned above, to nurture both individual and community learning.

3.4 Explain how students are supported and counseled to ensure that they have the skills and competencies to successfully complete the curriculum in an online learning environment.

The Technology Viewbook, which introduces technology at Kent State University and provides recommendations on what computers and systems to use for online learning, how to connect to the wireless, in addition to other technology issues, can be found at http://www.kent.edu/is/support/viewbook/index.cfm. Help for Blackboard Learn issues is accessible 24-hours a day at 330-672-HELP as well.

Login help, online chat, and support resources are readily accessible at http://support.kent.edu. Via course syllabi, students are informed that they should have consistent access to a computer with a recent version (2003 onward) of Microsoft Office, and an Internet connection that can readily access Firefox or Internet Explorer. Taking an online course and corresponding via the World Wide Web presents communicators with the task of overcoming the lack of nonverbals in communication. When taking a course online, it is important to remember several points of etiquette that will smooth communication between the students and their instructors. Specific recommendations about "netiquette" provided to students are:

1. **Avoid language that may come across as strong or offensive.** Language can be easily misinterpreted in written communication. If a point must be stressed, review the statement to make sure that an outsider reading it would not be offended, then post the statement. Humor and sarcasm may easily be misinterpreted as well, so try to be as matter-of-fact and professional as possible.

2. **Keep writing to a point and stay on topic.** Online courses require a lot of reading. When writing, keep sentences poignant and brief so that readers do not get lost in wordy paragraphs and miss the point of the statement. Also, do not introduce new topics; it may just confuse the readers.

3. **Read first, write later.** It is important to read all posts or comments of students and instructors within the course discussion before personally commenting to prevent repeating commentary or asking questions that have already been answered.

4. **Review, review, then send.** There's no taking back a comment that has already been sent, so it is important to double-check all writing to make sure that it clearly conveys the exact intended message.

5. **An online classroom is still a classroom.** Though the courses may be online, appropriate classroom behavior is still mandatory. Respect for fellow classmates and the instructors is as important as ever.

6. **The language of the Internet.** Though still a fairly young type of communication, certain aspects of this form of communication are becoming conventional. For example, do not write using all capital letters, because it will appear as

shouting. Also, the use of emoticons can be helpful when used to convey nonverbal feelings (example: :-) or :-( ), but avoid overusing them.

7. **Consider the privacy of others'.** Ask permission prior to giving out a classmate's email address or other information.

8. **If possible, keep attachments small.** If it is necessary to send pictures, change the size to an acceptable 100k.

9. **No inappropriate material.** Do not forward virus warnings, chain letters, jokes, etc. to classmates or instructors. The sharing of pornographic material is forbidden.

Students can also share, collaborate and work right within their Web browser using Google Drive, available to all students via their Flashline account by clicking on the "Drive" icon on the homepage once logged in. Drive also allows students to upload, edit, share, create and access their files online from any device, including mobile devices. Platforms supported for mobile devices include iOS, Android or Windows Phone, as well as others.

3.5 Describe the evaluation systems used to measure the quality and effectiveness of the program delivered in an online or blended/hybrid format.

Student Surveys of Instruction (SSIs) are in place to measure the quality and effectiveness of the Online courses. Faculty are also diligent in consulting KSU Educational Technology Designers and other staff of the Office of Continuing and Distance Learning about the most effective means of Online course content formats and delivery, adjusting course formats based on this and student feedback. Faculty also do ongoing reflections and self-assessments in order to use the most effective teaching strategies.

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.*

(See next page)

If this proposal is accepted, there will be two choices of delivery (Hybrid and 100% online) each with two options (Thesis and Non-Thesis):

Choice #1.) 100% Online course delivery, THESIS option:

Course	Online	On-ground (including web facilitated)	Blended/ hybrid	Course currently required in approved program	Comments (as needed)
ARTE 61191: Seminar in Art Education I (3 credits)	■			Yes	
ARTE 61291: Seminar in Art Education II (3 credits)	■			Yes	
ARTE 61101: Research Seminar in Art Education (3 credits)	■			Yes	
ARTE 51004: PreK-12 Design Education (3 credits)	■			Beginning Fall '15	
ARTE 61209: Candidacy Review Examination (1 credit)	■			Yes	
ARTH 52038: Hand-made Books and Art (3 credits-towards ARTH electives)	■			No (elective)	New
ARTH 52064: Dada & Surrealism (3 credits-towards ARTH electives)	■			No (elective)	
ARTF 54011: Digital Fine Art Photo (3 credits-towards Studio electives)	■			No (elective)	
ARTF 55045: Art of the Book (3 credits-towards Studio electives)	■			No (elective)	New
Studio Elective (3 credits--towards Studio electives): Independent Study; Travel Study; or Transfer credit from another institution	■			Yes (elective)	
ARTE 67199: MA Thesis I (6 credits)	■			Yes	

TOTAL CREDITS: 34

Choice #1.) 100% Online course delivery, Non-Thesis Option:

Course	Online	On-ground (including web facilitated)	Blended/ hybrid	Course currently required in approved program	Comments (as needed)
ARTE 61191: Seminar in Art Education I (3 credits)	■			Yes	
ARTE 61291: Seminar in Art Education II (3 credits)	■			Yes	
ARTE 61101: Research Seminar in Art Education (3 credits)	■			Yes	
ARTE 61380: Master's Research Seminar (2 credits)	■			Yes	
ARTE 61398 Master's Project Research (1 credit)	■			Yes Beginning Fall '15	New
ARTE 51004: PreK-12 Design Education (3 credits)	■			Yes Beginning Fall '15	New
ARTE 61209: Candidacy Review Examination (1 credit)	■			Yes	
ARTH 52038: Hand-made Books and Art (3 credits-towards ARTH electives)	■			No (elective)	New
ARTH 52064: Dada & Surrealism (3 credits-towards ARTH electives)	■			No (elective)	
ARTF 54011: Digital Fine Art Photo (3 credits-towards Studio electives)	■			No (elective)	
ARTF 55045: Art of the Book (3 credits-towards Studio electives)	■			No (elective)	New
Guided Electives (3 credits)	■			Yes (elective)	
Studio Elective (3 credits--towards Studio electives): Independent Study; Travel Study; or Transfer credit from another institution	■			Yes (elective)	

TOTAL CREDITS: 34

Other 100% Online course choices that could be used to satisfy the 6 credit hour Art History Electives requirement:
CLAS 51402: Roman Archaeology and Art (already an approved substitution)
CLAS 51401: Greek Archaeology and Art (already an approved substitution)

100% Online course choices that could be used to satisfy the Guided Electives requirement (3 credits for Non-Thesis/Project track) will be discussed with student needs in mind.

* It should also be noted that upon evaluation, 12 credits may be transferred from other Universities in areas of Art History, Art, or Electives.

Choice #2.) <u>Blended/Hybrid (Less than 50% online) course delivery, Thesis Option</u>:

Course	Online	On-ground (including web facilitated)	Blended/ hybrid	Course currently required in approved program	Comments (as needed)
ARTE 61191: Seminar in Art Education I (3 credits)	■			Yes	
ARTE 61291: Seminar in Art Education II (3 credits)	■			Yes	
ARTE 61101: Research Seminar in Art Education (3 credits)	■			Yes	
ART 51004: PreK-12 Design Education (3 credits)	■			Yes Beginning Fall '15	
ARTE 61209: Candidacy Review Examination (1 credit)	■			Yes	
ARTH Electives (6 credits)				Yes	Choice of On-ground or Online
Studio Electives (9 credits)				Yes	Choice of On-ground or Online
ARTE 67199: MA Thesis I (6 credits)				Yes	Choice of On-ground or Online

TOTAL CREDITS: 34

Choice #2.): Blended/Hybrid (Less than 50% online) course delivery, Non-Thesis Option:

Course	Online	On-ground (including web facilitated)	Blended/ hybrid	Course currently required in approved program	Comments (as needed)
ARTE 61191: Seminar in Art Education I (3 credits)	■			Yes	
ARTE 61291: Seminar in Art Education II (3 credits)	■			Yes	
ARTE 61101: Research Seminar in Art Education (3 credits)	■			Yes	
ARTE 51004: PreK-12 Design Education (3 credits)	■			Beginning Fall '15	
ARTE 61380: Master's Research Seminar (2 credits)	■			Yes	
ARTE 61398 Master's Project Research (1 credit)	■			Beginning Fall '15	New
ARTE 61209: Candidacy Review Examination (1 credit)	■			Yes	
Guided Electives (3 credits)				Yes	Choice of On-ground or Online
ARTH Electives (6 credits)				Yes	Choice of On-ground or Online
Studio Electives (9 credits)				Yes	Choice of On-ground or Online

TOTAL CREDITS: 34

* Upon transcript evaluation, 12 credits may be transferred from other Universities in areas of Art History, Art, or Electives.

There would be two entry point semesters for the 100% online program, either Summer or Fall. The following shows how either option could be completed in five (5) semesters:

Non-Thesis Option. Summer Entry (5 semesters)	**Non-Thesis Option. Fall Entry (5 semesters)**
Summer ARTE 61291 Seminar in Art Education II (3) ARTE 51004 PreK-12 Design Education (3) Fall ARTE 61191 Seminar in Art Education I (3) ARTF 55045 Art of the Book (3) ARTH 52038 Hand-made Books and Art (3) Spring ARTE 61198 Research in Art Education (3) ARTH 52064 Dada & Surrealism *or* CLAS 51402 Roman Archaeology and Art *or* CLAS 51401 Greek Archaeology and Art (3) ARTE 61298 Master's Project (2) Summer ARTE 61209 Candidacy Review Examination (1) ARTF 54011Digital Fine Art Photo (3) Fall Guided Electives (6) ARTE 61398 Master's Project Research (1) **TOTAL: 34**	Fall ARTE 61191 Seminar in Art Education I (3) ARTF 55045 Art of the Book (3) ARTH 52038 Hand-made Books and Art (3) Spring ARTE 61291 Seminar in Art Education II (3) ARTH 52064 Dada & Surrealism *or* CLAS 51402 Roman Archaeology and Art *or* CLAS 51401 Greek Archaeology and Art (3) Guided Electives in Art Education, Curriculum & Instruction, or Instructional Technology (3) Summer ARTF 54011 Digital Fine Art Photo (3) ARTE 51004 PreK-12 Design Education (3) Fall ARTE 61198 Research in Art Education (3) ARTE 61209 Candidacy Review Examination (1) ARTE 61298 Master's Project (2) Spring Guided Electives (3) ARTE 61398 Master's Project Research (1) **TOTAL: 34**

Thesis Option. Summer Entry (5 semesters)	**Thesis Option. Fall Entry (5 semesters)**
Summer ARTE 61291 Seminar in Art Education II (3) ARTE 51004 PreK-12 Design Education (3) Fall ARTE 61191 Seminar in Art Education I (3) ARTF 55045 Art of the Book (3) ARTH 52038 Hand-made Books and Art (3) Spring ARTE 61198 Research in Art Education (3) ARTH 52064 Dada & Surrealism *or* CLAS 51402 Roman Archaeology and Art *or* CLAS 51401 Greek Archaeology and Art (3) Guided Electives (3) Summer ARTE 61209 Candidacy Review Examination (1) ARTF 54011Digital Fine Art Photo (3) Fall ART 67199 M.A. Thesis I (6) **TOTAL: 34**	Fall ARTE 61191 Seminar in Art Education I (3) ARTF 55045 Art of the Book (3) ARTH 52038 Hand-made Books and Art (3) Spring ARTE 61291 Seminar in Art Education II (3) ARTH 52064 Dada & Surrealism *or* CLAS 51402 Roman Archaeology and Art *or* CLAS 51401 Greek Archaeology and Art (3) Guided Electives (3) Summer ARTF 54011 Digital Fine Art Photo (3) ARTE 51004 PreK-12 Design Education (3) Fall ARTE 61198 Research in Art Education (3) ARTE 61209 Candidacy Review Examination (1) Spring ART 67199 M.A. Thesis I (6) **TOTAL: 34**

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.

A new position of Online MA in Art Education Program Coordinator is an anticipated hire as enrollment in the program increases. Qualifications will be discussed, but it is agreed that general qualifications include a high-degree of communication skills, organizational skills, advanced familiarity with Online learning, and expertise in art education.

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.

There are 4 full-time faculty in Art Education. Three tenured and associate professors teach graduate level courses, and the fourth NTT Professor with expertise in special needs studies is able to advise graduate students that have a particular interest in special needs as they relate to art education. She also is able to serve on MA Candidacy Review Exams, Thesis Committees, and Project Committees upon student request, but does not teach graduate-level Art Education courses. Currently, 3 TT Professors teach both On-ground and Online courses in Art Education. It is anticipated this blend will continue to comprise their future workloads. Since 2010, the year we began to merge the graduate Art Education (ARTE) courses from On-ground to Online, we have not experienced any extraordinary difficulties in adjusting to our blended teaching responsibilities. Participation in committee work, School of Art business, and research/scholarship continues unhindered. However, it has been discussed that with an anticipated increase in enrollment due to the Online program, that new hires will have to be considered.

Faculty in Art History and Fine Arts have created new Online courses. Their teaching loads will thusly be adjusted once the courses go live Online. No further adjustment in teaching loads (e.g. load lifts) have been discussed.

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 3 graduate-level faculty in Art Education have been trained in Online delivery of coursework by a highly-qualified KSU Educational Technology Designer who also has a background in Art Education. She has worked closely with each of us individually to ensure a quality Online environment functions for our MA in Art Education students through their Art Education courses. The same Educational Technology Designer, in addition to other Educational Technology Designers from KSU, was assigned to do the same for the faculty in Art History and Fine Arts that designed Online courses. The Office of Continuing and Distance Education has also offered continued support to faculty. The Art Education faculty already experienced in teaching Online courses have pledged close support to those faculty in Art History and Fine Arts.

4.4 Using the form below, provide the information requested for each member of the instructional staff. A faculty member must be identified for each course to be taught during the first two years of program delivery. If a faculty member has not yet been identified for a course, indicate that as an "open position" and describe the necessary qualifications in the matrix (as shown in the example below). ***A copy of each faculty member's CV must be included as an appendix item.***

Name of instructor	Rank or title	Full-time / part-time	Terminal degree title, discipline on diploma, institution, year	Course instructor will teach in proposed program	Experience teaching distance education courses/ professional development in DL	Number of courses instructor will teach/year (include traditional and DL)
Robin Vande Zande	Associate Professor	FT	PH.D., Art Education, University of Wisconsin-Milwaukee, 2002	ARTE 61191: Seminar in Art Education I, ARTE 51004 PreK-12 Design Education; ARTE 61209: Candidacy Review Exam; ART 67199: M.A. Thesis I	Five years experience teaching Online courses; trained by Educational Technology Designer	6 course load
Koon-Hwee Kan	Associate Professor	FT	Ed.D., Art Education, University of Illinois at Urbana-Champaign, 2004	ARTE 61101: Research Seminar in Art Education; ARTE 61209: Candidacy Review Exam; ART 67199: M.A. Thesis I	Five years experience teaching Online courses; trained by Educational Technology Designer	6 course load
Linda Hoeptner Poling	Associate Professor	FT	Ph.D. Curriculum & Instruction/Art Ed emphasis, 2005, Kent State University	ARTE 61291: Seminar in Art Education II; ARTE 61209: Candidacy Review Exam; ART 67199: M.A. Thesis I	Five years experience teaching Online courses; trained by Educational Technology Designer	6 course load
Christine Havice	Associate Professor	FT	Ph.D., Art History, The Pennsylvania State University, 1978	ARTH 52038: Hand-made Books and Art; (3 credits)	Assisted in planning Art History transition to include Online learning in Art History I and Art History II	1 course load
Michaeal Loderstedt	Full Professor	FT	MFA, Painting/Sculpture/Printmaking, Kent State University, 1985	ARTF 55045: Art of the Book	Receiving training and assistance in Online course design and delivery	6 course load
Albert Reischuck	NTT Professor	FT	MA, Art History, Kent State University, 1991	ARTH 52064: Dada & Surrealism	Teaching Hybrid/Blended courses in Art	10 course load

					History since 2009	
Lori Kella	Adjunct Professor	PT	MFA, Photography, Cornell University, 2001	ARTF 54011: Digital Fine Art Photo	Taught Fine Art Digital Photo 100% Online 2012, 2013 & 2014; received training from Ed Tech Designer	As needed

APPENDICES

Appendix items

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

e.g.,

Appendix3.6_Syllabus_ARTH
Appendix3.6_Syllabus_ARTF
Appendix4.4_CV_HoeptnerPoling
Appendix4.4_CV_VandeZande
Appendix4.4_CV_Kan
Appendix4.4_CV_Havice
Appendix4.4_CV_Loderstedt
Appendix4.4_CV_Reischuck
Appendix4.4_CV_Kella

Kent State verifies that the information in this request is truthful and accurate.

Respectfully,

signed after EPC

Todd A. Diacon
Provost and Senior Vice President for Academic Affairs

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **15-Oct-14** Curriculum Bulletin _____

Effective Date **Fall 2015** Approved by EPC _____

Department	**Foundations, Leadership and Administration**
College	**EH - Education, Health and Human Services**
Degree	**CER6 - Post-Baccalaureate Certificate** **CER8 - Post-Master's Certificate**
Program Name	**Certificate in College Teaching** Program Banner Code **C608/C813**
Concentration(s)	Concentration(s) Banner Code(s)
Proposal	**Offer program fully online**

Description of proposal:

This proposal aims to secure approval to offer a fully online option for the Certificate in College Teaching (C608/C813) ~~and to change the name to Graduate Certificate in College Teaching~~. This certificate program currently exists as only face-to-face. This certificate was initially approved in 2005 and no changes are being proposed to the certificate requirements.

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

Current total credit hours: **15** 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 foreseeable risk or impact on other programs, policies or procedures as this is primarily a proposal to add an online option for an existing certificate program. There are no programmatic changes to the certificate and no anticipated effect on other units or programs.

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

None

REQUIRED ENDORSEMENTS

Department Chair / School Director	10/29/14
Campus Dean (for Regional Campuses proposals)	__/__/__
College Dean (or designee)	11/21/14
Dean of Graduate Studies (for graduate proposals)	12/2/14
Provost and Senior Vice President for Academic Affairs (or designee)	__/__/__

Proposal Summary
Post Bachelor's/Post Master's College Teaching Certificate

Description of Action, Including Intended Effect
This proposal aims to secure approval for the offering of a fully online option for the Post Bachelor's/Post Master's College Teaching certificate [C608/C813] ~~and to change the name to *Graduate Certificate in College Teaching*.~~

This certificate program currently exists as a face-to-face/in-class option. It was initially approved in 2005 and no changes are being proposed to the certificate requirements. We are simply seeking the ability to offer this certificate as an online option (or hybrid, depending on choice of electives) for future students. Many of the elective course offerings are now available through an online platform and a required course HIED 6/76660: *Faculty Roles and Responsibilities* was recently redesigned as an online course (first offered in the Summer of 2014).

~~The~~ purpose of changing the name of the certificate from *College Teaching* to ~~*Graduate Certificate in College Teaching*~~ is to clarify ~~that this certificate is not the same~~ as K-12 licensure. Currently, calls have been received from interested parties ~~who misinterpret the certificate as the route~~ to obtain licensure to teach at the K-12 ~~level. This~~ certificate is designed to enhance teaching competencies at the postsec~~ondary level~~.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff
There is no foreseeable risk or impact on other programs, policies or procedures as this is a proposal to add an online option for an existing certificate program. There are no programmatic changes to the certificate.

Fiscal, Enrollment, Facilities and Staffing Considerations
We are continuing an existing program and we perceive no impact to fiscal, enrollment, facilities and staffing considerations. We do anticipate experiencing an increase in enrollment by offering the certificate via this online platform.

Evidence of Need and Sustainability if Establishing
We have received increased requests for an online certificate from students who are not geographically able to take the face-to-face/in-class certificate classes. By extending this existing certificate via an online option, we are being responsive to this need.

Provisions for Phase-Out if Inactivating
N/A

Timetable and Actions Required: The proposal will go through the required curriculum approval process for changes to take effect in fall 2015. The Ohio Board of Regents' *Change Request: Online or Blended/Hybrid Delivery* form is included in this proposal. Although the certificate falls below the number of credits that require OBR approval, it is important that this certificate program is recognized as being offered both on-ground and fully online/hybrid. For that reason, the *Change Request* form is being submitted.

The following is the anticipated schedule:

- Approved by HIED program area: October 20, 2014
- Approved by FLA Curriculum Committee: October 29, 2014
- Presented to EHHS Curriculum Committee: November 21, 2014
- Presented to EPC: January 26, 2015

Ohio | Board of Regents

John R. Kasich, Governor
Jim Petro, Chancellor

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: 10-15-14

Name of institution: Kent State University

Degree/degree program to be offered using online or blended/hybrid delivery:
Certificate in College Teaching

Primary institutional contact for the request

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

Proposed start date: Fall 2015

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 26, 2015

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

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[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.

1. INSTITUTIONAL SUPPORT

1.1 Describe the learning management system (LMS) that the institution will be using for its online or blended/hybrid course offerings.

Blackboard Learn is the course management system (CMS) that is used at Kent State University for both face-to-face and online courses. Blackboard Learn allows instructors to share a variety of course materials in a secure online space for each of their classes (retrieved from http://www2.kent.edu/ehhs/dl/dlsupport/index.cfm).

1.2 Describe the institution's options and processes for students and faculty in need of ADA accommodations for online teaching and learning.

Blackboard Learn is ADA compliant as a CMS platform. Kent State follows Quality Matters guidelines which includes recommendations for ADA accommodations. In addition, the office of Student Accessibility Services provides guidelines and advice for making online teaching accessible to students with disabilities.

1.3 Describe the technical and help desk support services available to students and faculty (hardware and software systems).

The Blackboard Learn website provides information on technical and help desk support services. A list of compatible browsers is provides as well as links to download necessary software. Individual help is available via telephone, and in person as well as online 24-7 at support.kent.edu.

1.4 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.).

Kent State University uses Responder Lockdown Browser to verify student identity for online examinations, etc. In addition, university policy addresses how to handle plagiarism/cheating and responsible use of information technology. Access to policy is available through the following links:

Policy on plagiarism and cheating -
http://www2.kent.edu/policyreg/policydetails.cfm?customel_datapageid_1976529=2037779

Policy on responsible use of information technology -
http://www2.kent.edu/policyreg/policydetails.cfm?customel_datapageid_1976529=2038373

1.5 Indicate whether the institution has entered into a collaborative agreement with a 3rd 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.

N/A

1.6 Have the appropriate accreditation agencies been informed of the proposed change?

N/A

2. ADMINISTRATIVE AND STUDENT SUPPORT SERVICES

2.1 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

Information and links will be made available on the Blackboard Learn site for access to all of the above services. Students will be informed of the availability of resources. In addition, the listed services provide access to online students through websites, as well as telephone or email access to staff in the identified areas.

2.2 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.

Applicants must meet the Higher Education Administration (HIED) program application criteria, minimally, completing a Bachelor's degree (Masters preferred) with a 3.00 undergraduate grade point average or greater. The admissions requirements are the same for the online and on-ground programs.

3. CURRICULUM

3.1 Will the online or blended/hybrid program be offered <u>instead of</u> or <u>in addition to</u> the onsite program?

The online program will be offered in addition to the previously approved, existing onsite program.

3.2 Indicate whether the online or blended/hybrid program is equivalent to the on-ground program (e.g., expected outcomes, number of credits, course availability, etc.). If there are differences, please explain.

The online program will be equivalent to the on-ground program. Although not all elective courses are currently offered online, students can fulfill certificate requirements by selecting courses delivered online.

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.

All course construction adheres to the standards of Quality Matters which has specific elements that ensure interaction (i.e. discussion space for students and instructor to ask questions). In the online courses for this certificate, students will be expected to participate in online discussions,

post their thoughts, and respond to others. The instructor will participate in these discussions as well. Discussions will occur asynchronously with the expectation that posts are made by specific deadlines each week.

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.

Instructor is responsive to inquiries from students and is available to students via email, telephone, or in-person as well as providing space on Blackboard Learn for questions and sharing among class members.

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 program will be measured by the effective completion of established requirements and achievement of certificate outcomes. Additionally, effectiveness will be measured by student enrollment and completion data.

3.5 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.***

Course	Online	On-ground (including web facilitated)	Blended/ hybrid	Course currently required in approved program	Comments (as needed)
HIED 6/76660: Faculty Roles and Responsibilities (3)	X			Yes	
HIED 6/76594: Internship in College Teaching (3)	X	X	X	Yes	any of the formats indicated possible
HIED 6/76600: The History of Higher Education (3)		X		No; elective	9-12 elective credits required
HIED 6/76652: Law and Higher Education (3)	X			No; elective	9-12 elective credits required
HIED 6/76653: College Student Development: Theory/Practice (3)	X			No; elective	9-12 elective credits required
HIED 6/76656: Higher Education Curriculum (3)	X			No; elective	9-12 elective credits required
HIED 6/76671: Administration of Multiculturalism and Diversity in HIED (3)		X		No; elective	9-12 elective credits required
HIED 6/76749: Assessment and Evaluation in Higher Education (3)		X		No; elective	9-12 elective credits required
HIED 6/76601: Private Liberal Arts College (3)		X		No; elective	9-12 elective credits required
HIED 6/76658: The Community College (3)	X			No; elective	9-12 elective credits required

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.

The faculty member responsible for coordination of the certificate program handles all aspects of the program including answering requests for information, approving plan of study for admitted students, oversight of completion of certificate requirements, and teaching the required courses.

Dr. Susan Iverson, the coordinator of this certificate program, has experience teaching online, in-class/face-to-face, and hybrid courses for numerous years. Dr. Iverson also served as a Moulton Scholar, focused on a project transitioning face-to-face classes to online or hybrid formats. Additionally, online course development has adhered to the Quality Matters rubric. Dr. Iverson's CV is included in Appendix A.

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.

Given that this proposal is simply seeking the ability to offer this certificate as an online option for future students, the faculty members' responsibilities to the online program will not impact her teaching load, advising, research/scholarship, or participation in faculty committees/governance. The HIED 6/76660: Faculty Roles and Responsibilities course would be taught concurrently with an on-ground course. No additional faculty members will be hired.

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.

Kent State University's College of Education, Health and Human Services provides technical support specifically for faculty within the college. In addition, the university provides technical support for Blackboard Learn for faculty and students in person, via telephone or email, and 24-7 through an online support system. The Faculty Professional Development Center offers workshops related to online course design and teaching open to any faculty to attend. Online courses are expected to adhere to the Quality Matter guidelines as well.

4.4 Using the form below, provide the information requested for each member of the instructional staff. A faculty member must be identified for each course to be taught during the first two years of program delivery. If a faculty member has not yet been identified for a course, indicate that as an "open position" and describe the necessary qualifications in the matrix (as shown in the example below). ***A copy of each faculty member's CV must be included as an appendix item.***

Name of instructor	Rank or title	Full-time/ part-time	Terminal degree title, discipline on diploma, institution, year	Course instructor will teach in proposed program	Experience teaching distance education courses/ professional development in DL	Number of courses instructor will teach/year (include traditional and DL)
Susan Iverson	Associate Professor	FT	Ed.D., Higher Education Leadership, University of Maine, Orono, 2005	HIED 6/76660: Faculty Roles and Responsibilities HIED 6/76594: Internship in College Teaching HIED 6/76671: The Administration of Multiculturalism and Diversity in HIED	Experience teaching HIED 6/76660 online	5
Steve Thomas	Professor	FT	Ed.D., Educational Admin., University of Florida, 1974	HIED 6/76652: Law and Higher Education	Experience teaching online courses for numerous years	3
Tracy Lara	Associate Professor	FT	Ph.D., Counselor Education and Counseling, Idaho State University, 2004	HIED 6/76653: College Student Development: Theory and Practice	Experience teaching online courses for numerous years	3
Alicia Crowe	Associate Professor	FT	Ph.D., Curriculum and Instructional Leadership, Vanderbilt University, 2001	HIED 6/76656: Higher Education Curriculum	Experience teaching online courses for numerous years	3
Erica Eckert		PT	Ph.D., Higher Education Administration, Kent State University, 2012	HIED: 6/76749: Assessment and Evaluation in Higher Education	Experience teaching online course for numerous years	1
Open position	Adjunct Lecturer	PT	Master's in Higher Education Admin. required, Ph.D. preferred; expertise in content area	HIED: 6/76600: The History of Higher Education	Required to complete training on Quality Matters standards	1
Open position	Adjunct Lecturer	PT	Master's in Higher Education Admin. required, Ph.D. preferred; expertise in content area	HIED 6/76601: Private Liberal Arts College	Required to complete training on Quality Matters standards	1
Open position	Adjunct Lecturer	PT	Master's in Higher Education Admin. required, Ph.D. preferred; expertise in content area	HIED 6/76658: The Community College	Required to complete training on Quality Matters standards	1

APPENDICES

Appendix items

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

Appendix A – Susan Iverson CV
Appendix B – Syllabus HIED 6/76660
Appendix C – Kent State University Catalog copy
Appendix D – Steve Thomas CV
Appendix E – Tracy Lara CV
Appendix F – Alicia Crowe CV
Appendix G – Erica Eckert CV

Kent State verifies that the information in this request is truthful and accurate.

Respectfully,
signed after EPC

Todd A. Diacon
Provost and Senior Vice President for Academic Affairs

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **5-Jan-15** Curriculum Bulletin _____

Effective Date **Fall 2015** Approved by EPC _____

Department **Undergraduate Studies / EPC Ad Hoc Committee for Academic Policies**

College

Proposal **Revise Policy**

Proposal Name **Not Permitted to Continue**

Description of proposal:

Proposal seeks to revise the Not Permitted to Continue policy to clarify the process, procedures and communication that will be implemented for students who are identified by their academic unit as not eligible to continue in their declared major because they no longer meet the program's requirements for progression and/or graduation.

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

Students who are not permitted to continue and do not declare another program by the deadline set by their college will be moved administrately to a non-degree program, Degree Pathway Alternatives, and will receive advising from Undergraduate Studies (Kent Campus) or campus advising unit (Regional Campuses) to find a more suitable degree program to declare. These students will be deregistered from any courses specific to their previous major and be prohibited from registering for any course until they meet with their advisor and develop a new Plan for Continuation.

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

Information Services, professional advisors; Office of the Provost; College of Nursing; College of Business Administration; College of Education, Health and Human Services

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REQUIRED ENDORSEMENTS

_____ ____/____/____

Department Chair / School Director

_____ ____/____/____

Campus Dean (for Regional Campuses proposals)

_____ ____/____/____

College Dean (or designee)

_____ ____/____/____

Dean of Graduate Studies (for graduate proposals)

_____ ____/____/____

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

Proposal Summary
Revision of Not Permitted to Continue Policy

SUBJECT SPECIFICATION

This proposal seeks to revise the Not Permitted to Continue policy to clarify the process, procedures and communication that will be implemented for students who are identified by their academic unit as not eligible to continue in their declared major because they no longer meet the program's requirements for progression and/or graduation.

BACKGROUND INFORMATION

Revision of the Not Permitted to Continue university-policy first went to the Educational Policies Council on 18 February 2013. While the council approved the proposal unanimously, members expressed concern about implementation that would allow for tracking and consistent communication to students. They also had many questions about subsequent steps for students deemed not permitted to continue. Consequently, the provost decided to hold the proposal until the Division of Undergraduate Studies and the EPC Ad Hoc Committee for Academic Policies could further determine implementation at the university level and bring back to EPC (and then to Faculty Senate) a more purposeful policy.

This proposal provides a step-by-step process to identify and communicate to students who are not making progress in their program as per the progression criteria determined by that program's faculty and published in the University Catalog or program student handbook and communicated to students in the first semester.

Step 1: At the end-of-term processing (i.e., after final grades roll to academic history), academic units will provide a minimum of one warning to students who are at risk of being deemed not permitted to continue in their declared program. Those students will be required to meet with an advisor and develop a Plan for Continuation, which will include (1) action steps and associated timelines to remain in the program or to declare a new program, and (2) an outline of any university actions such as course deregistration and/or administrative removal from the program if the student does not progress in the current program.

Through required advising and reports and tools such as Cognos, Pathfinder and the GPS degree audit, academic units will determine students' progress toward meeting their Plan for Continuation.

Step 2: Preferably, students will meet the conditions outlined in their plan and remain in the program. However, if that does not happen, and the unit has made the determination that the student is no longer eligible to continue in the program, the student will be notified and expected to initiate a Change of Program workflow within two weeks to move to another degree program that is a better fit for that student.

Step 3: If the student does not take any action within two weeks of being notified, the academic unit will notify the Office of the University Registrar, and that office will move the student (either associate- and baccalaureate-seeking) to a non-degree program, called **Degree Pathway Alternatives**, which will be housed in Undergraduate Studies and offered on each of Kent State's eight campuses.

Step 4: Students moved into Degree Pathways Alternatives will receive official communication explaining the move and subsequent actions. At this stage, they will be deregistered from courses that are required specifically for the program from which they have been removed (e.g., a student removed from the Nursing major will be deregistered from NURS courses). They also will have a PIN placed on their record that will prevent them from registering for any course until they meet with their advisor to create a new Plan for Continuation. The plan will include action steps and timeline for declaring a new degree program. Students in the Degree Pathways Alternatives on the Kent Campus will be advised by Undergraduate Studies; students on the regional campuses will continue to be advised by their assigned advising unit.

It is important to note that students enrolled in the Degree Pathway Alternatives do not meet the criteria to remain in their degree program and have not selected another degree by a predetermined deadline. Therefore, they are no longer considered degree-seeking and will not be eligible to receive financial aid will in the program. They will be encouraged to seek out private loans to fund college expenses until they enroll in a degree- or certificate-granting program.

The Degree Pathways Alternative program will be considered a last resort. It is anticipated that only a small percentage of students will be moved to the program due to the intensive notification and advising that will occur in earlier stages as it becomes clear that a student is no longer progressing in his/her declared degree program.

A flow chart outlining the steps is listed at the end of this proposal.

ALTERNATIVES AND CONSEQUENCES

The alternate is the current policy with no implementation at the university level. Consequently, students who not progressing in their program will either not return to Kent State or continue to stay in a program from which they may never graduate. Creating a policy with set procedures 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 revised Not Permitted to Continue policy, outlined below, be approved to increase student persistence and graduation rates.

Current Policy

If a student's GPA does not meet the standards required for a selective degree program, the dean may decide that the student is not permitted to continue in that academic program. Unless the student's cumulative GPA also is below the dismissal standard, the student may continue at the university, but may either be asked to change to a general category in the college of the student's major (for exploration of other majors in the college) or be referred to another program (including those on the regional campuses) that does not have a graduation standard above the university minimum 2.000 cumulative GPA. (www.kent.edu/catalog/2014/info/policies?policy=acstandug)

Proposed Policy

Students not progressing academically in their selected academic program will be deemed Not Permitted to Continue based on criteria established by their program area. The criteria set forth by each program area can be found under the program section of the University Catalog. Students enrolled in a program that has Not Permitted to Continue criteria will be notified upon entrance to the program.

Prior to being deemed not permitted to continue, students will receive a minimum of one warning and will be required to work with an advisor in their academic unit to develop a Plan for Continuation. The plan will include all actions necessary to continue in current program, the opportunity to declare a different program, a timeline of when actions should occur, and next steps if actions are not followed. Students who have received a warning the previous term will be reviewed during end-of-term processing to determine their status regarding continuation in their current program.

Students deemed ineligible to continue in their current program and who have not identified and declared a different program within two weeks after grades post will be administratively moved to the Degree Pathways Alternatives non-degree program. They also will be deregistered from all applicable courses in their former major. Students administratively moved to Degree Pathways Alternatives and enrolled at the Kent Campus will receive academic advising in Undergraduate Studies, while regional campus students will receive advising in their assigned advising unit.

Students deemed not permitted to continue and who are subsequently enrolled in Degree Pathways Alternatives will not be able to register for courses until they meet with an advisor to complete a new Plan for Continuation, which will include selecting a degree program at a time specified on the plan. In addition, they will no longer be eligible to receive Federal Title IV or state financial aid ~~and will be encouraged to seek out private loans to fund college expenses~~ until they enroll in a degree-granting program. or a Federal Title IV aid-eligible certficate

language admendments approved by EPC on 26-Jan-15; additional language provided by Office of Student Financial Aid.

ACTIONS REQUIRED AND ANTICIPATED TIMELINE

Educational Policies Council..... 26 January 2015
Faculty Senate..... 9 February 2015
Appoint Task Force for Implementation..... February 2015
Published in University Catalog..... Fall 2015
Implementation (see list below)..... Fall 2016

IMPLEMENTATION TOOLS FOR NOT PERMITTED TO CONTINUE (NPC)

Banner Tools

- Code NPC students in Banner (SPAAPIN) so data can be pulled from Banner into Cognos.
- Develop a process for moving administratively students to Degree Pathways Alternatives.
- Develop an indicator to identify students who have been moved.
- Develop a process for deregistering students from major-specific courses and adding a registration PIN to their record.
- Develop a process for blocking students from re-declaring a major for which they are NPC and still do not meet criteria.

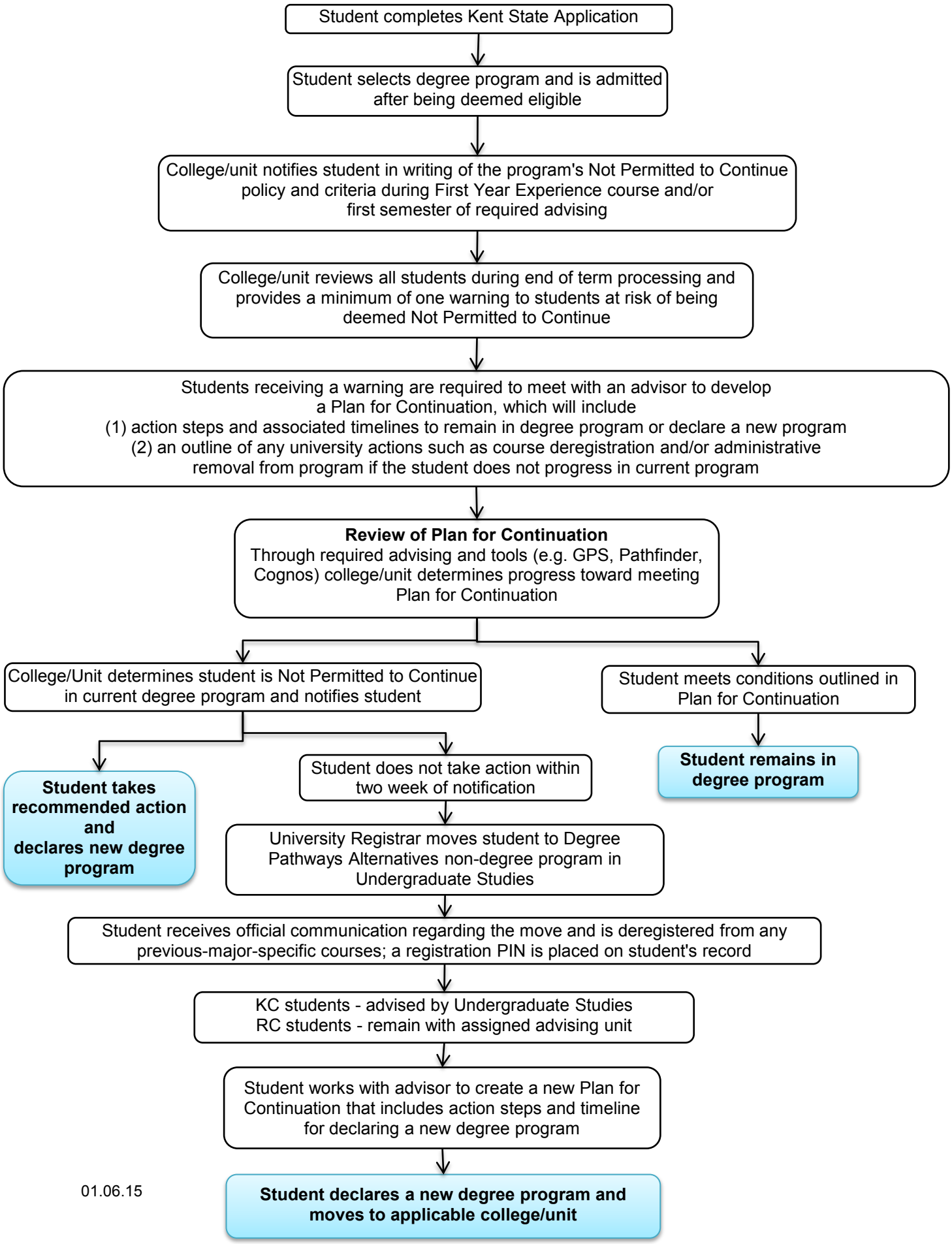
Advising Tools

- Develop a process to display and archive NPC warning and letters to students and a Plan for Continuation (and a new plan if applicable) in KSU Advising (formerly Web Scheduler).
- Enhance the Change of Program workflow to allow for reporting.
- Develop a review process that aligns NPC with dismissal.

Cognos Reports

- Develop a report to identify students who are not making adequate progress as set forth by their declared program.
- Develop a report to identify students who have been officially deemed not permitted to continue.
- Develop an accounting process for the college/unit to continue to receive RCM funding for any student moved administratively to the Degree Pathways Alternatives non-degree program (Undergraduate Studies) until the students declare a new program.

NOT PERMITTED TO CONTINUE FLOWCHART



01.06.15

Report of the Diversity Subcommittee of the URCC

October 13, 2014

Joanne Arhar, Liz Sinclair-Colando, Deirdre Warren, Linda Hoeptner-Poling

Report of the Diversity Subcommittee of the URCC

Introduction

The University-wide Diversity Planning Committee delivered a report entitled *Diversity at Kent State University: Report of the University-Wide Diversity Planning Committee, March 1, 1996.* The 39 member committee consisted of faculty, administrators, and students from across the University. The committee recommended that undergraduates be required to fulfill a diversity requirement. Criteria were established. In 1997 the Educational Policies Council established the University Requirements Curriculum Committee and assigned it the following tasks related to the diversity requirement: 1) refine criteria for diversity courses; 2) issue a call for diversity course proposals; 3) review and approve diversity courses. The Diversity Course Requirement was implemented in fall 1999 with the stipulation that students take two diversity courses. Beginning in 2001, the Diversity requirement stipulated that one course must focus on domestic and one on global diversity.

> As stated in the 2014 KSU Catalog,
>
> The purpose of Kent State'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.

The Diversity Course Requirement is described in the catalog:
http://www2.kent.edu/catalog/2014/info/courseinformation/diversity

The First Periodic Review of the Diversity Requirement was completed in 2009. The report concludes with the following recommendations:

1. The URCC review current Diversity Requirements before the next 5-year review,
2. All diversity instructors discuss with their students the function of their course, at a minimum indicating which diversity learning goals listed in the catalog are particularly appropriate to their course,

3. The URCC consider other ways to help all students understand the importance of the Diversity Requirements, such as a student handbook and/or syllabus inserts,
4. The Faculty Professional Development Center provide support for faculty assigned to teach diversity courses to ensure that they are high quality and fulfill the intended diversity functions,
5. The office of Academic Assessment develop means for assessing diversity course learning objectives,
6. The URCC review the diversity catalog statement, and
7. Diversity reviews take place in 5 year cycles, beginning in the 2013-2014 academic year.

In response to the recommendations, several actions have been taken.

Recommendation 1: The review of the diversity requirements began in 2011-2012 before the 5-year review was due in 2014 with the formation of a Diversity committee of URCC. The committee met to receive its charge and to interview experts and units within KSU. A summary of the interviews can be found in Appendix A. We continued to meet throughout the 2013-2014 academic year to prepare this report.

Recommendation 2: Faculty teaching diversity courses were asked to include specific diversity course goals on their syllabi and discuss with students why the course fulfilled the diversity requirement. In 1997, the co-chair of URCC wrote a memo to the Provost which encouraged faculty teaching Diversity courses to make explicit the diversity goals in their syllabi and also expand on these themes wherever appropriate. See Appendix B.

Recommendation 3: A syllabus insert for diversity courses was created by URCC to help students understand the diversity requirement and the course goal: *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.*

Recommendation 4: To our knowledge, the Faculty Professional Development Center has not offered support for faculty teaching diversity courses (per email with Director, David Dees).

Recommendation 5: To our knowledge, the Office of Academic Assessment has not developed a means for assessing diversity course learning objectives.

Recommendation 6 will be discussed in the current report.

Recommendation 7: The diversity review is now part of a 5-year cycle.

2014 Review of the Diversity Requirement

The report that follows is the second review. Drawing from the URCC's spring 2009 *First Periodic Review Report*, the current committee was charged to evaluate the Diversity Requirement to:

1. Determine the degree to which the goals are currently being met,
2. Determine whether or not revision of the policy and catalogue statement is needed,
3. Determine whether or not methods of assessment need to be revised,
4. Make recommendations for the future of the Diversity Requirement by consulting with experts and units within the University, e.g., the Office of Global Education and the Office of Diversity, Equity, and Inclusion,
5. Develop and promote ways for professors to effectively communicate to students the values represented by the Diversity Requirement.

Methodology

The Diversity Subcommittee began by addressing the first charge: *Determine the degree to which the goals are currently being met.* Our initial plan was to examine select syllabi for each of the diversity courses to determine which diversity goals were included. We planned to follow that with a survey of a random sample of students who had taken those courses, much in the same vein as the first periodic review. We planned to study the extent to which each of the diversity criteria were met. However, before we took up that enormous task, we decided to review the original proposals to URCC to gain a broad overview of the criteria that were included in each proposal. We decided to look at criteria rather than goals because specific criteria were to be used in the curriculum proposals.

Our specific research questions were as follows:

Question 1: What is the frequency of criteria as they appear in the proposal – overall for all courses and by discipline?

Question 2: Do some criteria "cluster" around domestic diversity and other around global diversity? Or are the criteria essentially the same for each (global or domestic)?

Diversity proposals were collected and coded based on the criteria used when the diversity requirement was put into effect and can be found in Appendix C. Note that the University Catalog does not distinguish between global and domestic diversity criteria.
The protocol can be found in Appendix C. As stated in the Curriculum Guidelines http://www2.kent.edu/provost/curriculum/guidelines/upload/curriculum-guidelines-2014.pdf (p. 59) diversity course proposals are to *Explain how the course addresses specific diversity requirement objectives and criteria as a primary purpose.* All four committee members coded a subset of the 117 proposals to establish inter-coder reliability. We could not find criteria specifically stated in 40 proposals. Once deleting the proposals that did not specifically

designate criteria, 77 proposals (66% of the total were examined further (37 domestic and 40 global). The total number of criteria is 11. In the 37 domestic diversity proposals, the median number of criteria included was 5; the mean was 5.2 and the range was 1-9. In the 40 global diversity course proposals, the median number of criteria included was 5; the mean was 5.2 and the range was 1-13. The descriptive analysis was intended to allow us to determine which criteria were predominant in the diversity courses, and which criteria, potentially, were not being addressed in the diversity courses as a whole. It also allowed us to determine if domestic and global diversity courses were addressing the same criteria or if there are essential differences.

Results

Appendix D and E present a summary of the coding completed by the four Diversity Committee members. Appendix D summarizes the number of domestic diversity proposals that included each of the diversity criteria. Appendix E summarizes the number of global diversity proposals that included each of the diversity criteria. The modal domestic criterion (identified in 31 of 37 proposals) was 'address diversity issues, particularly those involving unequal and/or discriminatory treatment.' It should be noted, however, that this same criterion was also identified in 30 of 40 global proposals, making it the second most frequent global criterion. Other dominant domestic criteria included 'examine patterns and trends of diversity in the U.S.' (26), 'engage issues of racial or ethnic perceptions, attitudes and stereotypes' (26) and 'understand how one's own culture shapes one's perceptions, ideology and values' (25). The modal global criterion (identified in 32 of 40 proposals) was 'encourage global awareness and sensitivity.' Other dominant global criteria included 'study Western and non-Western cultures in a world context' (27) and 'study Western and non-Western cultures from a comparative perspective' (23).

Finally, the least frequent criteria identified in both domestic and global proposals were 'participate in special programs that promote understanding' (2 each) and 'learn systematic techniques for dealing constructively with problems arising out of cultural differences' (3 domestic and 6 global).

Discussion

According to a curriculum proposal from the Chair of the LER Committee to EPC (March 4, 1997) (see Appendix B), an argument for having a separate domestic and global diversity requirement was "*the most urgent need of students…to learn more about, and become more sensate to, diversity issues in this country, especially race relations but also issues of gender, class, sexual orientation, etc*. and that this domestic course is *a moral and sociopolitical imperative*. At that time, there was only a unified diversity requirement (students were required to take two diversity courses but the policy did not distinguish between domestic or global diversity) and there were more courses that were deemed to meet the global diversity requirement.

However, concern about equity (what is proposed to be a domestic concern) appears to be a common criterion in the global diversity courses as well. Indeed, "Educating for Global Connections and Local Commitments**,"** the tagline for the American Council on Education's (ACE) initiative to engage higher education institutions in examining the collaboration potential between diversity/multicultural education and internationalization, argues that cultural competency among 21st-century graduates has become imperative as the job market globalizes and the workforces continues to diversify. In order to become responsible, productive citizens, our students must understand their own cultures and those of their neighbors at home and afar. By engaging higher education institutions in examining the collaboration potential between diversity/multicultural education and internationalization, we seek to address these needs" http://www.acenet.edu/events/Pages/At-Home-in-the-World-Institute.aspx. The work of higher education faculty engaged in this ACE initiative supports the need for a continued discussion about the distinction between a domestic and diversity requirement.

The lack of emphasis in the diversity proposals on active engagement of students in diversity related programs/issues is problematic as well. The two least frequent criteria ('participate in special programs that promote understanding' (2 each) and 'learn systematic techniques for dealing constructively with problems arising out of cultural differences' (3 domestic and 6 global)) is not consistent with the first diversity review's encouragement of experiential learning experiences for students. The latter criterion (techniques for dealing with problems) encourages the action imperative – what to do to overcome the problems arising out of 'difference.' Our own Experiential Learning Requirement (ELR) supports the belief that active engagement with diversity is essential for a KSU student.

Recommendations

We presented the results of our work to the URCC on March 14, 2014. The URCC agreed that what needs to be done is beyond the scope of URCC. URCC is charged with administering the diversity requirement (review and approve courses) not changing it. Our study can be considered one of the first steps in reviewing the diversity requirement.

Based on the results of the 2014 study of the original diversity proposals, the following recommendations are made:

1. Investigate the distinction between domestic and global diversity.
2. Encourage inclusion of curriculum/activities that would promote interaction with difference and actions to negotiate/overcome difference.

Beyond the scope of the study, but relevant to consider in a review of the diversity requirement are the following recommendations:

3. Review the current diversity criteria for relevance in the 21st century.
4. Write learning outcomes rather than criteria so that it would be possible to assess student growth.

Appendix A
Summary of Meetings Conducted by the URCC Diversity Committee in 2011-2012 to Discuss the Diversity Requirement

Meeting with Mary Anne Saunders (Executive Director, Office of Global Education (OGE))

- A Globalization Task force has been created to report on globalization at KSU: 1) study what other universities are doing, 2) collect research, 3) conduct surveys.
- Saunders suggested that the distinction between global and local diversity, while recognizing important differences in the United States, is no longer needed. She suggested the two be conflated.
- Saunders suggested that multiculturalism should be weaved into multiple courses (rather than be taught in one course taken by everyone).
- We need to find ways to encourage faculty to adapt their courses toward a more global approach.
- Assessment should include "cross cultural competencies." Are students better able to solve problems (cross culturally) in a more nuanced, sensitive way?
- In the classroom, emphasis should be placed on EL. For example, we should look into international service learning experiences and encourage more short-term learning abroad programs.
- How can we begin a campus-wide discussion about diversity? (We need effort by the university, the units, and the faculty. We need support from the Provost and Deans, particularly for seed money.)

Meeting with Ken Cushner (Professor, EHHS, former director of OGE)

- Cushner defined the goal as follows: Improve students' ability to understand multiple perspectives and a variety of histories, communicate ideas effectively and solve problems, and accept ideas other than their own.
- Emphasis should be placed on intercultural experiences (including the use of technology) over the mere provision of information. These experiences should be required at the unit level and offer some kind of relationship with the "other." We might offer some version of "100 commitments," 100 activities that enhance cultural awareness.
- Suggestions: establish a Globalization Committee with consultants to work with each unit, offers an "Intercultural Validation" to be listed on diplomas, encourage conversation-partner programs," encourage competence in a foreign language.
- Cushner recommended use of the Intercultural Development Inventory (IDI) to evaluate diversity courses. He noted that K-12 teachers tend to be Ethnocentric.
- Cushner emphasized that intercultural competence is a long term process.

Meeting with Alfreda Brown (Vice-President, Office of Diversity, Equity & Inclusion)

- To be successful, KSU should work on "infusing" diversity across the curriculum.
- Emphasis should be placed on helping students understand their own perspective and the perspectives of others, and on creating EL opportunities. One way to do this is to offer students' more opportunities to have conversations with persons different from themselves.
- Good advising is essential. What is the message students come away with about the value of diversity courses?
- We might work toward offering a Global Certificate Program (which would, among other things, pair international and local students)
- The committee should look at the Diversity Action Plan and Vision Statement.

Memo from Larry Andrews, Chair of URCC to Myron Henry, Provost, regarding Proposal to Reconfigure the LER Program to Accommodate a Diversity Requirement (March 4, 1997)

INTER-DEPARTMENTAL CORRESPONDENCE
THE HONORS COLLEGE
KENT STATE UNIVERSITY
KENT, OHIO

TO: Myron Henry, Provost

FROM: Larry Andrews, Dean; Chair, LER Curriculum Committee

SUBJECT: Proposal to Reconfigure the LER Program to Accommodate a Diversity Requirement

DATE: March 4, 1997

The Liberal Education Requirements Curriculum Committee submits the attached proposal for consideration by you and the Educational Policies Council at its March 17 meeting.

We have attached a formal resolution, which, if EPC prefers, can be divided into three parts for separate votes.

Please let me know if additional information is needed for the proposal. At EPC I would be willing to take the Council through the proposal with overheads and perhaps with the help of one or two LER committee members, if you think that would be a good idea.

The following members of the LERCC have my heartfelt gratitude for their wisdom and hard work:

Bill Anderson, Education
Shirley Barton, Regional Campuses
Terry Kuhn, Undergraduate Studies
Nancy Mitchell, Fine & Professional Arts
Dennis Nygren, Music
Liz Sinclair-Colando, Business
Jeannie Sneed, Chairs & Directors Council
Tom Sosnowski, History, Stark
Connie Stopper, Nursing
Darrell Turnidge, Arts & Sciences
Carlos Vargas-Aburto, Technology
Mark Weber, Libraries

ASSOCIATE PROVOST
APR - 2 1997
Committee - Fast Section

PROVOST'S
APR 5 1997
OFFICE

KENT STATE UNIVERSITY
EDUCATIONAL POLICIES COUNCIL

March 17, 1997

Resolution

REVISION OF THE LIBERAL EDUCATION REQUIREMENTS TO INCORPORATE A DIVERSITY COMPONENT, REDUCE THE LER CORE FROM 39 TO 36 HOURS, AND REVISE THE STRUCTURE OF THE LER CURRICULUM COMMITTEE INTO A UNIVERSITY CURRICULUM COMMITTEE

WHEREAS, the purpose of Kent's diversity requirement is to help educate students to live in communities permeated with cultural and ideological differences; and

WHEREAS, the study of diversity is intended to raise consciousness about domestic and global differences, to identify shared values, to improve understanding of one's own culture, and to encourage people to explore and respect differences; and

WHEREAS, the "Report of the Liberal Education Requirement Curriculum Committee of the Educational Policies Council" (1993) called for "cultural diversity and multi-cultural perspectives in the LER"; and

WHEREAS, the Kent State University Diversity Report (1993) called for appropriate action in curriculum, staffing, and other areas; and

WHEREAS, the Kent State University Strategic Plan (1994) includes diversity as a major component for development; and

WHEREAS, the Faculty Senate Diversity Follow-Up Committee urged action on the recommendations of the University Diversity Report (1994); and

WHEREAS, the Educational Policies Council Subcommittee on Diversity in the Curriculum recommended the establishment of a university-wide diversity requirement (1996); and

WHEREAS, a university requirements curriculum committee will simplify the curricular process, and

WHEREAS, the Provost has requested curriculum committees to review and respond to the report of the Educational Policies Council Subcommittee on Diversity in the Curriculum (1997), now, therefore,

BE IT RESOLVED that the Educational Policies Council hereby approves

(1) Establishment of a two-course diversity requirement. One course is a component of the Liberal Education Requirements and the other allows for maximal overlap with LER, major, and minor requirements. Through catalog year 2000-2001 it is recommended that one of the two courses address domestic issues. Beginning with catalog year 2001-2002 it is required that one of the two courses address domestic issues.

(2) Reduction of the Liberal Education Requirements program from 39 to 36 hours to accommodate a two-course diversity requirement. The three-hour reduction is to come from LER Category III, Humanities and Fine Arts.

(3) Revision of the Liberal Education Requirements Curriculum Committee into the University Requirements Curriculum Committee.

These changes are to be effective for all undergraduate students with an effective Catalog year of 1999 or later.

Appendix C

Protocol – Diversity Course Proposal Analysis

Identifying Information

Date of application for Diversity status:

Academic discipline (i.e. English, Sociology):

Specific course name & designation:

Domestic diversity focus

Global diversity focus

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 U.S.
Engage issues of racial or ethnic perceptions, attitudes and stereotypes
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
Study Western and non-western cultures from a comparative perspective
Understand how one's own culture shapes one's perceptions, ideology and values

Appendix D

Domestic Diversity Coding Summary

Number of courses meeting the domestic diversity requirement (N=37)

Number of Proposals	Criteria
31	Address diversity issues, particularly those involving unequal and/or discriminatory treatment
14	Compare positive and negative implications of various parochial or "…centric" perspectives
12	Encourage global awareness and sensitivity
26	Examine patterns and trends of diversity in the U.S.
26	Engage issues of racial or ethnic perceptions, attitudes and stereotypes
19	Explore ways to communicate and participate constructively in a diverse community
9	Foster appreciation of aesthetic dimensions of other traditions and cultures
19	Learn systematic approaches to understanding cultural differences and commonalities
3	Learn systematic techniques for dealing constructively with problems arising out of cultural differences
2	Participate in special programs that promote understanding other peoples
9	Study Western and non-western cultures in a world context
9	Study Western and non-western cultures from a comparative perspective
25	Understand how one's own culture shapes one's perceptions, ideology and values

Appendix E

Global Diversity Coding Summary

Courses meeting the global diversity requirement (N=40)

Number of Proposals	Criteria
30	Address diversity issues, particularly those involving unequal and/or discriminatory treatment
22	Compare positive and negative implications of various parochial or "…centric" perspectives
32	Encourage global awareness and sensitivity
6	Examine patterns and trends of diversity in the U.S.
16	Engage issues of racial or ethnic perceptions, attitudes and stereotypes
8	Explore ways to communicate and participate constructively in a diverse community
19	Foster appreciation of aesthetic dimensions of other traditions and cultures
19	Learn systematic approaches to understanding cultural differences and commonalities
6	Learn systematic techniques for dealing constructively with problems arising out of cultural differences
2	Participate in special programs that promote understanding other peoples
27	Study Western and non-western cultures in a world context
23	Study Western and non-western cultures from a comparative perspective
15	Understand how one's own culture shapes one's perceptions, ideology and values

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **14-Aug-14** Curriculum Bulletin _____

Effective Date **Fall 2014** Approved by EPC _____

Department **Office of Experiential Education and Civic Engagement**

College **US - Undergraduate Studies**

Proposal **Revise Policy**

Proposal Name **ELR: Study Abroad Course Designation**

Description of proposal:

The Office of Experiential Education and Civic Engagement (OEECE) propose a policy revision to ensure that students seeking to fulfill the Experiential Learning Requirement (ELR) have an easily accessible path to completion:

Study Abroad Course: Study Abroad Courses OIA 10095 and National Student Exchange (NSE) 10095 will receive automatic ELR designation.

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

Study Abroad courses OIA 10095 and NSE 10095 will receive automatic ELR designation. Spring of 2011 recognized five general categories of ELR: civic engagement, creative/artistic activities, practical experiences, undergraduate research, and study abroad/away. Early implementation of the ELR revealed that numerous courses by nature, engaged students beyond the classroom environment.

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

Office of Global Education, Curriculum Services, Office of the Registrar, URCC, and Faculty Senate Executive Committee.

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 a Policy
Experiential Learning Requirement (ELR):
Non-Course Activity Approval and Study Abroad Automatic Course Designation

Subject Specification:

The Office of Experiential Education and Civic Engagement (OEECE) propose two policy revisions designed to ensure that students seeking to fulfill the Experiential Learning Requirement (ELR) have an easily accessible path to completion. Two policy revisions are proposed:

1. *Study Abroad Course*: Study Abroad Courses OIA 10095 and NSE 10095 will receive automatic ELR designation.

2. *Non-Course Activity Approval*: **a)** The Dean of Undergraduate Studies will be authorized to approve Non-Course Activity Applications of students enrolled in Undergraduate Studies and those enrolled in disciplines outside of Undergraduate Studies. **b)** Any full-time faculty member will be authorized to approve and supervise Non-Course Activity Applications. The full-time faculty members need not have an appointment in the student's major department.

Background Information:

<u>Study Abroad Course Designation</u>

1. It is recommended that Study Abroad course numbers OIA 10095 and NSE 10095 receive automatic ELR designation.

The Experiential Learning Requirement (ELR) proposal approved by Faculty Senate in Spring of 2011 recognized five general categories of ELR: civic engagement, creative/artistic activities, practical experiences, undergraduate research, and study abroad/away. The ELR guidelines describe study abroad/away as "activities enable[ing] 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." Early implementation of the ELR revealed that numerous courses by nature, engage students beyond the classroom environment, allow for practical application of knowledge, and include reflective strategies to asses learning. The proposed Study Abroad courses have like-and-similar characteristics to those described above. Currently, over 100 students participate in Study Abroad annually and could benefit from a seamless path to completing their ELR.

Curriculum Services will place ELR attributes on Study Abroad course numbers Geneva courses OIA10095 and National Student Exchange NSE 10095. Once in the Banner system, the courses can be pulled into the GPS degree audit. The degree audit will be coded to allow the OIA 10095 and NSE 10095 courses to satisfy the ELR.

<u>Non-Course Activity Approval</u>

2. The Dean of Undergraduate Studies and full-time faculty members will be authorized to approve Non-Course Activity applications of students from any major.

On July 2, 2014 the Executive Committee of Faculty Senate met with The Provost and Interim Dean of Undergraduate Studies to discuss avenues to reduce barriers to ELR completion. The results of the discussion rendered policy recommendations that would facilitate completion of Non-Course Activity options and expedite the Non-Course Activity approval process.

<u>Non-Course Activity Approval Routing</u>

A student who seeks to fulfill the ELR through a non-course option may seek guidance in identifying an activity from a faculty member and/or the OEECE. A student must complete a Non-Course Activity application and submit it to a full-time faculty member or OEECE for review. If the application is deemed acceptable, a signature of approval will be obtained from a full-time supervising faculty member or Dean of Undergraduate Studies.

Non-Course Activity Registration and Notification

To facilitate early tracking and notification of student applicants, OEECE will send notification of application approval to the student, supervising faculty member, and designee in the student's college.

Non-Course Activity Completion Process

Upon completion of the activity, the student will sign the Non-Course Activity Completion Form and obtain confirmation signatures from the site supervisor, supervising faculty member, and submit it to OEECE for processing. OEECE will notify the student, supervising faculty member, designee in the student's college, and the Office of the Registrar for acknowledgement on the student's transcript.

Alternatives and Consequences:

The alternative to not providing automatic designation to Study Abroad courses is that participating students will need to seek additional means of fulfilling the ELR. Consequently, students may spend more time and costs associated with an additional course or Non-course Activity enrollment.

The alternative to not authorizing full-time faculty members and the Dean of Undergraduate Studies to approve Non-Course Activity experiences is that students may only seek ELR approval from faculty members teaching in their program major. As a consequence, faculty member availability may fall short of student needs and demand. Thus, there is a potential risk of delaying ELR enrollment and progress toward degree completion.

Specific Recommendation and Justification:

1. The recommendation is to provide automatic ELR designation to Study Abroad courses. Early recognition of how courses such as student teaching, practicum, internships, and clinicals by nature, meet the spirit and standards of experiential learning resulted in automatic ELR designation of these courses.Study Abroad courses sponsored through the Office of Global Education also meet the spirit and standards of experiential learning. For example, students may spend between two-weeks to one year immersed in learning from and within diverse cultural environments, apply knowledge and skills in different contexts, and reflect on the meaning of the experience.

2. It is also recommended that full-time faculty members and the Dean of Undergraduate Studies are authorized to approve Non-Course Activity applications of students enrolled in any major program of study. Current policy language states: "students must obtain prior approval from their program faculty for the experience." Authorizing the Dean of Undergraduate Studies and full-time faculty members to approve Non-Course Activities would reduce barriers to completion and ease the application process for students.

Timetable and Actions Required:

- Identification of Study Abroad courses by the Office of Global Education (August, 2014)
- Approval of Study Abroad courses by URCC (September, 2014)
- Approval of Study Abroad courses by EPC (October, 2014)
- Approval of Study Abroad courses by Faculty Senate (November, 2014)
- Implementation (Fall 2015)
- Approval to authorize the Dean of Undergraduate Studies and full-time faculty members to approve Non-Course Activity applications of students enrolled in any disciplinary major (September, 2014)
    - Implementation (Fall 2014)

Interdepartmental Memo

To: Therese Tillett, Director
Curriculum Services

November 17, 2014

From: Donald Palmer, Co-Chair
URCC

Subject: Curricular Actions of the URCC

At the November 14th meeting, the URCC reviewed its action with reference to the ELR approval for both study away and study abroad courses. All agreed that in the previous meeting it was an inadvertent error to omit study away as part of our second motion on the ELR. It was then moved that the URCC approved automatic ELR status for all University approved study abroad and study away programs. This motion was adopted unanimously.

At the October meeting, the URCC considered temporary Kent Core status for MATH 14001 Plus. The URCC requested more information. At the November 14th meeting, the URCC again considered the request and unanimously approved the granting of temporary Kent Core status for Math 14001 Plus beginning Fall, 2014.

The URCC also approved the following curricular actions:

CS 44901 Software Development ~~Practicum:~~ Project
Establishment of the course as ELR and WIC;
CS 33192 Internship in Computer Science:
Revision of the prerequisites for this ELR course;
MATH 40055 Actuarial Mathematics I:
revision of prerequisite and content outline and status as ELR and WIC status; and
MATH 41001 Introduction to Modern Algebra I:
revision of prerequisite for this ELR course.

The URCC received the report of the URCC Diversity Committee. This report will be circulated to the membership of the URCC and will be a major item for discussion at the December meeting of the URCC.

Kent Core Course Proposal Questionnaire

Please review the Kent Core Policy Statement before completing and submitting the questionnaire to the University Requirements Curriculum Committee accompanied by a Course Catalog Update workflow and typical course syllabus.

Date: Nov. 26, 2014

Department/School: Modern and Classical Language Studies (MCLS)

Course ID: 20001 Credit Hours: 3

Course Title: Global Literacy and Cultural Awareness

Kent Core Category: Additional

Prerequisite(s): None

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**

   The course focuses on improving students' understanding of cross-cultural interactions and developing strategies for functioning both professionally and personally in culturally globalized settings.

   b. **Apply principles of effective written and oral communications**

   The course introduces students to the concept of conversation strategies and enables them to become aware of the culturally determined principles that underlie our seemingly intuitive use of specific strategies. Students will be able to recognize types of cultural strategies (turn taking as opposed to overlapping; linear narratives as opposed to ring narratives; use of silence; wait response time; etc.) and assess their effect in varied professional and personal situations.

   c. **Broaden their imagination and develop their creativity**

   The course describes how cultural orientation shapes our verbal and non-verbal behaviors and the behaviors of people from other cultures. Since most of us are unaware of the ways in which culture shapes our daily behavior (for instance, how close we sit to other people; whether we think being late is O.K. or not; when and why a "yes" actually means "no"; why people smile or not; etc.), the sheer fact of becoming conscious of these differences will broaden student's imagination and will enable them to imagine how people from other cultures perceive these things differently.

   d. **Cultivate their natural curiosity and begin a lifelong pursuit of knowledge**
   Becoming globally literate is a long process but the course will provide students with tools to better determine why cultural misunderstandings occur and develop

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strategies to avoid such misunderstandings. It will also enable them to begin to understand how their culture is perceived by others and why.

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.**

Cultural awareness and global literacy have become crucial components of responsible citizenship. A person incapable of assessing whether his/her behavior is culturally acceptable, or understandable by people from other cultures, is not able to conduct business with them, to manage employees, to conduct negotiations, or to cultivate personal relationships. Engaging in independent thinking requires that one become aware of the factors that shape one's thinking. Many of these factors are culturally determined and operate at the subconscious level and must be brought to consciousness before a person can become cross-culturally competent.

g. **Improve their understanding of issues and behaviors concerning inclusion, community and tolerance**

Awareness of the ways in which our culture shapes us and of the differences between our own culture and the culture of others results in greater tolerance for people. Instead of attributing negative characteristics to the other, a globally literate person can reconstruct the cultural paradigm that explains the other person's behavior and become more accepting. A globally literate American visitor to Egypt will not assume that her hosts are rude and unruly because they always try to jump to the head of the line. She will understand that this is perfectly normal in a culture where relationships are more valued than rules.

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.**

This course represents the cutting-edge interdisciplinary focus of a number of disciplines in the humanities and the social and behavioral sciences. It integrates the findings of scholars in fields and sub-fields such as translation studies, cultural anthropology,

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intercultural communications, cognition, conflict management, international relations, decision-making and psychology of choice, economics, international marketing, haptics (the study of non-verbal communication), and patient compliance.

4. Are adequate resources available for this course (e.g., faculty, classroom space, equipment, library holdings)? If yes, explain.

Yes. This was developed as a DL course in 2009-11 by two faculty members. No classroom space is needed. The only equipment is access to a computer (or when the course is made available through an app, a smart phone or an I-pad). Instructors are available to manage the discussions sections and to provide feedback on students' learning.

5. Has this course been offered previously?

Yes. Spring 2012, Summer 2012, Fall 2012, Spring 2013, Summer 2013, Fall 2013, Spring 2014, Summer 2014, Fall 2014.

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?

Kent is attempting to globalize its curriculum but it offers no basic interdisciplinary course that trains students to become globally literate. Such a course is absolutely essential if the university truly want to prepare students who can function in a globalized world. International trade impacts one in five of all American jobs, yet more than 50% of employers feel today's university graduates are not equipped with sufficient skills to succeed in a global economy and 7 out of 10 employers would like to see more emphasis placed on global issues. Finally even the Department of Defense rates itself as "inadequate" in its culture and language preparation to conduct international operations.

7. Please complete and attach the Kent Core Learning Outcomes Assessment Plan, and attach a sample syllabus.

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Kent Core Learning Outcomes Assessment Plan

Course number, title (credit hours): MCLS 20001 Global Literacy and Cultural Awareness

Department/School: MCLS

Proposed Kent Core Category:
(please check appropriate box)

- ☐ Composition
- ☐ Mathematics and Critical Reasoning
- ☐ Humanities and Fine Arts
  - ☐ Humanities
  - ☐ Fine Arts
- ☐ Social Sciences
- ☐ Basic Sciences
- ☒ Additional

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	Students will analyze critical incidents and case studies to identify cultural explanations for misunderstanding.	Online learning self-checks for each module, discussion thread responses, final learning assessment	Comparison of pre-learning surveys and post-learning surveys.
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	Students will recognize and describe the ways in which cultural factors affect their ways of thinking and of behaving	Online learning self-checks for each module, discussion thread responses, final learning assessment	Comparison of pre-learning surveys and post-learning surveys.

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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: Nov. 26. 2014

MCLS

Department of Modern and Classical Language Studies **Fall 2014 Semester**
Kent State University

MCLS 20000: GLOBAL LITERACY AND CULTURAL AWARENESS

General Information

Instructor:	Dr. Erik Angelone
Campus Address:	Department of Modern and Classical Language Studies Kent State University 109 Satterfield Hall Kent, Ohio 44242
Online Consultation Hours:	Tuesdays and Thursdays 1:00 – 3:30 p.m., and by appointment
E-mail:	eangelon@kent.edu
Phone/voice mail:	(330) 672-3241

Course Description

The goal of this online course is to improve your understanding of cross-cultural interactions. It will foster a nuanced understanding of how hidden cultural factors shape your own thoughts and behaviors as well as those of others. Real-world critical incidents, case studies, and audiovisual content will provide a concrete framework for increasing global literacy and cultural awareness, and for learning how to successfully engage in cross-cultural communication.

Course Objectives

Upon successful completion of this course, you will be able to:

1. Describe how culture shapes your own verbal and non-verbal behaviors and those of others.
2. Better determine why cultural misunderstandings occur and develop strategies to avoid them.
3. Understand how your own culture is perceived by others.
4. Apply theoretical ideas to explain how culture shapes communication.
5. Develop strategies for functioning both professionally and personally in culturally diverse settings.

Learning Environment

This course makes use of the KSU Blackboard Learn 9 e-learning environment.

You can log in to Learn directly using your FlashLine user name and password at the

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following url:
https://learn.kent.edu/

Course User Guide
Please carefully read through the course user guide, which can be found in the "Course Documents" folder on our course webpage. This will tell you how the course is organized, which activities you will be asked to complete, and how your learning will be assessed.

As is the case with any DL course, you will need to familiarize yourself with the e-learning portal, in this case Blackboard Learn. The user guide provides you with the basics and with links to more detailed tutorials should you need them.

Learning Activities and Grading

Activity Type	Grading Scale
Pre-learning surveys = 10% of course grade	94-100% = A
Discussion questions = 30% of course grade	90-93.9% = A-
Module quizzes = 40% of course grade	87-89.9% = B+
Final examination = 20% of course grade	83-86.9% = B
	77-79.9% = C+
	73-76.9% = C
	70-72.9% = C-
	67-69.9% = D+
	60-66.9% = D
	Below 69% = F

This course consists of 14 modules. You will spend a week working on each. For each module, you will be asked to complete the following learning activities, unless indicated otherwise:

1. A pre-learning survey (collectively worth 10% of final course grade)
This activity is designed to find out what you may already know about the central concepts that will be addressed in the respective module. You will be asked to respond to a series of short-answer questions. These survey questions have no "right" or "wrong" answers, and you will be graded based on completeness. Each survey question is worth one point. The "pre-learning survey" hyperlink found in the main frame for each module will take you to the survey.

Please see the "Assignment Due Dates" list in the "Course Documents" folder on our course webpage for an overview of when pre-learning surveys need to be submitted.

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Pre-learning surveys submitted after the posted assignment due date will not receive any credit.

2. A discussion question (collectively worth 30% of final course grade)
This activity will ask you to contextualize and/or expand on key concepts presented in the respective module. The "Discussion" hyperlink found on the main frame for each module will take you to a page containing several discussion thread folders. Make sure you post your response in the folder created for your assigned group.

To determine your assigned group, and to see who else is in your assigned group, see the "Group Rosters" document found in the "Course Documents" folder on our course webpage.

Each discussion activity response is worth five points and your grade will be calculated according to the following rubric:

GRADING RUBRIC FOR DISCUSSION THREAD RESPONSE (5 points)

Response addresses the question completely:	/2 points
Response is clear:	/1 point
Response adheres to the question:	/2 points
	/5 points

Please see the "Assignment Due Dates" list in the "Course Documents" folder on our course webpage for an overview of when discussion responses need to be posted.

Discussion question responses posted after the due date will not receive any credit.

3. A quiz (collectively worth 40% of final course grade)
For each module, you will take a quiz to make sure you understand central concepts before you move on. The quiz questions will be a combination of multiple choice and true/false. Quiz content will come primarily from the video lecture segments, but also from the respective module readings. The "Quiz" link from the main frame of each module will take you to the questions.

Each quiz will be worth 20 points (1 point per question). The quizzes will not be timed and do not need to be completed in one sitting. If you are not satisfied with your quiz grade, you will have the option of re-taking the quiz one additional time, and the higher of the two grades will be the final grade entered for the quiz. You will have one week to

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take the quiz from the time that it goes live on our course webpage. Please see the "Assignment Due Dates" list in the "Course Documents" folder on our webpage for an overview of when quizzes and quiz re-takes (if desired) are due. If you want to improve your performance once your grade has been posted, you will have an additional week to re-take the quiz.

Final examination (20% of final course grade)
During the last week of the semester, you will show what you have learned by taking a final exam. The format will be multiple choice and true/false questions. The exam will be worth 50 points (one point for each question). A link to the final exam will be posted on our course webpage closer to the end of the semester. You will have the opportunity to take the final exam once only. Please see the "Assignment Due Dates" list in the "Course Documents" folder on our webpage to determine when the final exam will be due.

Additional Module Components

1. Readings
For each module of this course, you will be required to read a text available electronically through the Kent State University Electronic Reservation System. You will find links to these readings in the main frame for each module.

If/When prompted, enter the following password to access the texts: **global14**

2. Lecture video segments
Video lecture segments are the heart of the course. We use these to present central concepts, which are also summarized in the form of corresponding bullet points for each segment. We encourage you to take notes as you watch and then to go back and review your notes before moving on to the next segment.

3. Video Clips
For most of the modules, you will be asked to watch a series of video clips relating to concepts central to the video lecture segments. Due to copyright issues, some of the videos we intend for you to watch might no longer be available at the time of viewing. If this is the case, simply follow the discussion in the corresponding the video lecture segments.

4. A "Questions and Comments" link
For each module, you will see a designated questions and comments link, which you can use to post any module-specific questions or comments you might have. If you need an explanation, or if you want to share experiences, or ask questions, this is the

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place to do it.

Module Scope and Sequence
NOTE: Please see "Assignment Due Dates" document in the "Course Documents" folder on our webpage to determine when things are due. We ask that you complete modules on a week-by-week basis!

MODULE 1: COURSE INTRODUCTION- CULTURE AS AN ICEBERG

MODULE 2: CULTURE AND TIME- WHEN TIME IS NOT MONEY

MODULE 3: CULTURE AND SPACE- HOW CLOSE IS TOO CLOSE?

MODULE 4: HIGH CONTEXT AND LOW CONTEXT CULTURES- WHEN DIRECTNESS JARS

MODULE 5: THE MYSTERIES OF FACE

MODULE 6: INDIVIDUALISM VS. COLLECTIVISM- THE "I" VS. "WE" IN CULTURE

MODULE 7: POWER DISTANCE- HOW A SOCIETY HANDLES INEQUALITIES

MODULE 8: CULTURE IN THE EYES OF THE BEHOLDER- PERSPECTIVES ON MULTICULTURALISM

MODULE 9: THE MYSTERIES OF BODY LANGUAGE ACROSS CULTURES

MODULE 10: WORDS WE LIVE BY- CONVERSATION STRATEGIES AND CULTURE

MODULE 11: RULES AND RELATIONSHIPS

MODULE 12: CULTURAL SYMBOLS- WHEN LOVE ISN'T RED AND OWLS AREN'T WISE

MODULE 13: CULTURAL AWARENESS- WHEN THE HONEYMOON IS OVER

MODULE 14: COURSE CONCLUSION: CULTURAL AWARENESS- ARE WE THERE YET?

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Departmental, College and University policies
Notice of My Copyright and Intellectual Property Rights

Any intellectual property displayed or distributed to students during this course (including but not limited to powerpoints, notes, quizzes, examinations) by the instructor remains the intellectual property of the instructor. This means that the student may not distribute, publish or provide such intellectual property to any other person or entity for any reason, commercial or otherwise, without the express written permission of the instructor.

Registration Requirement
The official registration deadline for this course is September 7, 2014. University policy requires all students to be officially registered in each class they are attending. Students who are not officially registered for a course by published deadlines should not be attending classes and will not receive credit or a grade for the course. Each student must confirm enrollment by checking his/her class schedule (using Student Tools in FlashFast) prior to the deadline indicated. Registration errors must be corrected prior to the deadline. The last day to withdraw is November 2, 2014.

Student Accessibility Policy
University Policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. **Please note, you must first verify your eligibility for these through Student Accessibility Services** (330-672-3391 or visit www.kent.edu/sas for more information on registration procedures).

Student Cheating and Plagiarism

University policy 3-01.8 deals with the problem of academic dishonesty, cheating, and plagiarism. None of these will be tolerated in this class. The sanctions provided in this policy will be used to deal with any violations. If you have any questions, please read the policy at
http://www.kent.edu/policyreg/policydetails.cfm?customel_datapageid_1976529=2037779 and/or ask for information.

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Respectful Student Conduct

The Department of Modern and Classical Language Studies follows University regulations regarding student behavior in the classroom. It is expected that each student will be respectful to the instructor as well as to fellow classmates. Use of profanity, rudeness toward fellow students or the instructor, angry outbursts, refusal to participate in classroom activities, repeated tardiness, and leaving the classroom prior to class dismissal are just some examples of disruptive behavior. The instructor will ask the disruptive student to cease and desist and will inform the student of possible suspension and/or dismissal from the class. Guidelines pertaining to class disruptions are outlined in detail in the university policy register at 4-02.2.

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16-A

KENT STATE
UNIVERSITY

December 1, 2014

To: Keiran Dunne and Francoise Massardier-Kenney
Re: Adding Global Literacy and Cultural Awareness to the Kent State University Core Curriculum

Dear Drs. Dunne and Massardier-Kenney,

Adding Global Literacy and Cultural Awareness (MCLS 20000) to the Kent Core will greatly contribute to the integration of international students at Kent State University and to the preparation of our students for an experience abroad. Furthermore, it will enable Kent State University to demonstrate leadership in the internationalization of its curriculum while helping to educate a globally competent citizenry and workforce.

Global Literacy and Cultural Awareness (MCLS 20000) will provide Kent State students exposure in foreign languages and cultures and will help them understand the world and the United States' role in it. It will also enhance critical intellectual skills of students to cooperate with others and to meet global challenges at home and abroad.

The impressive growth of international enrollment at Kent State requires that we start looking into "qualitative" changes in our curriculum such as the one that will be brought by the Global Literacy and Cultural Awareness course. The course will have a positive impact on retention and overall academic success of students.

Current Kent State course offerings do not offer domestic and international students opportunities to interact regularly and to experience authentic cross-cultural situations. This face-to-face course will help international and domestic students work together to develop intercultural communication skills and an appreciation for cultural diversity. In addition, one of the outcomes of this bridge course will also be providing domestic students with an opportunity to internationalize their course of study without incurring the expense of traveling abroad.

For all the above, I am strongly in favor of the College of Arts and Sciences' proposal to have Global Literacy and Cultural Awareness (MCLS 20000) added to the Kent Core.

Sincerely,

Marcello Fantoni

Dr. Marcello Fantoni
Associate Provost

MCLS
16-B

Office of Global Education
P.O. Box 5190 • Kent, Ohio 44242-0001
330-672-7980 • Fax: 330-672-4025 • www.kent.edu/global

OTM

Social Sciences

1) The course directly emphasizes at least one of the learning outcomes for the Transfer Module. Which of these learning outcomes are addressed and how?

   a. *Communicate effectively*: All general education programs include a component for writing; many also include a component for oral communication or presentation
   b. *Evaluate arguments in a logical fashion*: Competence in analysis and logical argument are explicit learning goals for most general education programs, although these skills go by a variety of names (e.g., critical thinking, analysis, logical thinking, etc.)
   c. *Employ the methods of inquiry characteristic of natural sciences, social sciences, and the arts and humanities*: The tools for solving problems vary across disciplines; general education introduces students to methods of inquiry in several fields of study and thereby prepares students to integrate information from different disciplines
   d. *Acquire an understanding of our global and diverse culture and society*
   e. *Engage in our democratic society*: One of the overarching goals of general education is to prepare students to be active and informed citizens, the development of a disposition to participate in and contribute to our democracy is full of equal importance to the goal of having the skills to do so intelligently

   This course emphasizes learning outcome D, *Acquire an understanding of our global and diverse culture and society*. Students analyze critical incidents and examine case studies to identify cultural explanations for misunderstandings. In addition, they recognize and describe the ways in which cultural factors affect their ways of thinking and of behaving.

2) The course has the required entry level college proficiencies appropriate to the course. Entry level college proficiencies can be shown using a variety of means including placement exams, prerequisite coursework and a description of the course materials.

   This is a lower division course at Kent State University. This course has no prerequisites; students have the proficiencies appropriate to the course upon admission to the university.

3) Course is not remedial or developmental.

   This course is not remedial or developmental.

4) Course does not cover variable content from term to term.

   This course does not cover variable content from term to term.

5) Course is not a special topics course.

   This course is not a special topics course.

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6) Course is not an upper division course.

This course is not an upper division course.

7) Course is not a narrowly-focused technical or pre-technical course.

This course is not a narrowly-focused technical or pre-technical course.

8) Course has content that allows the student to acquire an understanding of our global and diverse culture and society.

Weekly lectures, readings that reinforce concepts presented in lectures, audio-visual materials that present real-world critical incidents, case studies, and original interviews provide concrete examples and scenarios that allow students to develop an understanding of how to solve intercultural communication problems, increase their cultural awareness, and successfully adapt to a variety of intercultural contexts.

9) Course is an introductory-level course that explains through empirical investigation and theoretical interpretation the behavior of individuals and/or various groups in societies, economics, governments or subcultures.

The lectures and readings introduce basic concepts used to describe and explain the behavior of people in various cultural contexts (e.g., how people perceive time, space, rules and relationships; conversation strategies; etc.). The lectures and readings also provide specific examples of behavior in various subcultures. Using the concepts they have been introduced to, students learn how to explain why people behave a specific way in a given set of circumstances. Students also learn to predict how people are likely to react in a specific situation.

10) Course is from either a social or behavioral science discipline, including anthropology, economics, geography, history, political science, psychology or sociology.

This course is interdisciplinary. The lectures and readings are based on material from cultural psychology, cultural anthropology, behavioral economics, and sociology.

11) Course employs the methods of inquiry characteristic of social and behavioral courses.

Through lectures and readings, students become familiar with appropriate theories for interpreting patterns of human behavior and they are asked to apply these concepts to describe and analyze the behavior of people in different cultural contexts. The course emphasizes observation of behavior via case studies and interviews, and analysis of behavior based on concepts from sub-disciplines that focus on the development of cross-cultural competence.

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OTM

Arts and Humanities

1) The course directly emphasizes at least one of the learning outcomes for the Transfer Module. Which of these learning outcomes are addressed and how?

   a. *Communicate effectively*: All general education programs include a component for writing; many also include a component for oral communication or presentation
   b. *Evaluate arguments in a logical fashion*: Competence in analysis and logical argument are explicit learning goals for most general education programs, although these skills go by a variety of names (e.g., critical thinking, analysis, logical thinking, etc.)
   c. *Employ the methods of inquiry characteristic of natural sciences, social sciences, and the arts and humanities*: The tools for solving problems vary across disciplines; general education introduces students to methods of inquiry in several fields of study and thereby prepares students to integrate information from different disciplines
   d. *Acquire an understanding of our global and diverse culture and society*
   e. *Engage in our democratic society*: One of the overarching goals of general education is to prepare students to be active and informed citizens, the development of a disposition to participate in and contribute to our democracy is full of equal importance to the goal of having the skills to do so intelligently

   This course emphasizes learning outcome D, *Acquire an understanding of our global and diverse culture and society*. Students interpret texts and analyze critical incidents and case studies to identify cultural explanations for misunderstandings. In addition, they recognize and describe the ways in which cultural factors affect their ways of thinking and of behaving.

2) The course has the required entry level college proficiencies appropriate to the course. Entry level college proficiencies can be shown using a variety of means including placement exams, prerequisite coursework and a description of the course materials.

   This is a lower division course at Kent State University. This course has no prerequisites; students have the proficiencies appropriate to the course upon admission to the university.

3) Course is not remedial or developmental.

   This course is not remedial or developmental.

4) Course does not cover variable content from term to term.

   This course does not cover variable content from term to term.

5) Course is not a special topics course.

   This course is not a special topics course.

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6) Course is not an upper division course.

   This course is not an upper division course.

7) Course is not a narrowly-focused technical or pre-technical course.

   This course is not a narrowly-focused technical or pre-technical course.

8) Course is an introductory-level course that focuses on the study of human endeavors spanning historical periods, regions and cultures.

   This course enables students to describe how cultural orientation shapes their own verbal and non-verbal behaviors, as well as those of people from other cultures. It introduces students to a variety of cultural paradigms and helps them better understand why cultural misunderstandings occur and develop strategies to avoid them. In addition, it provides students with the tools to understand how their culture is perceived by people from other cultures.

9) Course is from one of the following disciplines: history of dance, art, music, theatre, film, literature, religion, philosophy, ethics or history.

   This course is interdisciplinary. It combines literature, history, ethics, film and cultural studies.

10) Course employs the methods of inquiry characteristic of arts and humanities.

    The course employs close readings of texts (written and visual), analysis of concepts and contexts, development of arguments and synthesis of different views.

11) Course is not a skill developmental or a preparatory course for advanced study in a major (e.g. applied music lessons, studio art, symbolic logic, theatre skills and creative writing).

    This course is not a skill developmental or a preparatory course for advanced study in a major.

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KENT STATE UNIVERSITY

Name: Katherine J Smith

Submission Date: 1/19/2015

Organization: Curriculum Services

Course Catalog Update

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Print

Basic Course Data

Change type: Revise

Faculty member submitting this proposal: Keiran Dunne

Requested Effective Term: 201580

Campus: Kent

College: AS-Arts and Sciences

Department: MCLS-Modern and Classical Language Studies

Course Subject: MCLS-Modern and Classical Language Studies

New Course Subject:

Course Number: 20000

New Course Number: 20001

Course Title: GLOBAL LITERACY AND CULTURAL AWARENESS

Title Abbreviation: GLOBAL LITERACY

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit / Maximum Credit: 3 to 3

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

Contact Hours: Lab - Minimum Hours / Maximum Hours:

Contact Hours: Other - Minimum Hours / Maximum Hours:

Attributes

Is this course part of the LER, WIC or Diversity requirements: Yes

If yes, course attributes: 1. LADL-LER-Additional Course 2. 3.

Can this course be repeated for credit: No Repeat	**Course Limit:**	**OR Maximum Hours:**
Course Level: Undergraduate	**Grade Rule:** B-Standard letter	

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

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

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

Prerequisites & Descriptions

Current Prerequisite / Corequisite / Catalog Description: Introduction to dimensions of cultural identity and parameters of cultural expression, with a focus on fostering cultural awareness skills. By exploring the ways in which culture shapes us, students gain a better understanding of the dynamics shaping their world, the world of others, and their respective places in it. Discussion of real-world critical incidents, authentic cultural ethnographies, and case studies provide students with concrete examples and contexts to solve problems linked to encounters with persons of different linguistic and cultural backgrounds. Prerequisite: none.

Catalog Description (edited):

Prerequisites (edited):

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours	

per Course Topic	Topic Description
3	Introduction: Culture as an Iceberg. Assessment of current cultural literacy skills
3	Culture in the eyes of the beholder: Perspectives on multiculturalism
3	Ethnographic approaches of cultural analysis
3	Words that Matter: Language as culture
3	The language of cultural symbols: When love isn't red and owls aren't wise
3	Unspoken rules of language use
3	The mysteries of body language across cultures
3	Culture and space: How close is too close in words and deeds?
3	Talk of Time: Cultural perceptions of time
3	Words and their surroundings: high context and low context cultures
3	The "I" versus the "we" in culture
3	Conversation strategies
3	Knowing you is knowing me: Culture as a mirror
3	Culture Shock: When knowing words is not enough
3	Post-assessment of cultural literacy skills

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Textbook(s) used in this course: Readings will come from the following book as well as selected journal articles: Storti, Craig, Cross-Cultural Dialogues. 74 Brief Encounters with Cultural Differences.

Writing Expectations: Online learning self-checks for each module, discussion thread responses, final learning assessment

Instructor(s) expected to teach: Angelone, Massardier-Kenney

Instructor(s) contributing to content: Angelone, Massardier-Kenney

Proposal Summary

Explain the purpose for this proposal:

We are requesting that Global Literacy be considered for inclusion in the Kent Core in the Additional category. This proposal was approved by the MCLS Curriculum Committee in Fall 2011.

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

No impact.

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

Will provide the only cross-cultural competency course at KSU.

Explain how this proposal affects enrollment and staffing:

MCLS can staff multiple sections per semester and has done so since spring 2013.

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

Office of Global Education

Revisions made to form (if applicable):

- ☐ Course Content
- ☐ Credit by Exam
- ☐ Credit Hours
- ☑ Number
- ☐ Prerequisites
- ☐ Schedule Type

- ☐ Cross-Listed / Slash
- ☐ Description
- ☐ Diversity
- ☐ Grade Rule
- ☑ Liberal Education Requirement (LER)
- ☐ Subject
- ☐ Title
- ☐ Title Abbreviation
- ☐ Writing-Intensive (WIC)
- ☐ Other

Curriculum Services Information:	
Approved by EPC:	**Curriculum Bulletin:**
Cross-list Banner Code:	**OBR Course Level:** 3
OBR Program Code: 13	**OBR Subsidy Code:** 02
CIP Code: 160101	**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
11/26/2014	Keiran J. Dunne	
8/27/2014	Mary Ann Haley	Returning for edits per our conversation today.
5/7/2014	Keiran J. Dunne	Submitted at the request of Dean Blank per meeting of May 7, 2014.

History:

Date	User	Status
12/15/2014	Donald F. Palmer	Approved
12/8/2014	Mary Ann Haley	Approved
11/26/2014	Keiran J. Dunne	Approved
11/26/2014	Keiran J. Dunne	Submitted
8/27/2014	Mary Ann Haley	Returned For Edit
8/22/2014	Keiran J. Dunne	Approved
5/7/2014	Keiran J. Dunne	Submitted

KENT STATE UNIVERSITY

Name: Katherine J Smith Submission Date: 1/19/2015

Organization: Curriculum Services

Course Catalog Update

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Print

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: Robert Clements

Requested Effective Term: 201580

Campus: Kent

College: AS-Arts and Sciences

Department: BSCI-Biological Sciences

Course Subject: BSCI-Biological Sciences

Course Number: 21010

Course Title: Anatomy and Physiology I

Title Abbreviation: Anatomy and Physiology I

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit/Maximum Credit: 4 to 4

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

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

Contact Hours: Other - Minimum Hours/Maximum Hours:

Attributes

Is this course part of the LER, WIC or Diversity requirements: Yes

If yes, course attributes: 1. LBS-LER-Basic Sciences 2. LADL-LER-Additional Course 3.

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

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

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

Schedule Type(s): 1. LLB-Combined Lecture and Laboratory 2. 3.

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

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): Anatomy, physiological chemistry, cytology, tissues, and homeostatic mechanisms of the integumentary, skeletal, nervous, muscular, and sensory systems. This course meets the requirements for the bachelor's degree program in nursing. Special fee:$30

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	Homeostasis
3	Chemistry
3	Major Macromolecules
4	Cellular structures

4	Mitosis and Meiosis
3	Tissues
45	Lab Exercises
3	Exams
4	Integumentary System
4	Skeletal system
5	Muscular system
6	Nervous system
3	Special senses

Display/Hide Delimited Course Outline

Total Contact Hours: 90

Textbook(s) used in this course: Anatomy Physiology The Unity of Form and Function, 7th Edition, Saladin

Writing Expectations: Short answer on examinations and written lab reports.

Instructor(s) expected to teach: Sarah Vash, Gregory Tinkler, Robert Clements, Erin Bailey, Paul Bagavandoss,John Lovell, Daniela Popescu.

Instructor(s) contributing to content: Sarah Vash, Gregory Tinkler, Robert Clements

Proposal Summary

Explain the purpose for this proposal:

The purpose is to propose offering two semesters of Anatomy and Physiology in response to a request from the College of Nursing at Kent State. This will make KSU's program congruent with other institutions streamlining credt transfer.

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

A+P will replace Structure and Function and will not change program requirements in BSCI. A+P will not count towards BSCI degrees.

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

A+P will replace Structure and Function and become a program requirement in the College of Nursing. The course will be taken by students in the BSN program.

Explain how this proposal affects enrollment and staffing:

This proposal should have no affect on enrollment or staffing. Faculty currently teaching Biological Structure and Function will be cleared to teach this course.

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

College of Nursing.

Curriculum Services Information:

Approved by EPC:	**Curriculum Bulletin:**
Cross-list Banner Code:	**OBR Course Level:**
OBR Program Code:	**OBR Subsidy Code:**
CIP Code:	**Term Start:**
	Term End:

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Approve | Return To Previous Approver | Deny

Comments:

Date	User	Comment
12/8/2014	Mary Ann Haley	Course is to be included in the 'major sequence' list in the Kent Core Basic Sciences and Lab.
10/24/2014	Robert J. Clements	We request gateway course Kent Core status for KBS and KLAB.
10/23/2014	Mary Ann Haley	Returning per A. Case's request.

History:

Date	User	Status
12/15/2014	Donald F. Palmer	Approved
12/8/2014	Mary Ann Haley	Approved
10/24/2014	Laura G Leff	Approved
10/24/2014	Robert J. Clements	Submitted
10/23/2014	Mary Ann Haley	Returned For Edit
9/26/2014	Laura G Leff	Approved
9/26/2014	Robert J. Clements	Submitted
9/19/2014	Laura G Leff	Returned For Edit
9/15/2014	Robert J. Clements	Submitted
8/29/2014	Laura G Leff	Returned For Edit
8/28/2014	Robert J. Clements	Submitted

KENT STATE UNIVERSITY

Name: Katherine J Smith

Organization: Curriculum Services

Submission Date: 1/19/2015

Course Catalog Update

<< Go back to Course Catalog Update form

Print

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: Robert Clements

Requested Effective Term: 201580

Campus: Kent

College: AS-Arts and Sciences

Department: BSCI-Biological Sciences

Course Subject: BSCI-Biological Sciences

Course Number: 21020

Course Title: Anatomy and Physiology II

Title Abbreviation: Anatomy and Physiology II

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit/Maximum Credit: 4 to 4

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

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

Contact Hours: Other - Minimum Hours/Maximum Hours:

Attributes

Is this course part of the LER, WIC or Diversity requirements: Yes

If yes, course attributes: 1. LBS-LER-Basic Sciences 2. LADL-LER-Additional Course 3.

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

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

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

Schedule Type(s): 1. LLB-Combined Lecture and Laboratory 2. 3.

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

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): Anatomy and physiological processes as related to the following organ systems: endocrine, circulatory, respiratory, digestive, urinary and reproductive. This course meets the requirements for the bachelor's degree program in nursing. Special fee:$30

Prerequisites (edited): BSCI 21010

Corequisites (edited): none.

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
7	Endocrine System
7	Circulatory System
7	Respiratory System
7	Digestive System

7	Urinary System
7	Reproductive System
45	Lab Exercises
3	Exams

Display/Hide Delimited Course Outline

Total Contact Hours: 90

Textbook(s) used in this course: Anatomy Physiology The Unity of Form and Function, 7th Edition, Saladin

Writing Expectations: Short answer on examinations and written lab reports.

Instructor(s) expected to teach: Sarah Vash, Gregory Tinkler, Robert Clements, Erin Bailey, Paul Bagavandoss,John Lovell, Daniela Popescu.

Instructor(s) contributing to content: Sarah Vash, Gregory Tinkler, Robert Clements

Proposal Summary

Explain the purpose for this proposal:

The purpose is to propose offering the second of two semesters of Anatomy and Physiology in response to a request from the College of Nursing at Kent State. This will make KSU's program congruent with other institutions streamlining credt transfer.

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

A+P will replace Structure and Function and will not change program requirements in BSCI. A+P will not count towards BSCI degrees.

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

A+P will replace Structure and Function and become a program requirement in the College of Nursing. The course will be taken by students in the BSN program.

Explain how this proposal affects enrollment and staffing:

This proposal should have no affect on enrollment or staffing. Faculty currently teaching Biological Structure and Function will be cleared to teach this course.

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

College of Nursing.

Curriculum Services Information:

Approved by EPC:	**Curriculum Bulletin:**
Cross-list Banner Code:	**OBR Course Level:**
OBR Program Code:	**OBR Subsidy Code:**
CIP Code:	**Term Start:**
	Term End:

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Approve | Return To Previous Approver | Deny

Comments:

Date	User	Comment
12/8/2014	Mary Ann Haley	Course is to be included in the 'major sequence' list in the Kent Core Basic Sciences and Lab category.

10/24/2014	Robert J. Clements	We request gateway course Kent Core status for KBS and KLAB.
10/23/2014	Mary Ann Haley	Returning per A. Case's request.

History:

Date	User	Status
12/15/2014	Donald F. Palmer	Approved
12/8/2014	Mary Ann Haley	Approved
10/24/2014	Laura G Leff	Approved
10/24/2014	Robert J. Clements	Submitted
10/23/2014	Mary Ann Haley	Returned For Edit
9/26/2014	Laura G Leff	Approved
9/26/2014	Robert J. Clements	Submitted
9/19/2014	Laura G Leff	Returned For Edit
9/15/2014	Robert J. Clements	Submitted
8/29/2014	Laura G Leff	Returned For Edit
8/28/2014	Robert J. Clements	Submitted

Kent Core Course Proposal Questionnaire

Please review the Kent Core Policy Statement before completing and submitting the questionnaire to the University Requirements Curriculum Committee accompanied by a Course Catalog Update workflow and typical course syllabus.

Date: 11/26/14

Department/School: Chemistry and Biochemistry

Course ID: CHEM 10055 **Credit Hours:** 3

Course Title: Molecules of Life

Prerequisite(s): None

Select Kent Core Category:

- ☐ **Composition**
- ☐ **Mathematics and Critical Reasoning**
- ☐ **Humanities and Fine Arts**
  - ☐ **Humanities**
  - ☐ **Fine Arts**
- ☐ **Social Sciences**
- ☒ **Basic Sciences**
- ☐ **Additional**

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* (www.kent.edu/catalog/kent-core)**

   a. **Acquire critical thinking and problem-solving skills.**

   Problem solving and critical thinking are an integral part of this course and will be utilized throughout the entire course. Students will be required to solve problems in topics such as buffer and pH calculations, structure-property relationships and stereochemistry. This requires students to learn a significant body of fundamental principles and to understand how these principles can be used and applied to problems in health-related areas and biochemistry Synthesis and inquiry-based activities (through homework, in-class activities, and supplementary instruction) will be used throughout the course to encourage development of these skills. All intra-term exams and the final exam will be cumulative in nature and will encompass significant amounts of analysis, problem solving and critical thinking.

   b. **Apply principles of effective written and oral communications.**

   Students will provide written answers in all examinations. In addition, the instructor will communicate with students using Blackboard Collaborate in a written format in real time. Such communication will generally occur the night before an examination is given. The instructor will often provide help sessions (usually on a weekly basis) and students will be required to communicate orally with the instructor during these sessions.

   c. **Broaden their imagination and develop their creativity.**

   Chemistry is a subject that naturally requires students to be constantly developing their imagination. From picturing how small an atom is to how chiral materials may interact with chiral receptors in the body, students will continually be required to demonstrate

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their powers of imagination and creativity.

d. Cultivate their natural curiosity and begin a lifelong pursuit of knowledge.

Chemists are constantly fascinated by the variety of interactions between differing drugs and the human body, the nature of the atom, and remarkable changes that may occur when modifying the structures of biomolecules for example. This course serves to foster this curiosity with particular emphasis on the relationship between chemistry and health related topics.

e. Develop competencies and values vital to responsible uses of information and technology.

Mandatory homework activities will require students to use an online software package and so students must learn to use computers and software in an appropriate manner.

f. Engage in independent thinking, develop their own voice and vision and become informed, responsible citizens.

Students will be given the opportunity to discuss the moral, ethical, and socio-economic issues that arise when considering topics such as generic vs brand name pharmaceuticals development, single enantiomer vs. racemic mixture pharmaceutical development, use of radioisotopes in medicine, genetic engineering etc. Students will be given an opportunity to assess and debate such issues in group discussions. In these sessions the instructor may also assign an article for students to read on a given topic. To understand the topic and participate in a meaningful discussion, students must understand the underlying chemical principles. Such discussions will help prepare our students to be well-informed individuals who are capable of formulating cogent scientific arguments, and to foster a desire for lifelong learning.

g. Improve their understanding of issues and behaviors concerning inclusion, community and tolerance.

Please see response to f. Students will be shown the impact of chemistry in health and the importance of working together for the good of all citizens. Indeed, our very survival depends on the development of new drugs to combat disease resistant bacteria for example.

h. Increase their awareness of ethical implications of their own and others' actions.

Please see response to f.

i. Integrate their major studies into the broader context of a liberal education.

Development of critical thinking and problem solving skills in this course will be of benefit to all courses subsequently taken by these students. Students will also have an appreciation of how science develops and how it has impacted developments in other areas such as art.

j. Strengthen quantitative reasoning skills.

Please see response to a. Quantitative reasoning is central to any course in chemistry and will be constantly developed in the study of topics such as equilibrium, pH etc.

k. Understand basic concepts of the academic disciplines.

Students will be taught basic concepts including, for example, scientific notation, unit

conversions etc.

2. **If this course is being proposed for the Composition category or the Mathematics and Critical Reasoning category, 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.**

   Chemistry is a mature branch of science that consists of several subdisciplines (organic, inorganic, biochemistry, analytical etc.) where each specialty has an enormous body of underlying primary research literature (published since the early 1800s). The chemical principles studied include well understood concepts that are based on research performed over the past 100+ years. However, the chemistry studied is more current and highlights the importance of chemistry to the everyday lives of students.

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

   There are sufficient resources available for this course to meet enrollment demands. This course will be replacing a course that currently has large enrollment (Introduction to Organic Chemistry, CHEM 10052) and so no new faculty members are needed.

5. **Has this course been offered previously?**

   No

6. **Given the available Kent Core course options, why is it important that this course be added as an option for students in fulfilling their Kent Core?**

   This course is expected to have particularly broad appeal as a health-related course. The course was primarily developed to serve the nursing program and as a consequence it will have large enrollments. It would be of great benefit for nursing students to be allowed the option of using this course to fulfill the basic sciences Kent core since it will be part of their major coursework. Currently, Introduction to Organic Chemistry (CHEM 10052) is being used by the nursing students to fulfill the Kent Core Basic Sciences requirement. Since the new course is replacing 10052, it is logical to allow Molecules of Life to now fulfill this requirement.

7. **Please complete and attach the Kent Core Learning Outcomes Assessment Plan, and attach a sample syllabus.**

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Kent Core Learning Outcomes Assessment Plan

Course number, title (credit hours): CHEM 10055, Molecules of Life (3)

Department/School: Chemistry & Biochemistry

Proposed Kent Core Category:
(please check appropriate box)

- ☐ Composition
- ☐ Mathematics and Critical Reasoning
- ☐ Humanities and Fine Arts
  - ☐ Humanities
  - ☐ Fine Arts
- ☐ Social Sciences
- ☒ Basic Sciences
- ☐ Additional

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	Ability to understand, draw and interpret molecular and ionic formulae/structures. Understand simple chemical equilibria, redox processes. Identify and define common biomolecules. Understand energy changes in biochemical processes.	1.) Exams and homework 2.) Multiple choice surveys assessing mastery of key concepts (as well as student perceptions of mastery) will be administered at the beginning as well as the end of the course.	1) Overall student grades will be monitored to track student performance in the course. 2) We will track a series of concepts/skills developed in the course using pre- and post-course multiple choice surveys. We will track the averages of the scores from those survey questions over time to identify areas in need of improvement.
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				

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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?
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		Students develop critical skills to solve via math and visualizing 3D structures of molecules that are found in health and medicine	1.) Exams and homework 2.) Multiple choice surveys assessing mastery of key concepts (as well as student perceptions of mastery) will be administered at the beginning as well as the end of the course.	1) Overall student grades will be monitored to track student performance in the course. 2) We will track a series of concepts/skills developed in the course using pre- and post-course multiple choice surveys. We will track the averages of the scores from those survey questions over time to identify areas in need of improvement.

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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?
Understand basic concepts of the academic discipline	Employ the methods of inquiry characteristic of natural sciences, social sciences and the arts and humanities	Students will learn, understand, and apply the central topics of the discipline including atomic structure, chemical bonding, equations, reaction rates etc.	1.) Exams and homework 2.) Multiple choice surveys assessing mastery of key concepts (as well as student perceptions of mastery) will be administered at the beginning as well as the end of the course.	1) Overall student grades will be monitored to track student performance in the course. 2) We will track a series of concepts/skills developed in the course using pre- and post-course multiple choice surveys. We will track the averages of the scores from those survey questions over time to identify areas in need of improvement.

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.

Michael Tuberger 12/1/14

Department Chair/School Director (or designee) Signature Date

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MOLECULES OF LIFE (CHEM 10055) SECTION 001 (CRN 11675)
SPRING 2015 COURSE OUTLINE

LECTURE MWF: 1:10 – 2:00 pm; Williams Hall 111

REQUIREMENTS Required Text: General, Organic, and Biological Chemistry by Frost & Deal, 2nd edition (ISBN) with access to Mastering Chemistry (online homework).
Required calculator: Texas Instruments TI30XA (or TI30XB) but NOT the TI30XS, which is a statistics calculator; no graphing calculators.

INSTRUCTOR Dr. Ruth Leslie
Office: WMH 231
Phone: 330-672-9434
E-mail: mleslie2@kent.edu
Office Hours: Will be posted on the Course website

COURSE OBJECTIVES

Chem-10055 (Molecules for Life) is a college-level introductory chemistry course designed to introduce students to a broad range of topics related to the chemistry of living organisms. Topics such as atomic and molecular structure, chemical bonding and reactivity, solution chemistry, chemical equilibrium in aqueous systems, and metabolism and the role of energy in chemical reactions will all be studied within the broader context of the functioning biological system. Basic chemical principles will be applied to various aspects of chemistry including behavior of gases and substances in solution, the role of molecular polarity and geometry in driving biological reactivity, and the chemical basis of cellular processes and communication.

Classroom time will be divided into lectures, discussions, and problem-solving sessions to enable students to develop both foundational knowledge and analytical skills.

LEARNING OUTCOMES

Upon successful completion of this course, students will:

1. understand atomic, molecular, and ionic structure
2. be able to represent ionic and molecular species, including more complex organic structures, correctly
3. understand the role of polarity and geometry in determining behavior at the molecular level
4. describe the role of equilibrium in chemical systems
5. understand the role of energy in chemical reactions and its application to metabolism in a living system
6. understand important aspects of solution chemistry and its application to the chemistry of a living organism
7. understand the chemical basis for the functioning of biomacromolecules such as proteins, lipids, and DNA

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PRE-REQUISITES

REGISTRATION REQUIREMENT

The official registration deadline for this course is Sunday January 25th, 2015. University policy requires all students to be officially registered in each class they are attending. Students who are not officially registered for a course by published deadlines should not be attending classes and will not receive credit or a grade for the course. Each student must confirm enrollment by checking his/her class schedule (using Student Tools in FlashFast) prior to the deadline indicated. Registration errors must be corrected prior to the deadline.

The last day to withdraw is Sunday March 22nd, 2015.

ATTENDANCE

Attendance at all class meetings is expected. Students who miss a class are responsible for all materials covered.

COURSE GRADING

The final grade will be determined as follows:

Online Homework	12%
Quizzes	15%
Course Exams (17% each)	51 %
Final Exam	22%

Grades for exams will not be curved and there will be no extra credit.

Grading Scale:

100 - 88% = A	87 - 85% = A-	
84 – 82% = B+	81 – 78% = B	77 – 76% = B-
75 – 73% = C+	72 – 68% = C	67 – 65% = C-
64 – 60% = D+	59 – 56% = D	
55 – 0 % = F		

TEXTBOOK INFORMATION

The required text for this class is General, Organic, and Biological Chemistry by Frost & Deal, 2nd edition.

There is a custom-published version packaged with an access code to the online homework system ISBN, which can be purchased from the bookstore or direct from the publisher (cost $104.05) through the storefront.

Other alternatives include the E-book with homework access and a stand-alone homework access code, also available through the storefront.

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HOMEWORK

Homework sets will be assigned for each chapter, using the online learning system Mastering Chemistry, which is designed specifically for the Frost & Deal text.

An access code for the Mastering Chemistry homework system is pre-packaged together with the custom version of the text (ISBN). Alternatively, for students who already have a copy of the text, access to Mastering Chemistry can be purchased separately ($66.00 for one semester access; ISBN to be announced).

Online homework assignments comprise 12% of the total semester grade.

Completion of all homework modules is required. Make sure you are registered on Mastering for Chemistry and are able to access the assignments as soon as possible. The course code will be e-mailed to you by the instructor. Due dates for these assignments are indicated on the Mastering system, and may not be announced in class. It is the responsibility of the student to ensure that assignments are completed by the due date.

Should you have any problems with the content of assignments please see the instructor as soon as possible. Technical questions should be directed to the Mastering Chemistry online support.

Students should expect to spend AT LEAST 1 - 2 hours per hour of lecture time in assigned reading and homework.

QUIZZES

There will be 4 - 5 quizzes will be given during the semester, each lasting approximately 20 minutes. Dates for some quizzes will be announced in class, along with further information about the material to be covered in each case. In addition, periodic unannounced quizzes will be given. The quizzes comprise 15% of the overall course grade.

EXAMS

There will be three 50 minute examinations during the semester and the examination dates are indicated on the lecture schedule. These dates will not change. All examinations are cumulative: up to 20% of each mid-term examination will include material covered previously.

Make-up exams will be given only for absences due to serious illness or death in the immediate family, at the discretion of the instructor. Students must contact the instructor within 24 hours of a missed examination, by e-mail or phone call, to be considered for a make-up exam.
Verification will be required for all make-up exams, and it is the student's responsibility to supply adequate documentation. Unexcused absences will receive a zero on the exam.

Examinations will be returned to students after students have checked and verified their scores, and model answers will be posted on the course website. Examination

questions will be discussed during subsequent help sessions. Grade disputes on any examination must be brought to the instructor's attention before the next examination.

The final examination is scheduled for

ACADEMIC HONESTY

A zero tolerance policy is in operation in this course for any form of cheating or other academic misconduct.

It is the policy of the University that:

(1) Students enrolled at the University are to perform their academic work according to standards set by faculty members, departments, schools and colleges of the University; and

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

Academic dishonesty includes (but is not limited to) copying material from another student during an exam, quiz or assignment; falsification of data; bringing study notes into an examination or quiz and changing answers on an exam paper that has already been graded.

During class examinations students may not leave the room except in an emergency. For the duration of all examinations and quizzes cell phones must be switched off and placed in closed bags. Students may only have approved materials (writing implements, molecular model set, class-approved calculator) accessible to them. All other items should be left in a closed bag, and bags should be placed at the front of the room or securely tucked under a chair.

Any student caught cheating will be assigned an F for the course and will be referred to Judicial Affairs.

Please refer to section 3342-3-01.8 of the University Policy Register (found on the web at http://www2.kent.edu/academics/resources/plagiarism/Information-for-Students/index.cfm) for further details on University policies regarding student cheating and plagiarism.

STUDENT ACCESSIBILITY POLICY

University Policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services (contact 330-672-3391 or visit www.kent.edu/sas for more information on registration procedures).

Students with documented disabilities who are planning to take quizzes and/or examinations in the SDS must inform the instructor the week prior to EACH examination.

SUPPLEMENTAL INSTRUCTION

A Supplemental Instruction (SI) component is provided for all students who want to improve their understanding of the material taught in this course. SI sessions are led by a student who has already mastered the course material and has been trained to facilitate group sessions where students can meet to compare class notes, review and discuss important concepts, develop strategies for studying, and prepare for exams.

Attendance at SI sessions is voluntary and students may attend as many times as they choose. SI sessions normally begin the second week of class and continue throughout the semester. A session schedule will be announced in class.

For information about the program, session schedule/updates, and possible study guides, visit http://www.kent.edu/si.

EXAM SCHEDULE

Exam 1

Exam 2

Exam 3

Final Exam:

TENTATIVE LECTURE AND EXAMINATION SCHEDULE

This lecture schedule is subject to change. Notice of changes will be given in class. It is the student's responsibility to remain up to date; absence from class is no excuse.

Chapter	Topics	Dates
	Introduction; Course Overview	Jan 12th
1.1 – 1.3 2.1 – 2.3 3.5	Atomic Structure, Elements, and Compounds (classification of matter, periodic table, atomic structure, scale of matter, the mole)	Jan 12th – 16th (2½ sessions)
	Martin Luther King Jr. Day – no classes	**Jan 19th**
3.1; 3.4 – 3.5	Electrons and Covalent Bonding (Lewis dot diagrams, octet rule, covalent compounds, molar mass)	Jan 21st – 23rd (2 sessions)
3.4; 3.6 – 3.7	Molecules – Structure and Shape (Lewis structures, molecular geometry, bond polarity, molecular polarity)	Jan 26th – 30th (2 – 3 sessions)
7.1 – 7.2	Intermolecular Forces and States of Matter	Feb 2nd – 4th (1½ sessions)
7.4; 8.2	Behavior of Gases (solubility, partial pressure, Boyle's Law, role of O_2 in biological systems)	Feb 4th – 9th (2½ sessions)
Exam 1		**Wednesday February 11th**
4.1 – 4.5	Organic Compounds (condensed and skeletal structures, functional groups, structural isomers, naming, polarity and reactivity)	Feb 13th – 18th (3 sessions)
4.5; 7.5 – 7.7	Lipids (fatty acids, cis and trans double bonds, glycerides, ester formation, lipid bilayers)	Feb 20th – 23rd (2 sessions)
10.1, 4.5	Amino Acids and Stereochemistry (amino acids, α carbon, Fischer projections, enantiomers)	Feb 25th (1 session)
3.3	Ionic Bonding (ion formation, polyatomic ions, ionic compounds)	Feb 27th – Mar 2nd (2 sessions)
8.3 – 8.4; 8.6	Substances in Solution (water as a solvent, solubility rules, electrolytes vs nonelectrolytes, molar concentration, osmotic pressure)	Mar 4th – 9th (3 sessions)
9.1 – 9.2 9.4 -9.6	Acids and Bases (Arrhenius definition, pH scale, organic acids and bases, K_a and pK_a)	Mar 11th – 13th (2 sessions)
10.1 – 10.3	Amino Acids and Proteins (pH and amino acid structure, levels of protein structure, protein structure and function)	Mar 16th – 18th (2 sessions)
Exam 2		**Friday March 20th**
9.3; 9.8	Chemical Equilibrium and Buffers (factors affecting equilibrium, buffer components, effect	Mar 30th – Apr 1st (2 sessions)

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	of pH change on buffers, buffers in the blood)	
5.1 – 5.3	Energy in Chemical Reactions (chemical potential energy, heat of reaction, reaction rates, activation energy, free energy)	Apr 3rd –65th (1½ sessions)
6.2; 6.5; 6.6; 12.4; 12.5	Carbohydrates (monosaccharides, acetals, polysaccharides and glycosidic linkages, carbohydrate structure and function, energy from carbohydrates)	Apr 6th – 13th (3½ sessions)
5.4; 12.6	Redox Reactions in Biological Systems (redox processes, reduction potentials and free energy, oxidative phosphorylation, coupling of spontaneous and nonspontaneous processes)	Apr 15th – 17th (2 sessions)
Exam 3		**Monday April 20th**
	The Genetic Code (DNA, RNA, protein synthesis	Apr 22nd – 24th (2 sessions)
	Cellular Information (receptor interactions, enzymes, hormones, drug action)	**Apr 27th – 30th** (3 sessions)
Final Exam		

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SEE FOLLOWING PAGES FOR RESPONSES

Natural Sciences

1) The course directly emphasizes at least one of the learning outcomes for the Transfer Module. Which of these learning outcomes are addressed and how?
   a. *Communicate effectively*: All general education programs include a component for writing; many also include a component for oral communication or presentation
   b. *Evaluate arguments in a logical fashion*: Competence in analysis and logical argument are explicit learning goals for most general education programs, although these skills go by a variety of names (e.g., critical thinking, analysis, logical thinking, etc.)
   c. *Employ the methods of inquiry characteristic of natural sciences, social sciences, and the arts and humanities*: The tools for solving problems vary across disciplines; general education introduces students to methods of inquiry in several fields of study and thereby prepares students to integrate information from different disciplines
   d. *Acquire an understanding of our global and diverse culture and society*
   e. *Engage in our democratic society*: One of the overarching goals of general education is to prepare students to be active and informed citizens, the development of a disposition to participate in and contribute to our democracy is full of equal importance to the goal of having the skills to do so intelligently

2) The course has the required entry level college proficiencies appropriate to the course. Entry level college proficiencies can be shown using a variety of means including placement exams, prerequisite coursework and a description of the course materials.

3) Course is not remedial or developmental.

4) Course does not cover variable content from term to term.

5) Course is not a special topics course.

6) Course is not an upper division course.

7) Course is not a narrowly-focused technical or pre-technical course.

8) Course is an introductory course that makes clear the importance of experimental inquiry in the sciences and the way in which such inquiry into the

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SEE FOLLOWING PAGES FOR RESPONSES

natural world leads scientists to formulate principles that provide universal explanations of diverse phenomena.

9) Course helps the students to develop an understanding of structured thinking involving induction and deduction.

10) Course is from natural science disciplines such as astronomy, biology, chemistry, environmental science, geology, physical geography or physics.

11) The course has as a goal the development of an understanding of how scientific principles are built and used in the modern world and of the impact of science on society.

12) The course does not focus exclusively on content coverage, without addressing the learning outcomes for the Transfer Module.

13) Course has a laboratory component that has at least one credit hour and meets an average of no less than two hours per week.

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Molecules of Life (Ohio Transfer Module Requirement)

1.) The following learning outcomes are addressed in this course: (a) *Communicate Effectively*- Students are required to communicate effectively in both written and oral formats. All students in the course will take 4-5 quizzes, 3 intra-term exams and a final exam. Each exam will include several short answer questions that, for example, require students to relate physical properties to molecular structure and intermolecular forces, evaluating the effect of pH changes on buffers and relating such changes to buffers in blood etc. Effective oral communication will also be required during in-class exercises where the instructor will pose problems to be discussed in a group setting; (b) *Evaluate Arguments in a Logical Fashion*- Problem solving and critical thinking are an integral part of this course and will be utilized throughout the entire course. Students will be required to solve problems in topics such as buffer and pH calculations, structure-property relationships and stereochemistry. Synthesis and inquiry-based activities (through homework, in-class activities, and supplementary instruction) will be used throughout the course to encourage development of these skills. All intra-term exams and the final exam will be cumulative in nature and will encompass significant amounts of analysis, problem solving, and critical thinking; (c) *Employ the Methods of Inquiry Characteristic of Natural Sciences*- Throughout this course students are constantly exposed to tools for solving problems. Some of these tools cut across disciplines and include, for example, unit conversions (integrated within topics such as redox reactions and solution chemistry) and analysis of three-dimensional chemical structures and the implications of stereochemistry on drug receptor interactions and the folding of proteins; (e) *Engage in our Democratic Society*- Students will be given the opportunity to discuss the moral, ethical, and socio-economic issues that arise when considering topics such as generic vs brand name pharmaceuticals development, single enantiomer vs. racemic mixture pharmaceutical development, use of radioisotopes in medicine, genetic engineering etc. Students will assess and debate such issues in group discussions. In these sessions the instructor may also assign an article for students to read on a given topic. To understand the topic and participate in a meaningful discussion, students must understand the underlying chemical principles. Such discussions will help prepare our students to be well-informed individuals who are capable of formulating cogent scientific arguments..
2.) Success in the course requires entry level college proficiency in mathematics as well as reading and written English.
3.) The course is not remedial or developmental in nature.
4.) The course does not have variable content from semester to semester. The detailed content is described in the course syllabus and basic data sheet.
5.) The course is not a special topics course and has been given a designated title and course number (Molecules of Life, CHEM 10055, 3h).

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6.) The course is introductory in nature as designated by the 10055 number (all upper-division courses have numbers at or above 30000).

7.) The course is not narrowly focused, nor is it a pre-technical course. This is clearly demonstrated by reviewing the list of topics covered in the course syllabus. The course covers material drawn from areas of general, organic and biological chemistry with a focus on those areas of relevance to physiological chemical systems.

8.) The course clearly demonstrates the importance of experimental inquiry into the natural world through highlighting how fundamental chemical principles can be used to explain diverse phenomena such as chemical equilibrium and its application to an understanding of buffers in blood, molecular structure and its relationship to intermolecular attractive forces and subsequent application to the understanding of the structure of lipid bilayers and cellular transport etc.

9.) Induction and deduction are central to the course. Students are introduced to fundamental chemical principles and learn how to apply these principles to more complex chemical, biochemical, and health-related topics. Homework and in-class discussions will be used to further promote the principles of induction and deduction in chemistry.

10.) The course is from the natural science discipline of chemistry.

11.) The development of how scientific principles are built and used in the modern world (particularly as applied to important aspects of biochemistry and health-related topics) is at the very heart of this course. The impact of chemistry is highlighted throughout the course (e.g., the use of radioisotopes and pharmaceuticals in medicine).

12.) The course has significant content coverage but addresses the transfer module learning outcomes as described in question 1.

13.) The course does not have a laboratory component. Students will complete their lab requirement with other courses.

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Hello Dr Seed,

The College of Nursing is excited about the new Biochemistry course, Molecules of Life. We believe this course will improve students scientific knowledge and background to become a nurse. The content listed in this course is foundational for nursing students. Thank you for all your work in making this happen.

Sincerely,

Tracey Motter MSN, RN, CNS
Sr. Undergraduate Program Director
Clinical Coordinator
Kent State University College of Nursing
330-672-8784
Tmotter2@kent.edu

From: SEED, ALEXANDER
Sent: Wednesday, September 24, 2014 3:27 PM
To: MOTTER, TRACEY
Cc: LESLIE, MARGARET RUTH
Subject: RE: pilot of new pre-nursing section

Hi Tracey,
The Chemistry & Biochemistry Department has now prepared a detailed basic data sheet for the new course (Molecules of Life). I would like to move the process forward to the College Curriculum Committee in the next couple of weeks. In order to move forward I would like to ask for a letter of support (this can be by e-mail) from the College of Nursing, stating that you intend to incorporate this course as a permanent part of your curriculum. Please feel free to call (330-672-9528) or e-mail me if you have any questions or concerns.
Thanks and best wishes,
Alex.

Dr. Alexander J. Seed
Associate Professor
Dept. of Chemistry & Biochemistry
Kent State University
Kent, OH 44242-0001
Tel: 330-672-9528

From: MOTTER, TRACEY
Sent: Monday, July 21, 2014 10:26 AM
To: SAMPSON, PAUL; TUBERGEN, MICHAEL
Cc: LESLIE, MARGARET RUTH; SEED, ALEXANDER
Subject: RE: pilot of new pre-nursing section

Good Morning,

Thank you for the update. This is awesome. I will let our Curriculum committee know as well. Yes, nursing will help you attempt to get "core" status for the course. I am on URCC so I will support the course.

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Tracey

From: SAMPSON, PAUL
Sent: Friday, July 18, 2014 4:41 PM
To: TUBERGEN, MICHAEL
Cc: MOTTER, TRACEY; LESLIE, MARGARET RUTH; SEED, ALEXANDER
Subject: RE: pilot of new pre-nursing section

Hi Mike,

Yes, we are planning on having Ruth pilot this course in Spring 2015. The plan is to bring the detailed course plan (BDS) forward at the beginning of Fall to the Chemistry Curriculum Committee and then chemistry faculty for formal approval, and get it to the College Curriculum Committee in September. In this way, we should be able to get the course on the books by Fall 2015. One caveat we will need to wrestle with is Kent Core approval – perhaps nursing will be able to assist us here in steering it through the review process. For Spring 2015, we should just take a scheduled section of CHEM 10050 and (with the approval of A&S and nursing) teach it as the new course. We would probably want to restrict this section to pre-nursing students and find a way to advertise this. When I get a little closer to having AY teaching loads organized, we can select a specific Spring section for this offering, assuming this plan is agreeable to all.

Best wishes. Paul

From: TUBERGEN, MICHAEL
Sent: Friday, July 18, 2014 2:25 PM
To: SAMPSON, PAUL
Cc: MOTTER, TRACEY
Subject: pilot of new pre-nursing section

Hi Paul,

Tracy inquired this morning about when we expected to pilot a section of the new pre-nursing chemistry curriculum. I told her Spring. Is that correct? Has Ruth made any more progress in her preparations to offer it?

Thanks,

Mike

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SEED, ALEXANDER

From: SEED, ALEXANDER
Sent: Wednesday, September 24, 2014 2:00 PM
To: CASE, ANDREA; VENEY, SEAN
Subject: Chemistry course addition
Attachments: Molecules of life BDS.pdf; Molecules for Life Syllabus.doc

Hi Andrea/Sean,
As you know, the College of Nursing is reducing its chemistry requirements and no longer requires Introduction to Organic Chemistry (CHEM 10052). The Department believes that nursing students are not well-served by taking Fundamentals of Chemistry (CHEM 10052) alone and so we have been working with nursing to create a new chemistry course that is tailored to nursing students and to students who would like an introductory course in chemistry that deals with important molecules in life (this would be the only chemistry course taken by nursing students if approved). Our new course is entitled Molecules of Life and I have attached the sample syllabus and basic data sheet to this e-mail. I hope to submit the BDS to the College Curriculum Committee shortly but I thought that you may have some interest in this course. Please feel free to call me (330-672-9528) if you have any questions or concerns.
Best wishes,
Alex.

Dr. Alexander J. Seed
Associate Professor
Dept. of Chemistry & Biochemistry
Kent State University
Kent, OH 44242-0001
Tel: 330-672-9528

CHEM
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KENT STATE UNIVERSITY

Name: Katherine J Smith Submission Date: 1/19/2015

Organization: Curriculum Services

Course Catalog Update

<< Go back to Course Catalog Update form Print

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: Alex Seed

Requested Effective Term: 201580

Campus: Kent

College: AS-Arts and Sciences

Department: CHMB-Chemistry and Biochemistry

Course Subject: CHEM-Chemistry

Course Number: 10055

Course Title: Molecules of Life

Title Abbreviation: Molecules of Life

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit / Maximum Credit: 3 to 3

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

Contact Hours: Lab - Minimum Hours / Maximum Hours:

Contact Hours: Other - Minimum Hours / Maximum Hours:

Attributes

Is this course part of the LER, WIC or Diversity requirements: Yes

If yes, course attributes: 1. LBS-LER-Basic Sciences 2. 3.

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

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

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

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

Credit by Exam: D-Credit by exam-department approval

Prerequisites & Descriptions

Current Prerequisite / Corequisite / Catalog Description:

Catalog Description (edited): An integrated introduction to molecular systems and their participation in the processes of life.

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	Atomic Structure, Elements, and Compounds (classification of matter, element symbols, regions of the periodic table, subatomic particles, isotopes, atomic number and mass number, nuclear symbols, valence

	electrons, Lewis dot diagrams)
1	Math in Chemistry (chiefly integrated within topics; scientific notation, metric system, the mole, simple unit conversions)
4	Covalent Bonding and Organic Molecules (octet rule, names and formulas of covalent compounds, Lewis structures, geometry of covalent species, bond polarity, molecular polarity)
1	Intermolecular Forces and the States of Matter
2	Behavior of Gases (gas law calculations, solubility of gases, gases in the blood, role of oxygen in biological systems, simple balanced equations)
3	Organic Compounds (condensed and line-bond structures, functional groups, isomers, simple naming, polarity and reactivity)
2	Lipids (fatty acids, hydrophilic and hydrophobic interactions, triglycerides, formation of esters, lipid bilayers)
1	Amino Acids and Proteins (structure of amino acids, α carbon, stereocenters, chirality, Fischer projections)
2	Ions and Ionic Compounds (formation of ions, defining oxidation and reduction, polyatomic ions, formulas and names of ionic compounds)
2	Solution Chemistry (water as a solvent, solubility rules, electrolytes vs nonelectrolytes, molar concentration, osmotic pressure)
2	Acids and Bases (Arrhenius definition, pH scale, organic acids and bases, Ka and pKa)
3	Amino Acids and Proteins (pH and amino acid structure, levels of protein structure, interactions between protein side chains, protein structure and function)
3	Chemical Equilibrium and Buffers (dynamic nature of equilibrium, Kc, factors affecting equilibrium, buffer components, effect of pH change on buffers, buffers in the blood)
2	Energy in Chemical and Biochemical Reactions (energy transformations, chemical potential energy, heat of reaction, energy in a balanced equation, reaction rates, activation energy, reaction spontaneity, free energy)
4	Carbohydrates (monosaccharides, acetals, polysaccharides and glycosidic linkages, carbohydrate structure and function, energy from carbohydrates, glycolysis, ATP)
2	Redox Reactions in Biological Systems (redox processes and free energy, oxidative phosphorylation, coupling of

	spontaneous and nonspontaneous processes)
1	Radioactivity and Nuclear Medicine (nuclear stability, types of radiation, radiation and cellular damage)
2	DNA, RNA, and the Genetic Code (DNA, RNA, protein synthesis)
2	Receptor Interactions (enzymes, hormones, receptors, stereochemistry and shape, receptor interactions)
4	Cellular Information and Chemistry of Medicine (for example, hormones, histamines, membrane potentials, pro drugs and drug receptor interactions)

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: General, Organic, and Biological Chemistry 2nd edition; Frost and Deal (Pearson)

Writing Expectations: At least 4 quizzes, 3 intra term exams, and a final exam

Instructor(s) expected to teach: Chemistry faculty

Instructor(s) contributing to content: Leslie and Seed

Proposal Summary

Explain the purpose for this proposal:

This course is designed to fulfill the chemistry requirements for students entering the nursing program as well as serving as a Kent core course. The course will implement an integrated approach to an understanding of the fundamental chemical principles underpinning various key processes in living organisms.

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

The course will fulfill a Kent core requirement for students interested in the chemical basis of biological processes.

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

This course will replace the CHEM 10050 and CHEM 10052 sequence (5 credit hours) designed to fulfill the requirements of students entering the nursing program. The chemistry requirement for nursing students has recently been changed to 3 credit hours. We feel that the new course will serve the nursing students better than simply offering CHEM 10050. The nursing program fully supports the creation of the new course.

Explain how this proposal affects enrollment and staffing:

We anticipate that this course will appeal to a wider range of students seeking to fulfill a Kent core requirement as well as being the chemistry requirement for students entering the nursing program. We thus anticipate increased enrollment. It is not anticipated to impact staffing, as faculty currently teaching CHEM 10050 and CHEM 10052 will be teaching this course instead.

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

Nursing, Biological Sciences, and Physics

Curriculum Services Information:

Approved by EPC:	**Curriculum Bulletin:**
Cross-list Banner Code:	**OBR Course Level:**
OBR Program Code:	**OBR Subsidy Code:**
CIP Code:	**Term Start:**
	Term End:

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Approve | Return To Previous Approver | Deny

Comments:

Date	User	Comment
10/2/2014	Alexander J Seed	No comments available.

History:

Date	User	Status
12/15/2014	Donald F. Palmer	Approved
12/8/2014	Mary Ann Haley	Approved
10/3/2014	Michael J. Tubergen	Approved
10/2/2014	Alexander J Seed	Submitted

KENT STATE UNIVERSITY

INTERDEPARTMENTAL CORRESPONDENCE

College of Arts and Sciences
Undergraduate Office
105 Bowman Hall
Phone: 2-2062 Fax: 2-2646

TO: Therese Tillett, Director
Curriculum Services

FROM: Donald Palmer, Interim Dean
Honors College

Mary Ann Haley, Associate Dean
College of Arts and Sciences

DATE: January 8, 2015

SUBJECT: Temporary Kent Core Status for AS 10095 ST: Molecules of Life

---

At its December 12, 2014 meeting the URCC approved CHEM 10055 Molecules of Life as a Kent Core Basic Science course effective fall 2015. The establishment of this course represents a collaboration between the Department of Chemistry and Biochemistry and the College of Nursing. The course is being piloted during the spring 2015 semester using the syllabus and criteria approved by the URCC. As such, temporary Kent Core Basic Science status is approved for the course which is being offered as AS 10095-001 ST: Molecules of Life (crn 22028).

From: TILLETT, THERESE
To: HALEY, MARY ANN
Cc: Palmer, Donald; SAMPSON, PAUL; MOTTER, TRACEY
Subject: RE: Temporary Kent Core Status
Date: Thursday, January 08, 2015 4:09:00 PM

I'm confused about procedure here. According to the Kent Core policy statement, a course must "be offered at least once before it is considered for Kent Core inclusion." (www.kent.edu/provost/curriculum/forms/upload/kent-core-policy-statement.pdf)

Since the course hasn't been offered yet, how can the special topics pilot and the regular course be approved already?

Therese E. Tillett | Director of Curriculum Services | Office of the Provost
KENT STATE UNIVERSITY
208 Schwartz Center | 800 East Summit Street | Kent, Ohio 44242
T: 330-672-8558 | F: 330-672-2645 | ttillet1@kent.edu | www.kent.edu
Curriculum Services: www.kent.edu/provost/curriculum

-----Original Message-----
From: HALEY, MARY ANN
Sent: Thursday, January 08, 2015 3:43 PM
To: TILLETT, THERESE
Cc: Palmer, Donald; SAMPSON, PAUL; MOTTER, TRACEY
Subject: Temporary Kent Core Status

Hello Therese,

Attached please find approval for AS 10095-001 (crn 22028) ST: Molecules of Life to have temporary Kent Core Basic Science status for spring 2015.

Best regards,
Mary Ann

Mary Ann Haley, Ph.D.
Associate Dean
College of Arts and Sciences
Kent State University
105 Bowman Hall
330-672-8968

-----Original Message-----
From: casdeansoffice@kent.edu [mailto:casdeansoffice@kent.edu]
Sent: Thursday, January 08, 2015 3:39 PM
To: HALEY, MARY ANN
Subject: Scan to email

Scan to email from BOW104

KENT STATE UNIVERSITY

INTERDEPARTMENTAL CORRESPONDENCE

College of Arts and Sciences
Undergraduate Office
105 Bowman Hall
Phone: 2-2062 Fax: 2-2646

TO: Therese Tillett, Director
Curriculum Services

FROM: Donald Palmer, Interim Dean
Honors College

Mary Ann Haley, Associate Dean
College of Arts and Sciences

DATE: January 13, 2015

SUBJECT: Temporary Kent Core Status for AS 10095 ST: Molecules of Life

---

In response to your email dated January 8, 2015, copied below, while one of the requirements to establish a new Kent Core course is that the course be taught at least once before (7th of 7 criteria), the best interests of students is of greater concern in this instance. CHEM 10055 was designed specifically to meet the needs of students in the College of Nursing and their program revision will be effective fall 2015. As such, the course needs to be available by then and the students in the pilot, primarily if not exclusively from Nursing, should not be harmed for their willingness to participate. We acknowledge that other students may benefit as well.

Your response from January 8, 2015
I'm confused about procedure here. According to the Kent Core policy statement, a course must "be offered at least once before it is considered for Kent Core inclusion." (www.kent.edu/provost/curriculum/forms/upload/kent-core-policy-statement.pdf)

Since the course hasn't been offered yet, how can the special topics pilot and the regular course be approved already?

January 8, 2015 memo:
At its December 12, 2014 meeting the URCC approved CHEM 10055 Molecules of Life as a Kent Core Basic Science course effective fall 2015. The establishment of this course represents a collaboration between the Department of Chemistry and Biochemistry and the College of Nursing. The course is being piloted during the spring 2015 semester using the syllabus and criteria approved by the URCC. As such, temporary Kent Core Basic Science status is approved for the course which is being offered as AS 10095-001 ST: Molecules of Life (crn 22028).

Kent Core Course Proposal Questionnaire

Please review the Kent Core Policy Statement before completing and submitting the questionnaire to the University Requirements Curriculum Committee accompanied by a Course Catalog Update workflow and typical course syllabus.

Date: 11/5/2014

Department/School: Mathematical Sciences

Course ID: 10771 **Credit Hours:** 5

Course Title: Basic Mathematical Concepts I Plus

Prerequisite(s): (Math ACT score of 22 or higher) or (ALEKS score of 35 or higher) or (C or better in Math 00022).

Select Kent Core Category:

- ☐ **Composition**
- ☒ **Mathematics and Critical Reasoning**
- ☐ **Humanities and Fine Arts**
  - ☐ **Humanities**
  - ☐ **Fine Arts**
- ☐ **Social Sciences**
- ☐ **Basic Sciences**
- ☐ **Additional**

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* (www.kent.edu/catalog/kent-core)**

   a. **Acquire critical thinking and problem-solving skills.**

   One primary objective of this course is problem solving.

   b. **Apply principles of effective written and oral communications.**

   Students will present written and oral reports of their work.

   c. **Broaden their imagination and develop their creativity.**

   This course will expand the way students perceive the importance and utility of quantitative reasoning in situations that are of relevance to their future careers.

   d. **Cultivate their natural curiosity and begin a lifelong pursuit of knowledge.**

   Success and positive experiences in this course will help break down the notion that mathematical sciences are not accessible or useful to the average person in everyday situations. This will lead students to expand the domains where they feel confident to pursue their natural curiosity and develop their knowledge.

   e. **Develop competencies and values vital to responsible uses of information and technology.**

   Familiarity with number facts is critical for understanding information in the modern world.

   f. **Engage in independent thinking, develop their own voice and vision and become**

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informed, responsible citizens.

Understanding number facts is often necessary to independently and critically evaluate information that is given a person.

g. **Improve their understanding of issues and behaviors concerning inclusion, community and tolerance.**

Not routinely covered in this course.

h. **Increase their awareness of ethical implications of their own and others' actions.**

Not routinely covered in this course.

i. **Integrate their major studies into the broader context of a liberal education.**

The use of number facts and mathematical reasoning arises in a number of situations.

j. **Strengthen quantitative reasoning skills.**

This is a primary focus of this course.

k. **Understand basic concepts of the academic disciplines.**

This course will help students see how mathematics applies to a number of disciplines.

2. **If this course is being proposed for the Composition category or the Mathematics and Critical Reasoning category, 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.)**

This course is intended for students to sharpen and strengthen their problem solving skills in an algebraic setting.

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.**

Mathematics has been studied since antiquities and been considered one of the cores of a strong education.

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

Yes. Enrollments in Math 00023 and Math 14001 will decline as the enrollment for this course increases.

5. **Has this course been offered previously?**

Currently being offered as Math 20095

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?**

Students may take this course will have the same outcomes as students taking Math 14001 Basic Math Concepts and that course fulfills the Kent Core. This course is open to students who are not prepared for Math 14001 and provides the background and

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extra time such students need to be successful with this material. Students will not be allowed to get credit for both this course and Math 14001.

7. **Please complete and attach the Kent Core Learning Outcomes Assessment Plan, and attach a sample syllabus.**

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Kent Core Learning Outcomes Assessment Plan

Course number, title (credit hours): 10771, Basic Mathematical Concepts I Plus (5 credit hours)

Department/School: Department of Mathematical Sciences Proposed Kent Core Category: Mathematics and critical reasoning

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?
Define number systems contained within the set of real numbers. Students will also be able to define the various symbols used in logic. Different number bases with emphasis on place value.		Apply the understanding of the four basic operations to solve problems. Use truth tables to determine whether logical arguments are valid or invalid. Apply understanding of number properties to solve problems efficiently.	Solve problems in class and discuss theorems. All activities in the course contribute to basic proficiency in using mathematical logic.	Each year, data from all sections will be collected and analyzed. We will report the total number of students assessed, and the achievement levels on homework, midterms and final.
Operations in systems of numbers (through the real numbers).		Use Venn diagrams to determine the validity of De Morgan's laws.	Complete homework assignments, pass quizzes, tests and a final exam.	
Clock and modular arithmetic. Properties of different systems of numbers; number theory: divisibility rules, LCM and GSF. Problem solving and various strategies.			Students will appraise their current understanding of the subsets of the real number system and identify prior misconceptions. They will listen to each other's explanations and try to make sense of them.	

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ASSURANCES:

By submitting this proposal, we assure that:

1. The faculty members who teach this course have agreed to the learning outcomes and assessment methods.
2. Assessment results will be reviewed annually by the faculty and submitted to the University Requirements Curriculum Committee.
3. Modifications to the course and/or assessment plan will be based on the annual review.

Department Chair/School Director (or designee) Signature _____ Date 11-2014

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SYLLABUS
MATH 10771– Basic Mathematics Concepts I Plus
(5 credit hours)

Catalog Information:

This course is for students who have an ACT score of 22 or higher but do not attaint the 45-54 ALEX placement score required by the 4-credit course of Basic Mathematics Concepts I. This version of Concepts I offers "just in time" supplemental instruction and a slower pace to support the student in successfully achieving the course goals. These students will also study all the concepts of the regular Basic Mathematics Concepts course. These concepts include: Development of the real number system and its sub-systems (natural numbers, whole numbers, integers, rational numbers, irrational numbers), numeration systems, place value, logic, sets, number theory, open sentences and algebra concepts, modular arithmetic, and problem solving.

Pre-requisite:

An ACT score of 22 or higher

Text: *Mathematics for Elementary Teachers: A Contemporary Approach* by Musser, Peterson, & Burger
This course covers chapters 1-9 and Topics 1 and 2. No calculator is used in the course to encourage students to develop number sense. This NO CALCULATOR policy is also a requirement in the regular Math Concepts I course.

Topics:

- Logic and argument (4 days)
- Set theory (6 days)
- Place value in base ten and other bases (4 days)
- Operations with whole numbers (10 days)
    - Properties of operation
    - Algorithms
    - Models for operations
    - Order of operations
    - Operations in other bases
    - Exponents
- Number Theory (4 days)
- Integers (4 days)
    - Properties of operations
    - Models for operations
    - Algorithms for operations
- Clock and modular arithmetic (2 days)
- Rational numbers (7 days)
    - Fractions
    - Properties of operations
    - Models for operations
- Ratio, proportion, and percent (10 days)
- Irrational numbers (3 days)
    - Radicals
    - Rational exponents
- Real numbers (1 day)
- Problem Solving (4 days as primary focus; permeates course)
- Relations, functions, algebra (7 days)

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Tests: 5 days
Review for Tests: 5 days
Review for Final Exam: 1 day

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KENT STATE UNIVERSITY

Name: Katherine J Smith

Submission Date: 1/19/2015

Organization: Curriculum Services

Course Catalog Update

<< Go back to Course Catalog Update form

Print

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: Mark L. Lewis

Requested Effective Term: 201580

Campus: Kent

College: AS-Arts and Sciences

Department: MATH-Mathematical Sciences

Course Subject: MATH-Mathematics

Course Number: 10771

Course Title: Basic Mathematical Concepts I Plus

Title Abbreviation: Basic Math Concepts I Plus

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit / Maximum Credit: 5 to 5

Contact Hours: Lecture - Minimum Hours / Maximum Hours: 5 to 5

Contact Hours: Lab - Minimum Hours / Maximum Hours:

Contact Hours: Other - Minimum Hours / Maximum Hours:

Attributes

Is this course part of the LER, WIC or Diversity requirements: Yes

If yes, course attributes: 1. LMCR-LER-Mathematics and Critical Reasoning 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): Development of the real number system and its sub-systems, open sentences, numeration systems, modular arithmetic and some number theory concepts. Additional concepts covered: place value, logic, sets, and algebra concepts, modular arithmetic, and problem solving. This course has the same outcomes as MATH 14001. This course is for students who have an ACT score of 22 or higher but do not attain the 45-54 ALEX placement score required by the 4-credit course of Math 14001 Basic Mathematical Concepts I. Students cannot get credit for both this course and Math 14001. This course will fulfill any requirement which requires Math 14001.

Prerequisites (edited): (An ACT Math score of 22 or higher) or (an ALEKS Math score of 35 or higher) or (a C or better in Math 00022)

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description

4	Logic and argument
6	Set Theory
4	Place value in base ten and other bases
10	Operations with whole numbers o Properties of operation o Algorithms o Models for operations o Order of operations o Operations in other bases o Exponents
4	Number Theory
4	Integers o Properties of operations o Models for operations o Algorithms for operations
2	Clock and modular arithmetic
7	Rational numbers o Fractions o Properties of operations o Models for operations
10	Ratio, proportion, and percent
3	Irrational numbers o Radicals o Rational exponents
1	Real Numbers
4	Problem Solving
7	Relations, functions, algebra
5	Exams
4	Review for exams

Display/Hide Delimited Course Outline

Total Contact Hours: 75

Textbook(s) used in this course: Mathematics for Elementary Teachers: A Contemporary Approach by Musser, Peterson, & Burger This course covers chapters 1-9 and Topics 1 and 2.

Writing Expectations: Students will be expected to write on homework and exams.

Instructor(s) expected to teach: Rollick, Minerovic,

Instructor(s) contributing to content: Rollick

Proposal Summary

Explain the purpose for this proposal:

The state has changed its rules and now requires that any student scoring a 22 or higher on the Math ACT not be placed in a "remedial" math course. On the other hand, our evidence indicates that students who have ALEKS score below 45 will not perform well in Math 14001. This course provides the extra material needed so that such students can be successful and obtain the same outcomes as Math 14001.

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

NA

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

Students who test would have places in Math 00023 and needed Math 14001 will be placed in this course instead.

Explain how this proposal affects enrollment and staffing:

The enrollments in Math 00023 and Math 14001 will decline. Faculty teaching those courses will be diverted to teach this course. Should yield no net change in staffing.

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

All Colleges

Curriculum Services Information:

Approved by EPC:	**Curriculum Bulletin:**
Cross-list Banner Code:	**OBR Course Level:**
OBR Program Code:	**OBR Subsidy Code:**
CIP Code:	**Term Start:**
	Term End:

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Approve | Return To Previous Approver | Deny

Comments:

Date	User	Comment
11/13/2014	Mark L. Lewis	No comments available.

History:

Date	User	Status
12/15/2014	Donald F. Palmer	Approved
12/8/2014	Mary Ann Haley	Approved
11/20/2014	Andrew M. Tonge	Approved
11/13/2014	Mark L. Lewis	Submitted
11/4/2014	Andrew M. Tonge	Returned For Edit
11/3/2014	Mark L. Lewis	Initially Saved As Draft

Kent Core Course Proposal Questionnaire

Please review the Kent Core Policy Statement before completing and submitting the questionnaire to the University Requirements Curriculum Committee accompanied by a Course Catalog Update workflow and typical course syllabus.

Date: 11/5/2014

Department/School: Mathematical Sciences

Course ID: 10772 **Credit Hours:** 5

Course Title: Modelling Algebra Plus

Prerequisite(s): (Math ACT score of 22 or higher) or (ALEKS score of 35 or higher) or (C or better in Math 00022).

Select Kent Core Category:

- ☐ **Composition**
- ☒ **Mathematics and Critical Reasoning**
- ☐ **Humanities and Fine Arts**
  - ☐ **Humanities**
  - ☐ **Fine Arts**
- ☐ **Social Sciences**
- ☐ **Basic Sciences**
- ☐ **Additional**

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* (www.kent.edu/catalog/kent-core)**

   a. **Acquire critical thinking and problem-solving skills.**

   One primary objective of this course is problem solving.

   b. **Apply principles of effective written and oral communications.**

   Students will present written reports of their work.

   c. **Broaden their imagination and develop their creativity.**

   This course will expand the way students perceive the importance and utility of quantitative reasoning in situations that are of relevance to their future careers. Modelling problems arising from real-world situations will require creative interpretations.

   d. **Cultivate their natural curiosity and begin a lifelong pursuit of knowledge.**

   Success and positive experiences in this course will help break down the notion that mathematical sciences are not accessible or useful to the average person in everyday situations. This will lead students to expand the domains where they feel confident to pursue their natural curiosity and develop their knowledge.

   e. **Develop competencies and values vital to responsible uses of information and technology.**

   Familiarity with number facts is critical for understanding information in the modern

MATH 14

world.

f. **Engage in independent thinking, develop their own voice and vision and become informed, responsible citizens.**

Understanding number facts is often necessary to independently and critically evaluate information that is given a person.

g. **Improve their understanding of issues and behaviors concerning inclusion, community and tolerance.**

Not routinely covered in this course.

h. **Increase their awareness of ethical implications of their own and others' actions.**

Not routinely covered in this course.

i. **Integrate their major studies into the broader context of a liberal education.**

The use of algebra to model various situations arises in a number of contexts.

j. **Strengthen quantitative reasoning skills.**

This is a primary goal of the course.

k. **Understand basic concepts of the academic disciplines.**

The use of algebra to model various situations arises in a number of contexts.

2. **If this course is being proposed for the Composition category or the Mathematics and Critical Reasoning category, 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.)**

This course is intended for students to learn how to model real world problems mathematically and use algebra to solve those problems.

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.**

Algebra has its roots in antiquity. Algebra as a separate discipline emerged in the 16th century, and has been an object of research and study continuously since then.

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

Yes. Enrollments for Math 00023 and Math 11009 will decline as enrollments for this course increases.

5. **Has this course been offered previously?**

Currently being offered as Math 20095.

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?**

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Students taking this course will have the same outcomes as Math 11009 Modeling Algebra and that course fulfills the Kent Core. This course is open to students who are not prepared for Math 11009 and provides the background and extra time such students need to be successful with this material. Students will not be allowed to get credit for this course and for Math 11009. Students that have credit for one of Math 11010, Math 10774, or Math 10775 are not allowed to obtain credit for this course.

7. **Please complete and attach the Kent Core Learning Outcomes Assessment Plan, and attach a sample syllabus.**

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Kent Core Learning Outcomes Assessment Plan

Course number, title (credit hours): 10772, Modeling Algebra Plus (5 credit hours)

Department/School: Department of Mathematical Sciences Proposed Kent Core Category: Mathematics and critical reasoning

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?
Analyze a given set of real-world discrete data numerically and graphically and determine which of the elementary functions would be an appropriate mathematical model.	Develop mathematical thinking and communications skills by incorporating activities that will help all students progress in developing analytical, critical reasoning, problem-solving, and communication skills and acquiring mathematical habits of mind	Use a function model to analyze and interpret a situation described verbally or with data.	Solve problems in class and discuss theorems. Work with a group on projects and lab activities.	Each year, data from all sections will be collected and analyzed. We will report the total number of students assessed, and the achievement levels on homework, midterms and final.
With the aid of a spreadsheet, graphing calculator, or similar technology, students can construct a model that captures essential features of a situation described by discrete data	Approach problem solving with a willingness to try multiple approaches, persist in the face of difficulties, assess the correctness of solutions, explore examples, pose questions, and devise and test conjectures.	Compare and contrast characteristics (numeric, graphical, symbolic) of functions studied in the course: linear, quadratic, exponential, logarithmic, polynomial	Complete homeworks, lab write-ups, and group projects; pass midterm tests and a final exam.	

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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?
Analyze the algebraic structure and graph of a function, including those listed above to determine intercepts, domain, range, intervals on which the function is increasing, decreasing or constant, the vertex of a quadratic function, asymptotes, whether the function is one-to-one, whether the graph has symmetry (even/odd), etc., and given the graph of a function to determine possible algebraic definition.	Approach problem solving with a willingness to try multiple approaches, persist in the face of difficulties, assess the correctness of solutions, explore examples, pose questions, and devise and test conjectures.	Compare and contrast characteristics (numeric, graphical, symbolic) of functions studied in the course: linear, quadratic, exponential, logarithmic, polynomial.	Complete homeworks, lab write-ups, and group projects; pass midterm tests and a final exam.	
Solve many different problems related to the following functions: linear, quadratic, polynomial, exponential, rational, and logarithmic.	Read mathematics with understanding and communicate mathematical ideas with clarity and coherence through writing and speaking.	Master algebraic techniques and manipulations necessary for problem solving and modeling in this course	All activities in the course contribute to basic proficiency in quantitative reasoning.	

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ASSURANCES:

By submitting this proposal, we assure that:

1. The faculty members who teach this course have agreed to the learning outcomes and assessment methods.
2. Assessment results will be reviewed annually by the faculty and submitted to the University Requirements Curriculum Committee.
3. Modifications to the course and/or assessment plan will be based on the annual review.

Department Chair/School Director (or designee) Signature _____ Date 11-20-14

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SYLLABUS
Math 10772-Modeling Algebra Plus
(5 Credit Hours)

Text: Harshbarger & Yocco (2013). *College Algebra in Context with applications for the managerial, life, and social sciences,* 4th edition. New York: Addison Wesley

Review and Extension of Basic Skills (18 days)

- Medium level factoring techniques
  - Grouping
  - Special binomial forms
  - Quadratic from

- Equations and inequalities from function point of view –
  (Rule of Four- graphing, numerical, verbal, symbolic)
  - Quadratics, including Quadratic Formula and completing the square

- Problem solving

Rational Expressions and Functions (9 days)

- Simplify expressions
- Multiply and divide expressions
- Add and subtract expressions
- Rational equations
- Rational functions
  - Basic graphs
  - Domains
  - Modeling

General Properties of Functions (6 days)

- Real world scenarios focusing on interdependence between two variable quantities
- Increasing/decreasing
- Inputs/outputs; domain/range
- Interpreting and creating graphs
- Function notation
- Operations on functions
  - Addition, subtraction, multiplication
    - Graphical, numerical, symbolic

Linear Models (6 days)

- Slope in context: students can recognize in a data set or real world scenario when linear model is appropriate
- Review writing equations for lines – in context
- Piecewise linear functions:
  - Writing models
  - Sketching graphs

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Systems of Linear Equations (6 days)

- Systems of two equations in context
  - Writing models
  - Review algebraic solution
- Systems of three or four equations

Exponential and Logarithmic Models (15 days)

- Writing exponential models
  - Recognizing exponential vs. linear – in data tables and real world scenarios
  - Arbitrary bases
  - Base *e*
- Graphs of exponential functions
- Orders of magnitude as introduction to logarithms
- Modeling with logarithms: Richter scale and decibels
- Skills:
  - Evaluate logarithms using the definitions
  - Convert exponential equations to equivalent logarithmic equations and vice versa
  - Properties of logarithms
  - Solve exponential equations using logarithms
  - Solve logarithmic equations
- Graphs of logarithmic functions
- Inverse functions in context
  - relation between exponential and logarithmic functions
- Composition of functions

Polynomial Models (7 days)

- Quadratic functions in context
  - Review solutions by hand
    - zeros, maximum, minimum values
- Cubics and quartics
  - Regression equations on a calculator
- Polynomial division, synthetic division, Factor Theorem, finding real zeros

5 EXAMS 3 REVIEW DAYS

KENT STATE UNIVERSITY

Name: Katherine J Smith Submission Date: 1/19/2015

Organization: Curriculum Services

Course Catalog Update

<< Go back to Course Catalog Update form Print

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: Mark L. Lewis

Requested Effective Term: 201580

Campus: Kent

College: AS-Arts and Sciences

Department: MATH-Mathematical Sciences

Course Subject: MATH-Mathematics

Course Number: 10772

Course Title: Modeling Algebra Plus

Title Abbreviation: Modeling Algebra Plus

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit / Maximum Credit: 5 to 5

Contact Hours: Lecture - Minimum Hours / Maximum Hours: 5 to 5

Contact Hours: Lab - Minimum Hours / Maximum Hours:

Contact Hours: Other - Minimum Hours / Maximum Hours:

Attributes

Is this course part of the LER, WIC or Diversity requirements: Yes

If yes, course attributes: 1. LMCR-LER-Mathematics and Critical Reasoning 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): Study of algebra arising in the context of real-world applications, including linear, polynomial, exponential and logarithmic models. Includes a review of factoring and functions. Intended for students not planning to take calculus. No graduation credit for this course for students who have already passed MATH 11010. Students cannot get credit for both this course and Math 11009. This course has the same outcomes as MATH 11009. This course is intended for students who score 22 or higher on ACT Math, but do not have an ALEKS score of 45 or higher. The course will fulfill the any requirement for Math 11009.

Prerequisites (edited): (Math ACT score of 22 or higher) or (ALEKS score of 35 or higher) or (C or better in Math 00022).

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
18	Review and Extension of Basic Skills

9	Rational Expressions and Functions
6	General Properties of Functions
6	Linear Models
6	Systems of Linear Equations
15	Exponential and Logarithmic Models
7	Polynomial Models
5	Exams
3	Review

Display/Hide Delimited Course Outline

Total Contact Hours: 75

Textbook(s) used in this course: Harshbarger & Yocco (2013). College Algebra in Context with applications for the managerial, life, and social sciences, 4th edition. New York: Addison Wesley

Writing Expectations: Students will expect to write homework and exams.

Instructor(s) expected to teach: Mulqueeny, Sharp

Instructor(s) contributing to content: Tonge, Reed, Mulqueeny

Proposal Summary

Explain the purpose for this proposal:

State regulations do not allow students scoring 22 or higher on Math ACT to be placed in "remedial" courses. On the other hand, our data indicates that that students scoring below 45 on ALEKS are not successful in Math 11009. This course will cover the topices needed so such students can be successful. This course should have the same outcomes as Math 11009.

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

NA

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

Students currently placed in Math 00023 and needing Math 11009 would be placed in this course.

Explain how this proposal affects enrollment and staffing:

This course will lower the enrollments in Math 00023 and Math 11009. Instructors currently teaching those courses will be diverted to this course. Should have no net impact on staffing.

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

All Colleges

Curriculum Services Information:

Approved by EPC:	**Curriculum Bulletin:**
Cross-list Banner Code:	**OBR Course Level:**
OBR Program Code:	**OBR Subsidy Code:**
CIP Code:	**Term Start:**
	Term End:

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Approve | Return To Previous Approver | Deny

Comments:

Date	User	Comment
11/13/2014	Mark L. Lewis	No comments available.

History:

Date	User	Status
12/15/2014	Donald F. Palmer	Approved
12/8/2014	Mary Ann Haley	Approved
11/20/2014	Andrew M. Tonge	Approved
11/13/2014	Mark L. Lewis	Submitted
11/4/2014	Andrew M. Tonge	Returned For Edit
11/3/2014	Mark L. Lewis	Submitted

Kent Core Course Proposal Questionnaire

Please review the Kent Core Policy Statement before completing and submitting the questionnaire to the University Requirements Curriculum Committee accompanied by a Course Catalog Update workflow and typical course syllabus.

Date: 11/5/2014

Department/School: Mathematical Sciences

Course ID: 10774 **Credit Hours:** 3

Course Title: Algebra for Calculus Stretch II

Prerequisite(s): C or better in Math 10773 Algebra for Calculus Stretch I

Select Kent Core Category:

- ☐ **Composition**
- ☒ **Mathematics and Critical Reasoning**
- ☐ **Humanities and Fine Arts**
  - ☐ **Humanities**
  - ☐ **Fine Arts**
- ☐ **Social Sciences**
- ☐ **Basic Sciences**
- ☐ **Additional**

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* (www.kent.edu/catalog/kent-core)**

   a. **Acquire critical thinking and problem-solving skills.**

   One primary objective of this course is problem solving.

   b. **Apply principles of effective written and oral communications.**

   Students will present written reports of their work.

   c. **Broaden their imagination and develop their creativity.**

   This course will expand the way students perceive the importance and utility of quantitative reasoning in situations that are of relevance to their future careers.

   d. **Cultivate their natural curiosity and begin a lifelong pursuit of knowledge.**

   Success and positive experiences in this course will help break down the notion that mathematical sciences are not accessible or useful to the average person in everyday situations. This will lead students to expand the domains where they feel confident to pursue their natural curiosity and develop their knowledge.

   e. **Develop competencies and values vital to responsible uses of information and technology.**

   Familiarity with number facts is critical for understanding information in the modern world.

   f. **Engage in independent thinking, develop their own voice and vision and become**

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informed, responsible citizens.

Understanding number facts is often necessary to independently and critically evaluate information that is given a person.

g. **Improve their understanding of issues and behaviors concerning inclusion, community and tolerance.**

Not routinely covered in this course.

h. **Increase their awareness of ethical implications of their own and others' actions.**

Not routinely covered in this course.

i. **Integrate their major studies into the broader context of a liberal education.**

The use of algebra to model various situations arises in a number of contexts.

j. **Strengthen quantitative reasoning skills.**

This is a primary goal of the course.

k. **Understand basic concepts of the academic disciplines.**

The use of algebra to model various situations arises in a number of contexts.

2. **If this course is being proposed for the Composition category or the Mathematics and Critical Reasoning category, 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.)**

This course along with Math 10773 will prepare students who are planning to take calculus with the algebra background needed to be successful in calculus.

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.**

Algebra has its roots in antiquity. Algebra as a separate discipline emerged in the 16th century, and has been an object of research and study continuously since then.

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

Yes. Enrollments for Math 00023, Math 00024 and Math 11010 will decline as enrollments for this course increases.

5. **Has this course been offered previously?**

Currently being offered as Math 20095

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?**

Students taking this course (along with Math 10773) will have the same outcomes as Math 11010 Algebra for Calculus and that course fulfills the Kent Core. This course (along with Math 10773) is open to students who are not prepared for Math 11010 or Math

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10775 and provides the background and extra time such students need to be successful with this material. Students are not allowed to get credit for this course and for either Math 11010 or Math 10775.

7. **Please complete and attach the Kent Core Learning Outcomes Assessment Plan, and attach a sample syllabus.**

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Kent Core Learning Outcomes Assessment Plan

Course number, title (credit hours): 10774, Algebra for Calculus Stretch II (3 credit hours)

Department/School: Department of Mathematical Sciences Proposed Kent Core Category: Mathematics and critical reasoning

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?
Students will represent functions verbally, numerically, graphically and algebraically. Functions will include linear, quadratic, polynomial, rational, root/radical/power, piecewise-defined, exponential, and logarithmic.	Students will develop mathematical thinking and communication skills. They complete assignments that will develop analytical and critical reasoning, problem-solving, and mathematical habits of mind.	Students will learn to use a function model to analyze and interpret a situation described verbally or with data.	Students will solve problems and discuss theorems in class.	Each year, data from all sections will be collected and analyzed. We will report the total number of students assessed, and the achievement levels on homework assignments, and on midterm and final exams.
Students will perform operations on functions and transformations on the graphs of functions.	Students will learn to state problems carefully, modify problems when necessary to make them tractable, to articulate assumptions, to appreciate the value of precise definitions, to reason logically to conclusions, and to interpret results intelligently.	Students will learn to compare and contrast characteristics (numeric, graphical, symbolic) of functions studied in the course: linear, quadratic, exponential, logarithmic, and polynomial.	Students will complete homework assignments. They will take and pass midterm and final exams.	

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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?
Students will analyze the algebraic structure a function and then graph the function. For the functions listed above, students will determine intercepts, domain, range, intervals on which the function is increasing, decreasing or constant, the vertex of a quadratic function, asymptotes, whether the function is one-to-one, whether the graph has symmetry (even/odd), etc. Given the graph of a function, students will determine possible algebraic definitions.	Students will be taught to approach problem solving with a willingness to try multiple approaches, to persist in the face of difficulties, to assess the correctness of solutions, to explore examples, to pose questions, and to devise and test conjectures.	Students will learn how to find inverses of the functions listed above. They learn the relationship of the graph of a function to that of its inverse. They will solve a variety of equations and inequalities: including polynomial, rational, exponential, and logarithmic. They will also study functions arising in application problems.	All activities in the course will contribute to basic proficiency in the use of polynomial, rational, exponential, and logarithmic functions.	
Students will solve a variety of equations and inequalities; including polynomial, rational, exponential, and logarithmic. This will include those functions arising in application problems.	Students will learn to read mathematics with understanding and to communicate mathematical ideas with clarity and coherence through writing and speaking.	Students will learn to identify and express the conics (quadratic equations in two variables) in standard rectangular form. They will learn to graph the conics and solve applied problems involving the conics.		

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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 Andrew Nelson Date 11-20-14

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Syllabus

Math 10774-Algebra for Calculus Stretch II

Second Semester 45 days

Functions in General - 6 days

. Composition of functions
. Graphing techniques - quadratic, root, power, rational
o Symmetry
o Eve/odd functions
o Horizontal and vertical translations
o Vertical and horizontal stretches and compressions - non rigid transformations

Rational Expressions and Functions - 11 days

. Finding domains
. Simplifying
. Multiplying and Dividing
. Adding and Subtracting
. Rational Equations & applications
. Graphing rational functions
. Rational inequalities

Exponential and Logarithmic Functions - 15 days

. One to one functions
. Inverse functions
. Exponential functions - graphing and applications
. Logarithmic functions - graphing and applications
. Properties of logarithms
. Logarithmic equations
. Exponential equations
. Exponential applications

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Conic Sections - 6 days

. Distance formula
. Circles
. Ellipse
. Parabola
. Hyperbola

4 EXAMS 3 REVIEW DAYS

MATH
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KENT STATE UNIVERSITY

Name: Katherine J Smith Submission Date: 1/19/2015

Organization: Curriculum Services

Course Catalog Update

<< Go back to Course Catalog Update form Print

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: Mark L. Lewis

Requested Effective Term: 201580

Campus: Kent

College: AS-Arts and Sciences

Department: MATH-Mathematical Sciences

Course Subject: MATH-Mathematics

Course Number: 10774

Course Title: Algebra for Calculus Stretch II

Title Abbreviation: Algebra for Calculus Stretch 2

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit / Maximum Credit: 3 to 3

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

Contact Hours: Lab - Minimum Hours / Maximum Hours:

Contact Hours: Other - Minimum Hours / Maximum Hours:

Attributes

Is this course part of the LER, WIC or Diversity requirements: Yes

If yes, course attributes: 1. LMCR-LER-Mathematics and Critical Reasoning 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): Continuation of Math 10773. Rational expressions and functions, Exponential and Logarithmic functions, and Conic Sections. Cannot earn credit for this course if already has credit for Math 11011 or Math 12001. Cannot earn credit for this course and either Math 11010 or Math 10775. This course has the same outcomes as Math 11010. Completing this course fulfills any requirement of Math 11010.

Prerequisites (edited): C or better in Math 10773

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
6	Functions in General
11	Rational Expressions and Functions
15	Exponential and Logarithmic Functions

6	Conic Sections
4	Exams
3	Review

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: A custom edition of Beecher, Penna, Bittinger (2012). College Algebra, 4th edition. Pearson

Writing Expectations: Students will be expected to write homework and exams.

Instructor(s) expected to teach: Kellerman, Ruchotzke

Instructor(s) contributing to content: Kellerman

Proposal Summary

Explain the purpose for this proposal:

New state regulations do not allow students scoring 22 or higher on Math ACT to be placed in remedial courses. Our data shows that students scoring below 45 on ALEKS are highly likely to be unsuccessful in Math 11010. This course along with MATH 10773 provides the extra material needed for students to be successful.

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

NA

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

Students currently placed in Math 00023 that need Math 11010 will take MATH 10773 and this course in place of Math 00023, Math 00024, and Math 11010.

Explain how this proposal affects enrollment and staffing:

This will decrease enrollment in Math 00023 and Math 11010. We expect that the enrollment in Math 00024 will disappear entirely. Instructors currently teaching those courses will be diverted to teach this course. No net change on staffing.

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

All Colleges

Curriculum Services Information:

Approved by EPC:	**Curriculum Bulletin:**
Cross-list Banner Code:	**OBR Course Level:**
OBR Program Code:	**OBR Subsidy Code:**
CIP Code:	**Term Start:**
	Term End:

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Approve | Return To Previous Approver | Deny

Comments:

Date	User	Comment
11/21/2014	Mark L. Lewis	No comments available.

History:

Date	User	Status
12/15/2014	Donald F. Palmer	Approved
12/8/2014	Mary Ann Haley	Approved
11/21/2014	Andrew M. Tonge	Approved
11/21/2014	Mark L. Lewis	Submitted
11/20/2014	Andrew M. Tonge	Returned For Edit
11/13/2014	Mark L. Lewis	Submitted

Kent Core Course Proposal Questionnaire

Please review the Kent Core Policy Statement before completing and submitting the questionnaire to the University Requirements Curriculum Committee accompanied by a Course Catalog Update workflow and typical course syllabus.

Date: 11/5/2014

Department/School: Mathematical Sciences

Course ID: 10775 **Credit Hours:** 4

Course Title: Algebra for Calculus Plus

Prerequisite(s): ACT Math score of at least 22 and ALEKS score between 45 and 55

Select Kent Core Category:

- ☐ **Composition**
- ☒ **Mathematics and Critical Reasoning**
- ☐ **Humanities and Fine Arts**
  - ☐ **Humanities**
  - ☐ **Fine Arts**
- ☐ **Social Sciences**
- ☐ **Basic Sciences**
- ☐ **Additional**

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* (www.kent.edu/catalog/kent-core)**

   a. **Acquire critical thinking and problem-solving skills.**

   One primary objective of this course is problem solving.

   b. **Apply principles of effective written and oral communications.**

   Students will present written reports of their work.

   c. **Broaden their imagination and develop their creativity.**

   This course will expand the way students perceive the importance and utility of quantitative reasoning in situations that are of relevance to their future careers.

   d. **Cultivate their natural curiosity and begin a lifelong pursuit of knowledge.**

   Success and positive experiences in this course will help break down the notion that mathematical sciences are not accessible or useful to the average person in everyday situations. This will lead students to expand the domains where they feel confident to pursue their natural curiosity and develop their knowledge.

   e. **Develop competencies and values vital to responsible uses of information and technology.**

   Familiarity with number facts is critical for understanding information in the modern world.

   f. **Engage in independent thinking, develop their own voice and vision and become**

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informed, responsible citizens.

Understanding number facts is often necessary to independently and critically evaluate information that is given a person.

g. **Improve their understanding of issues and behaviors concerning inclusion, community and tolerance.**

Not routinely covered in this course.

h. **Increase their awareness of ethical implications of their own and others' actions.**

Not routinely covered in this course.

i. **Integrate their major studies into the broader context of a liberal education.**

The use of algebra to model various situations arises in a number of contexts.

j. **Strengthen quantitative reasoning skills.**

This is a primary goal of the course.

k. **Understand basic concepts of the academic disciplines.**

The use of algebra to model various situations arises in a number of contexts.

2. **If this course is being proposed for the Composition category or the Mathematics and Critical Reasoning category, 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.)**

This course will prepare students who are planning to take calculus with the algebra background needed to be successful in calculus.

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.**

Algebra has its roots in antiquity. Algebra as a separate discipline emerged in the 16th century, and has been an object of research and study continuously since then.

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

Yes. Enrollments for Math 00024 and Math 11010 will decline as enrollments for this course increases.

5. **Has this course been offered previously?**

Currently being offered as Math 20095

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?**

Students taking this course will have the same outcomes as Math 11010 Algebra for Calculus and that course fulfills the Kent Core. This course) is open to students who are not prepared for Math 11010 and provides the background and extra time such students

need to be successful with this material. Students are not allowed to get credit for this course and for either Math 11010 or Math 10774.

7. **Please complete and attach the Kent Core Learning Outcomes Assessment Plan, and attach a sample syllabus.**

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Kent Core Learning Outcomes Assessment Plan

Course number, title (credit hours): 10775, Algebra for Calculus Plus (4 credit hours)

Department/School: Department of Mathematical Sciences Proposed Kent Core Category: Mathematics and critical reasoning

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?
Students will represent functions verbally, numerically, graphically and algebraically. Functions will include linear, quadratic, polynomial, rational, root/radical/power, piecewise-defined, exponential, and logarithmic.	Students will develop mathematical thinking and communication skills. They complete assignments that will develop analytical and critical reasoning, problem-solving, and mathematical habits of mind.	Students will learn to use a function model to analyze and interpret a situation described verbally or with data.	Students will solve problems and discuss theorems in class.	Each year, data from all sections will be collected and analyzed. We will report the total number of students assessed, and the achievement levels on homework assignments, and on midterm and final exams.
Students will perform operations on functions and transformations on the graphs of functions.	Students will learn to state problems carefully, modify problems when necessary to make them tractable, to articulate assumptions, to appreciate the value of precise definitions, to reason logically to conclusions, and to interpret results intelligently.	Students will learn to compare and contrast characteristics (numeric, graphical, symbolic) of functions studied in the course: linear, quadratic, exponential, logarithmic, and polynomial.	Students will complete homework assignments. They will take and pass midterm and final exams.	

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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?
Students will analyze the algebraic structure a function and then graph the function. For the functions listed above, students will determine intercepts, domain, range, intervals on which the function is increasing, decreasing or constant, the vertex of a quadratic function, asymptotes, whether the function is one-to-one, whether the graph has symmetry (even/odd), etc. Given the graph of a function, students will determine possible algebraic definitions.	Students will be taught to approach problem solving with a willingness to try multiple approaches, to persist in the face of difficulties, to assess the correctness of solutions, to explore examples, to pose questions, and to devise and test conjectures.	Students will learn how to find inverses of the functions listed above. They learn the relationship of the graph of a function to that of its inverse. They will solve a variety of equations and inequalities: including polynomial, rational, exponential, and logarithmic. They will also study functions arising in application problems.	All activities in the course will contribute to basic proficiency in the use of polynomial, rational, exponential, and logarithmic functions.	
Students will solve a variety of equations and inequalities; including polynomial, rational, exponential, and logarithmic. This will include those functions arising in application problems.	Students will learn to read mathematics with understanding and to communicate mathematical ideas with clarity and coherence through writing and speaking.	Students will learn to identify and express the conics (quadratic equations in two variables) in standard rectangular form. They will learn to graph the conics and solve applied problems involving the conics.		

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ASSURANCES:

By submitting this proposal, we assure that:

1. The faculty members who teach this course have agreed to the learning outcomes and assessment methods.
2. Assessment results will be reviewed annually by the faculty and submitted to the University Requirements Curriculum Committee.
3. Modifications to the course and/or assessment plan will be based on the annual review.

Department Chair/School Director (or designee) Signature _____ Date 11-20-14

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SYLLABUS

MATH 10775- Algebra for Calculus Plus

Text: A custom edition of Beecher, Penna, Bittinger (2012). *College Algebra, 4th edition.* Pearson

60 days

Functions and Graphs - 10 days

- Definition and function notation; Reading function values from graphs
- Images, domain/range (in context and symbolically)
- Increasing/decreasing;
- Piecewise functions
- Operations on functions
    - Adding and subtracting – graphical, numeric, symbolic
    - Multiplying functions – graphical, numeric, symbolic
- Modeling with linear functions
- Composition of functions
- Graphing techniques – quadratic, root, power, rational
    - Symmetry
    - Eve/odd functions
    - Horizontal and vertical translations
    - Vertical and horizontal stretches and compressions – non rigid transformations

Intermediate and advanced factoring -- negative and rational exponents 5 days

- Grouping
- Quadratic form
- GCF with negative and fractional exponents
- Binomial common factors

Quadratic Functions – 6 days

- Graphing a pure quadratic; graphing pure power functions
- Completing the square
- Quadratic formula
- Non-real zeros/complex numbers
- Max and Min values
- Modeling with Quadratic Functions

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44

Polynomial and Rational Functions – 9 days

- Graphing polynomial and rational functions
- Synthetic Division/Remainder Theorem/Factor Theorem
- Finding zeros of polynomials and rational functions
- Solving polynomial and rational inequalities

Exponential and Logarithmic Functions – 13 days

- One to one functions
- Inverse functions
- Exponential functions – graphing and applications
- Logarithmic functions – graphing and applications
- Properties of logarithms
- Logarithmic equations
- Exponential equations
- Exponential applications

Conic Sections, Sequences and Series – 10 days

- Distance formula
- Circles
- Ellipse
- Parabola
- Hyperbola
- Sequences – recursive and explicit
- Summation notation and partial sums
- Arithmetic and geometric sequences and series.

5 EXAM DAYS 2 REVIEW DAYS

60 DAYS TOTAL

MATH
4-5

KENT STATE UNIVERSITY

Name: Katherine J Smith

Submission Date: 1/19/2015

Organization: Curriculum Services

Course Catalog Update

<< Go back to Course Catalog Update form

Print

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: Mark L. Lewis

Requested Effective Term: 201580

Campus: Kent

College: AS-Arts and Sciences

Department: MATH-Mathematical Sciences

Course Subject: MATH-Mathematics

Course Number: 10775

Course Title: Algebra for Calculus Plus

Title Abbreviation: Algebra for Calculus Plus

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit / Maximum Credit: 4 to 4

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

Contact Hours: Lab - Minimum Hours / Maximum Hours:

Contact Hours: Other - Minimum Hours / Maximum Hours:

Attributes

Is this course part of the LER, WIC or Diversity requirements: Yes

If yes, course attributes: 1. LMCR-LER-Mathematics and Critical Reasoning 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): Study of elementary functions and graphs, including polynomial, exponential and logarithmic functions, complex numbers; conic sections; arithmetic and geometric sequences. In addition: Factoring, negative and rational exponents, and quadratic functions are covered. This class has the same outcomes as Math 11010. No credit earned for this course if student earned credit for MATH 12001. Students cannot earn credit for this class and either Math 11010 or Math 10774. This is for students who have an ACT Math score of at least 22 and ALEKS score between 45 and 55. This class will fulfill any requirement of Math 11010.

Prerequisites (edited): (C or better in Math 00023) or (ALEKS Math placement score of 45)

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
10	Functions and Graphs

5	Intermediate and Advanced Factoring
6	Quadratic Functions
9	Polynomial and Rational Functions
13	Exponential and Logarithmic Functions
10	Conic Sections, Sequences and Series
5	Exams
2	Review

Display/Hide Delimited Course Outline

Total Contact Hours: 60

Textbook(s) used in this course: A custom edition of Beecher, Penna, Bittinger (2012). College Algebra, 4th edition. Pearson

Writing Expectations: Students will be expected to write homework and exams.

Instructor(s) expected to teach: Reed, Laux

Instructor(s) contributing to content: Reed

Proposal Summary

Explain the purpose for this proposal:

New state regulations do not allow students who have a Math ACT score of 22 or higher to be placed in a "remedial" math class. However, our experience is that students who have an ALETKS placement score of 55 or less are not successful in Math 11010. This course provides the additional material needed so that students scoring 45 or higher on ALEKS can be successful and meet the same outcomes as Math 11010.

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

Students needing Math 11010 that would have been placed in Math 00024 will take this course instead of Math 00024 and Math 11010.

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

Students needing Math 11010 that would have been placed in Math 00024 will take this course instead of Math 00024 and Math 11010.

Explain how this proposal affects enrollment and staffing:

This proposal will probably cause the enrollment for Math 00024 and will cause the enrollment of Math 11010 to drop. The instructors currently teaching those classes will teach this class, so there should be no net change in staffing.

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

All Colleges

Curriculum Services Information:

Approved by EPC:	**Curriculum Bulletin:**
Cross-list Banner Code:	**OBR Course Level:**
OBR Program Code:	**OBR Subsidy Code:**
CIP Code:	**Term Start:**
	Term End:

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Approve | Return To Previous Approver | Deny

Comments:

Date	User	Comment
11/13/2014	Mark L. Lewis	No comments available.

History:

Date	User	Status
12/15/2014	Donald F. Palmer	Approved
12/8/2014	Mary Ann Haley	Approved
11/20/2014	Andrew M. Tonge	Approved
11/13/2014	Mark L. Lewis	Submitted

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **14-Aug-14** Curriculum Bulletin _____

Effective Date **Fall 2014** Approved by EPC _____

Department **Office of Experiential Education and Civic Engagement**

College **US - Undergraduate Studies**

Proposal **Revise Policy**

Proposal Name **ELR: Non-Course Activity Approval**

Description of proposal:

The Office of Experiential Education and Civic Engagement (OEECE) propose a policy revison to ensure that students seeking to fulfill the Experiential Learning Requirement (ELR) have an easily accessible path to completion:

Non-Course Activity Approval:
(a) The Dean of Undergraduate Studies will be authorized to approve Non-Course Activity Applications of students enrolled in Undergraduate Studies and those enrolled in disciplines outside of Undergraduate Studies.
(b) Any full-time faculty member will be authorized to approve and supervise Non-Course Activity applications. The full-time faculty members need not have an appointment in the student's major department.

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

The Dean of Undergraduate Studies and full-time faculty members will be authorized to approve Non-Course Activity applications of students in any major. Authorizing the Dean of Undergraduate Studies and full-time faculty members to approve Non-Course Activities would reduce barriers to degree completion and expedite the application process for students.

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

Office of Global Education, Curriculum Services, Office of the Registrar, URCC, and Faculty Senate Executive Committee.

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 a Policy
Experiential Learning Requirement (ELR):
Non-Course Activity Approval and Study Abroad Automatic Course Designation

Subject Specification:

The Office of Experiential Education and Civic Engagement (OEECE) propose two policy revisions designed to ensure that students seeking to fulfill the Experiential Learning Requirement (ELR) have an easily accessible path to completion. Two policy revisions are proposed:

1. *Study Abroad Course*: Study Abroad Courses OIA 10095 and NSE 10095 will receive automatic ELR designation.

2. *Non-Course Activity Approval*: **a)** The Dean of Undergraduate Studies will be authorized to approve Non-Course Activity Applications of students enrolled in Undergraduate Studies and those enrolled in disciplines outside of Undergraduate Studies. **b)** Any full-time faculty member will be authorized to approve and supervise Non-Course Activity Applications. The full-time faculty members need not have an appointment in the student's major department.

Background Information:

<u>Study Abroad Course Designation</u>

1. It is recommended that Study Abroad course numbers OIA 10095 and NSE 10095 receive automatic ELR designation.

The Experiential Learning Requirement (ELR) proposal approved by Faculty Senate in Spring of 2011 recognized five general categories of ELR: civic engagement, creative/artistic activities, practical experiences, undergraduate research, and study abroad/away. The ELR guidelines describe study abroad/away as "activities enable[ing] 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." Early implementation of the ELR revealed that numerous courses by nature, engage students beyond the classroom environment, allow for practical application of knowledge, and include reflective strategies to asses learning. The proposed Study Abroad courses have like-and-similar characteristics to those described above. Currently, over 100 students participate in Study Abroad annually and could benefit from a seamless path to completing their ELR.

Curriculum Services will place ELR attributes on Study Abroad course numbers Geneva courses OIA10095 and National Student Exchange NSE 10095. Once in the Banner system, the courses can be pulled into the GPS degree audit. The degree audit will be coded to allow the OIA 10095 and NSE 10095 courses to satisfy the ELR.

<u>Non-Course Activity Approval</u>

2. The Dean of Undergraduate Studies and full-time faculty members will be authorized to approve Non-Course Activity applications of students from any major.

On July 2, 2014 the Executive Committee of Faculty Senate met with The Provost and Interim Dean of Undergraduate Studies to discuss avenues to reduce barriers to ELR completion. The results of the discussion rendered policy recommendations that would facilitate completion of Non-Course Activity options and expedite the Non-Course Activity approval process.

<u>Non-Course Activity Approval Routing</u>

A student who seeks to fulfill the ELR through a non-course option may seek guidance in identifying an activity from a faculty member and/or the OEECE. A student must complete a Non-Course Activity application and submit it to a full-time faculty member or OEECE for review. If the application is deemed acceptable, a signature of approval will be obtained from a full-time supervising faculty member or Dean of Undergraduate Studies.

Non-Course Activity Registration and Notification

To facilitate early tracking and notification of student applicants, OEECE will send notification of application approval to the student, supervising faculty member, and designee in the student's college.

Non-Course Activity Completion Process

Upon completion of the activity, the student will sign the Non-Course Activity Completion Form and obtain confirmation signatures from the site supervisor, supervising faculty member, and submit it to OEECE for processing. OEECE will notify the student, supervising faculty member, designee in the student's college, and the Office of the Registrar for acknowledgement on the student's transcript.

Alternatives and Consequences:

The alternative to not providing automatic designation to Study Abroad courses is that participating students will need to seek additional means of fulfilling the ELR. Consequently, students may spend more time and costs associated with an additional course or Non-course Activity enrollment.

The alternative to not authorizing full-time faculty members and the Dean of Undergraduate Studies to approve Non-Course Activity experiences is that students may only seek ELR approval from faculty members teaching in their program major. As a consequence, faculty member availability may fall short of student needs and demand. Thus, there is a potential risk of delaying ELR enrollment and progress toward degree completion.

Specific Recommendation and Justification:

1. The recommendation is to provide automatic ELR designation to Study Abroad courses. Early recognition of how courses such as student teaching, practicum, internships, and clinicals by nature, meet the spirit and standards of experiential learning resulted in automatic ELR designation of these courses.Study Abroad courses sponsored through the Office of Global Education also meet the spirit and standards of experiential learning. For example, students may spend between two-weeks to one year immersed in learning from and within diverse cultural environments, apply knowledge and skills in different contexts, and reflect on the meaning of the experience.

2. It is also recommended that full-time faculty members and the Dean of Undergraduate Studies are authorized to approve Non-Course Activity applications of students enrolled in any major program of study. Current policy language states: "students must obtain prior approval from their program faculty for the experience." Authorizing the Dean of Undergraduate Studies and full-time faculty members to approve Non-Course Activities would reduce barriers to completion and ease the application process for students.

Timetable and Actions Required:

- Identification of Study Abroad courses by the Office of Global Education (August, 2014)
- Approval of Study Abroad courses by URCC (September, 2014)
- Approval of Study Abroad courses by EPC (October, 2014)
- Approval of Study Abroad courses by Faculty Senate (November, 2014)
- Implementation (Fall 2015)
- Approval to authorize the Dean of Undergraduate Studies and full-time faculty members to approve Non-Course Activity applications of students enrolled in any disciplinary major (September, 2014)
    - Implementation (Fall 2014)

Experiential Learning Requirement (ELR)
Non-Course Activity Policy Statement

1. The Executive Committee of the Faculty Senate has proposed a change in Non-Course ELR policy. To ensure a meaningful path to meet the Experiential Leaning Requirement (ELR):

    a. The Dean of Undergraduate Studies will be authorized to approve Non-Course Activity Applications of students enrolled in Undergraduate Studies and those enrolled in disciplines outside of Undergraduate Studies. The Office of Experiential Education Civic Engagement (OEECE) will serve as the Non-Course Activity supervisor. The Non-Course Activity Application is housed in the OEECE and on the website.
    b. Any full-time faculty member will be authorized to approve and supervise Non-Course Activity Applications. The full-time faculty member need not have an appointment in the student's major department and therefore can approve student applications from other disciplines.

2. The policy change will impact the ELR in the following ways:

    - Ensure meaningful experiences by supporting non-course activities of interest to students.
    - Reduce roadblocks to ELR completion, particularly in units that may not have course-based options built into the roadmap.
    - Minimize the risk of delaying students' progress to degree completion.

Approval Routing and Processing of the Non-Course Activity Application

1. A student who seeks to fulfill the ELR through a non-course option will obtain a Non-Course Activity Application from the Office of Experiential Education Civic Engagement (OEECE) website or office. Non-course Activity application can be processed in paper form or online.

2. The Non-Course Activity Application will be submitted to a full-time faculty member or to the OEECE for review.

3. If the application is deemed acceptable, a signature of approval will be obtained from the full-time supervising faculty member or Dean of Undergraduate Studies and site supervisor (if applicable).

4. To facilitate early tracking, OEECE will send approval notification and Non-Course Activity instructions to the student, supervising faculty member, unit designee in the student's college, and site supervisor (if applicable).

5. Upon completion of the activity, the student will sign the Non-Course Activity Completion Form and obtain confirmation signatures from the site supervisor and supervising faculty member or designee of the Dean of Undergraduate Studies and submit it to OEECE for processing.

6. OEECE will notify the student, supervising faculty member, unit designee in the student's college, and the Office of the Registrar for acknowledgement on the student's transcript.

7. The Office of the Registrar will forward notification of ELR transcript acknowledgement to the student, supervising faculty member or unit designee in the student's college, and OEECE.

KENT STATE UNIVERSITY

EXPERIENTIAL LEARNING REQUIREMENT (ELR) NON-COURSE ACTIVITY STUDENT APPLICATION

(Access forms at http://www.kent.edu/oeece)

Application Instructions:

1. A student who seeks to fulfill the ELR through a non-course option must complete a Non-Course Activity Application and obtain signatures of approval from a full-time faculty member or from the Dean of Undergraduate Studies. To obtain approval from the Dean of Undergraduate studies, students should submit a completed application to the Office of Experiential Education and Civic Engagement (OEECE). Applications may be submitted in paper form or online.

2. Upon approval of the Non-Course Activity Application, the student may register for the activity after submitting the application and a $25 registration fee to the Office of Continuing and Distance Education (OCDE) located at 120 North Lincoln, Kent Ohio, 44242.

    a. If a non-course activity is approved, the student will be responsible for completing 45 hours of activities and/or assignments as agreed upon with the faculty member or designee of the dean of Undergraduate Studies, site supervisor, and student.
    b. The student may be engaged in a variety of activities and/or assignments including but not limited to: direct service related to organization's mission, tutoring, developing artistic pieces, program planning, community outreach, conducting research, presenting at public forums, marketing, and environmental cleanup to name a few. A final reflection of the experience is required and can be presented in a variety of ways (i.e., through a student journal, portfolio, formal writing assignment, assigned readings, a class presentation, or a combination of any of these).
    c. The student should consult with the supervising faculty member or designee of Dean of Undergraduate Studies to discuss a preferred format for the final reflection.

3. Upon completion of the activity, the student will sign the Non-Course Activity Completion Form, obtain confirmation signatures from the site supervisor and supervising faculty member or Dean of Undergraduate Studies, and submit the form to the Office of Continuing and Distance Education (OCDE) for processing.

4. OCDE will send notification of Non-Course Activity completions to the Office of Experiential Education and Civic Engagement.

5. OEECE will notify student, faculty, student's college, and the Office of the Registrar for acknowledgement on the student's transcript.

KENT STATE UNIVERSITY

EXPERIENTIAL LEARNING REQUIREMENT (ELR) NON-COURSE ACTIVITY STUDENT APPLICATION

(Access forms at http://www.kent.edu/oeece)

Thank you for choosing the ELR Non-Course Activity to satisfy your Experiential Learning Requirement for graduation. The ELR Non-Course Activity satisfies the Experiential Learning Requirement through hands-on experiences that promote academic relevance, meaning, and an understanding of real-world issues. Experiences may include Alternative Spring Break trips, immersion trips, and significant leadership roles to name a few.

Please fill in the details below to complete the application.

Student Name:_____Kent State ID: **8**_____

Phone Number:_____E-mail Address:_____@kent.edu____

College: _____ Major:_____ Student Class (ie., freshman –Senior) _____

Supervising Faculty Member:_____E-mail Address:_____

Activity Beginning Date:_____**End Date:**_____

Experiential Learning Activity Title:_____

Site Supervisor (if applicable)

Name:_____Title:_____

Organization:_____Phone Number:_____

E-mail Address:_____

Street Address:_____

City:_____State:_____Zip Code:_____Country:_____

Organization/agency information:

1. Identify the organization/agency you would like to serve and briefly describe its mission and work.

_____
_____
_____

2. Explain why you selected this organization/agency as an engagement site and describe how you will be involved.

_____
_____
_____

3. Answer the questions below to describe how you would like to grow academically, professionally, and personally from this experience.

a. What academic coursework have you done that relates to this experience? What specialized knowledge would you like to gain? What activities will you perform to help you gain the knowledge you desire?

_____
_____
_____

b. What professional skills would you like to develop through this experience? What activities will you perform to help you develop the skills you desire? What career insights do you want to gain?

_____
_____
_____

c. How does the experience relate to your personal values and beliefs? How would you like to personally grow from this experience? What activities will you perform to support your personal growth?

_____
_____
_____

Note** Make sure that your role with the organization/agency are agreed upon with your site supervisor and faculty member. Be sure that you have enough knowledge, skill, time, and freedom to accomplish your objectives.

Approval Routing:

1. _____
Student Signature Date

2. _____
Site Supervisor Signature Date

3. _____
Supervising Faculty Member Signature Date

or

_____
Dean of Undergraduate Studies Signature Date

KENT STATE UNIVERSITY

EXPERIENTIAL LEARNING REQUIREMENT (ELR) NON-COURSE ACTIVITY COMPLETION FORM

(Access forms at http://www.kent.edu/oeece)

Instructions: Upon completion of the activity, the student will complete the fields below, sign the form, and obtain confirmation signatures from the site supervisor and supervising faculty member. The signed form will be submitted to the Office of Continuing and Distance Education (OCDE) for processing.

Student Name:_____Kent State ID: **8**_____

Phone Number:_____E-mail Address:_____@kent.edu____

Permanent Address:_____

Current Address:_____

College: _____ Major:_____

Supervising Faculty Member:_____E-mail Address:_____

Site Supervisor Name:_____Title:_____

Organization:_____Phone Number:_____

City:_____State:_____Zip Code:_____Country:_____

Activity Beginning Date:_____**End Date:**_____

****

ELR Non-Course Activity Completion Approval Section (Upon completion of this activity the supervisors and student must sign below.):

Did the student fulfill the requirements identified in the ELR Non-Course Application?

___Yes ___No *Completion Date* _____

_____	_____	_____
Supervising Faculty Member or designee of US Dean Signature	*Site Supervisor Signature*	*Student Signature*

Ohio | Board of Regents
University System of Ohio

John R. Kasich, Governor
John Carey, Chancellor

Request for Approval

Submitted by
Kent State University

Establishment of a Bachelor of Science Degree in Aerospace Engineering

Date to come

KENT STATE UNIVERSITY

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REQUEST

Date of submission: *date to come*

Name of institution: Kent State University

Degree/degree program title: Aerospace Engineering major within Bachelor of Science degree

Primary institutional contact for the request

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

Delivery site(s): Kent Campus

Date that the request was approved by the institution's governing board:
Approved by the Kent State University Faculty Senate on *date to come*, and the Board of Trustees on *date to come*.

Proposed start date: Fall 2015

Date Institution established: 1910

Institution's programs: Degree programs at the associate, bachelor's, master's, post-master's, doctoral levels; undergraduate and graduate certificates (total 325 majors in 44 degrees and 61 certificates as of fall 2014)

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 an Aerospace Engineering major within the Bachelor of Science degree, to be administered by the university's College of Applied Engineering, Sustainability and Technology on the Kent Campus. In recent years, the college has evolved and grown in its mission to enhance technological literacy, education and training essential to the socio-economic well-being and workforce development of the state of Ohio, in general and Northeast Ohio, in particular.

With 1,179students (fall 2014 15th day enrollment), the College of Applied Engineering, Sustainability and Technology offers baccalaureate programs in aeronautics, technology, applied engineering and construction management; numerous undergraduate minors, including sustainability, aircraft dispatch, aviation weather and unmanned aircraft systems; and the Master of Technology degree. The college recently relocated to a new state-of-the-art academic home on the Kent Campus, encompassing 55,000 square feet.

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's accreditation was reaffirmed by the North Central Association Higher Learning Commission on *January date to come*.

2.3 Notification of appropriate agencies

Provide a statement indicating that the appropriate agencies (e.g., regional accreditors, specialized accreditors, state agencies, etc.) have been notified of the institution's request for authorization of the new program. Provide documentation of the notification as an appendix item.

Notification to the Higher Learning Commission is in Appendix A. Kent State will seek accreditation through ABET (formerly Accreditation Board for Engineering and Technology) and will begin the process after establishment of the program is approved by the Ohio Board of Regents and the Higher Learning Commission.

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 division organizational structure can be found at www.kent.edu/president/organizational-charts

SECTION 4: ACADEMIC LEADERSHIP—PROGRAM

4.1 Organizational structure

Describe the organizational structure of the proposed program. In your response, indicate the unit that the program will be housed within and how that unit fits within the context of the overall institutional structure. Further, describe the reporting hierarchy of the administration, faculty, and staff for the proposed program.

Kent State's College of Applied Engineering, Sustainability and Technology functions as one organizational unit with three separate and distinct program areas (aeronautics, applied engineering and construction management); each program area is led by either a program director or a coordinator. The proposed Aerospace Engineering degree program will reside in the aeronautics program area under the leadership of the aeronautics senior program director. See Appendix B for an organizational chart of this program area within the college.

Provide the title of the lead administrator for the proposed program and a brief description of the individual's duties and responsibilities. Describe the qualifications of this individual for the oversight of a distance education program. Include this individual's CV/resume as an appendix item.

The lead administrator is Senior Academic Program Director Maureen McFarland. Characteristic duties and responsibilities include, but are not limited to, directing the administrative, instructional, operational and technological aspects of the aeronautics program; establishing and/or revising components of the aeronautics program; managing the aeronautics program budget; advising and counseling students and/or program clients; creating, implementing and overseeing the academic schedule; working with faculty in the assignment of academic load; hiring of part-time faculty; and coordinating marketing activities for assigned program. See Appendix C for Ms. McFarland's curriculum vitae.

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.

Two committees—the Aeronautics Advisory Committee and the College Industry Advisory Board—have supported the development and maintenance of the proposed aerospace engineering program. Members of both have two-year appointments and hold meetings twice a year.

Aeronautics Advisory Committee

Name	Title/Company
Robert Bianco	Chief Engineer, United Technologies Aerospace Systems
Donald Cassaniti	Special Projects Manager, Cleveland Air Traffic Control Tower/TRACON, FAA
Clark Earick	General Manager and Vice President, Corporate Strategy, Delta Private Jets
Michael Heil	President and Chief Executive Officer, Ohio Aerospace Institute
Linell Homentosky	Airport Planner, AECOM
Mark Zuranski	Chief Pilot, Eaton Corporation
Donata Ziedins	Manager of Human Factors, United Airlines

CAEST Industry Advisory Board

Name	Title/Company
Chris Bauer, Capt	President and Chief Executive Officer, Hughes Aerospace Corp.
Robert Bianco	Chief Engineer, United Technologies Aerospace Systems
David DuBois	Principal, The Social Design Group
Charles Ducey	Executive Vice President (retired), Diebold
Steve Eisenbrown	Rockwell Automation (retired)
David J. Enzerra	President, The Lubrizol Foundation
Aaron Hall	Executive Director, Mechanical Contractors Associate of Akron Inc
Jane Harf	Director, University Clean Energy Alliance of Ohio
Rachel Heidenreich	Vice President, Engineering Services, Rockwell Automation
David Mayewski	Business Development Leader, Rockwell Automation
Dennis McGavis	Director, Global Environment Health and Safety, Goodyear
David E. Nash	Director, Corporate Sustainability Network
Frank Natoli	Executive Vice President and Chief Innovation Officer, Diebold
Anthony Rohloff	Founding Partner, Premier Flight Academy, Ltd
Mark D. Saban	Managing Partner, ALPHA Performance Group, LLC
Fred S. Szabo	Commissioner, Cleveland International Airport
David Woodyard	Manager, Global Sustainability, Goodyear
Sharon Can Zeeland	Vice President, Business Development, Fairmount Minerals

4.2 Program development

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

This request is part of the Kent State University's vision to become a premier Carnegie Foundation Tier One Research University.

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.

Technology trends in aerospace engineering are shifting toward increasing the sustainability, safety and reliability of current airframes while minimizing their environmental impact. The proliferation of unmanned aerial systems (UAS) over the past decade has affected the aerospace industry in a way never before anticipated or imagined. Although government dominance has declined in recent years, the rise of the commercial space and UAS industries is expected to translate to a growth rate of 4,000 new jobs in the U.S. between 2010 and 2020.

The emergence of the UAS industry contributes to the greater demand for aerospace engineers within the state. Ohio recently partnered with Indiana to designate an Unmanned Aerial Systems Test Center near Dayton, with the hopes of becoming one of the FAA's UAS Unmanned Aerial Systems Test Centers. With the requirements to integrate unmanned aerial systems into the National Airspace System as part of the 2012 FAA Reauthorization Act, an aerospace engineering curriculum at Kent State University, combined with its already established and recognized programs in air traffic control and aeronautics systems engineering technology (concentrations within the Aeronautics major), would be poised to play a significant role in these aerospace milestones.

Ohio ranks fourth across the country for the highest employment level of aerospace engineers, and 10th nationwide for the highest concentration of aerospace engineering jobs and location quotients[1].

Ohio Region	Employment	Employment per 1000 jobs	Location quotient[2]	Annual mean wage
Dayton	1,450	3.94	7.31	$105,760
Cleveland, Elyria, Mentor	590	0.58	1.08	$106,000
Cincinnati-Middletown, OH-KY-IN	110	0.110	1.39	$62,000

There are no public universities in Northeast Ohio offering an ABET-accredited aerospace engineering degree program. There are only two publically-assisted, ABET-accredited aerospace engineering programs state-wide, at the University of Cincinnati and Ohio State University[3].

Case Western Reserve University offers an ABET-accredited undergraduate aerospace engineering program; however, the annual tuition to attend Case Western is $42,766[4]. Kent State University's annual tuition of $10,012[5] is much more affordable, thereby making the pursuit of an undergraduate degree in aerospace engineering more accessible to Ohioans in the Northeast region.

The base infrastructure for the proposed Aerospace Engineering major is already in place through the existing aeronautical systems engineering technology concentration in the BS Aeronautics major. The Aerospace Engineering major will use several courses offered in the aeronautics program (such as aircraft design, advanced aerospace propulsion and advanced aerodynamics). Kent State will continue to offer the Aeronautics major–Aeronautical Systems Engineering Technology concentration as the program prepares students for careers in the applied and systems engineering fields. In contrast, the proposed Aerospace Engineering major will provide students with a more theoretical, scientific calculus-based approach to the discipline.

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 opportunities for collaboration in this technology and manufacturing corridor of the state are significant. The Federal Government maintains a strong aerospace presence in Cleveland with the NASA Glenn Research Center. Numerous large industries such as Parker Aerospace, Timkin, Eaton and Materion are headquartered in Northeast Ohio.

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[1] Aerospace Engineers Occupational Employment and Wages (May 2013), Bureau of Labor Statistics, U.S. Department of Labor. Retrieved from www.bls.gov/oes/current/oes172011.htm.
[2] The location quotient is the ratio of the area concentration of employment to the national average concentration. A location quotient greater than one indicates the occupation has a higher share of employment than average, and a location quotient less than one indicates the occupation is less prevalent in the area than average.
[3] The University of Dayton offers an ABET-accredited mechanical engineering undergraduate major that includes a concentration in aerospace engineering.
[4] Case Western Reserve University, *Tuition and Fees: Fall 2014-Spring 2015*. Retrieved from www.cwru.edu/studentaccounts/tuition-fees/undergraduate-tuition-fees.
[5] Kent State University, *Tuition and Fees (2014-2015)*. Retrieved from www.kent.edu/bursar/tuition-and-fees.

Kent State University already has an established relationship with many of these organizations and secured internships for several of its students. Implementing the aerospace engineering curriculum at Kent State will allow the region to capitalize on and strengthen these existing relationships, enhancing their own ties to the region by developing and mentoring competent engineers, a majority of whom come from Northeast Ohio. Letters of support from these industries for the proposed degree program are in Appendix D.

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 aerospace engineering program was developed in alignment and accordance with the standards of ABET. Kent State plans to pursue programmatic accreditation for the aerospace engineering program; as per ABET guidelines, this cannot be done until the first class of aerospace engineering students graduates. An accreditation site visit will be requested for the fall of 2019. If accreditation is granted, the first graduating class (those who graduated in the spring of 2019) will be covered by the accreditation.

4.3 Collaboration with other Ohio institutions

Indicate whether any USO institutions within a 30-mile radius of your institution offer 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.

At present, there are no OSU institutions in Northeast Ohio offering a bachelor's degree in aerospace engineering. The closest institution to the Kent Campus with an ABET-accredited aerospace engineering program is the private Case Western Reserve University.

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.

Kent State has reached out to Cleveland State University to discuss collaboration. However, at this time, the proposed program will be delivered entirely by Kent State.

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 admission criteria for the Aerospace Engineering major are in line with selective-admission programs at Kent State. Admission requires a minimum 3.000 high school GPA, a minimum ACT 24 composite score (minimum ACT subscores of both 24 in English and math), a minimum SAT 1700 composite score (mathematics, criterial reasoning and writing), and the

capability of being placed directly into MATH 12002 Analytic Geometry and Calculus I (or its equivalent). Students who do not meet these requirements may apply for admission to the aeronautical systems engineering technology concentration within the Aeronautics major and apply for transfer into the Aerospace Engineering major at the conclusion of their freshman year; admissions at that time will require a minimum 3.200 cumulative Kent State GPA and a minimum B grade in MATH 12002 Analytic Geometry and Calculus I and PHY 23101 General University Physics I.

Transfer students who wish to be admitted to the Aerospace Engineering program must have completed a minimum 12 semester hours in college-level coursework with a minimum 3.2 cumulative GPA and have earned a minimum B grade in MATH 12002 Analytic Geometry and Calculus I and PHY 23101 General University Physics I (or their equivalents).

Transfer applicants who have completed less than 12 semester hours of college-level coursework will be evaluated on both collegiate and high school records and must submit a final high school transcript and an ACT or SAT score.

Describe the transfer credit policies for the proposed program, including the use of credit transfer review committees and the maximum number of hours that can be transferred into the program. In your response, specifically address the credit that may be transferred 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).

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. Once the Aerospace Engineering major is approved and offered, Kent State will work with the Ohio Board of Trustees to approve coursework for the engineering Transfer Assurance Guide (TAG).

The majority of courses in the Kent Core (general education requirements) are approved as Ohio Transfer Module courses. Credit earned through military service, Advanced Placement (AP), International Baccalaureate (IB), College Level Examination Program (CLEP) and Kent State's Credit-by-Exam is awarded for general education requirements and electives.

5.2 Student administrative services

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

The student administrative services currently available at Kent State University are adequate to support the aerospace engineering program; no new services are necessary.

5.3 Student academic services

Indicate whether the student academic services (e.g., career services, counseling, tutoring, ADA) 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.

Student academic services currently available at Kent State University are adequate to support the aerospace engineering program, although there may be some expansion of services needed. For example, as this will be the university's first engineering program, personnel from career services may need to enhance existing procedures to account for the program by creating new career services checklists. This will be done in close coordination and collaboration with the aeronautics program, which has an established working relationship with student academic services.

SECTION 6: CURRICULUM

6.1 Introduction

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

The Bachelor of Science in Aerospace Engineering focuses on the application of engineering principles to the design, manufacturing and functionality of aerospace vehicles such as aircraft and spacecraft, to include autonomous and semi-autonomous unmanned aerial systems. Students will gain an in-depth knowledge of aerodynamics, aerospace materials, structures, propulsion, flight mechanics and stability and control while being briefly exposed to orbital mechanics, control, space structures and rocket propulsion.

See Appendix E for the program's entry in the University Catalog.

6.2 Program goals and objectives

Describe the goals and objectives of the proposed program. In your response, indicate how these are operationalized in the curriculum.

The goal of aerospace engineering program objective is to produce engineers who

- possess a deep understanding of the technical fundamentals in aerospace engineering;
- excel in the research, development, innovation and operation of aerospace products and systems; and
- understand the importance of engineering and the responsibility of engineers to society.

Graduates of the BS degree in Aerospace Engineering major will be able to:

1. Apply knowledge of mathematics, science and engineering.
2. Design and conduct experiments, and analyze and interpret data.
3. Design a system, component or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability and sustainability.
4. Function on multidisciplinary teams.
5. Identify, formulate and solve engineering problems.
6. Understand professional and ethical responsibility.
7. Communicate effectively, via both written and verbal means.

8. Understand the impact of engineering solutions in a global, economic, environmental and societal context.
9. Recognize the need for, and able to engage in life-long learning.
10. Be aware of contemporary issues in the aerospace industry.
11. Use the techniques, skills and modern engineering tools necessary for engineering practice.

6.3 Course offerings and descriptions

Course (number/name)	Cr hrs	Major Core	Gen Ed (Kent Core)	Elective	OTM TAG CTAG	New/ Existing Course
MAJOR REQUIREMENTS (67 credits)						
AERN 15300 Intro to Engineering Analysis Using Matlab	3	■				New
AERN 15500 Introduction to Aerospace Engineering	3	■				New
AERN 25200 Statics	2	■				New
AERN 25400 Dynamics	3	■				New
AERN 25500 Aerodynamics for Engineers	3	■				New
AERN 35150 Aircraft Structures	3	■				Existing
AERN 35200 Thermal-Fluid Engineering	3	■				New
AERN 35201 Thermal-Fluid Engineering Laboratory	1	■				New
AERN 35300 Aerospace Vehicle Performance	3	■				New
AERN 35400 System Dynamics and Control	3	■				New
AERN 35500 Signals and Circuits	3	■				New
AERN 35501 Signals and Circuits Laboratory	1	■				New
AERN 35600 High-Speed Aerodynamics	3	■				New
AERN 45121 Advanced Aerospace Propulsion	3	■				Existing
AERN 45291 Aerospace Senior Seminar	1	■				Existing
AERN 45600 Aircraft Stability and Control	3	■				New
AERN 45601 Aircraft Stability and Control Laboratory	1	■				New
AERN 45700 Aircraft Design	4	■				Existing
AERN 45850 Aircraft Design II	3	■				Existing
AERN 45900 Aeroelasticity	3	■				New
AERN Electives	6			■		Existing
TECH 13580 Engineering Graphics I	3	■				Existing
TECH 33111 Strengths of Materials	3	■				Existing
TECH 36620 Project Management in Engineering/Tech	3	■				Existing
KENT CORE (GENERAL EDUCATION) / ADDITIONAL REQUIREMENTS (61 credits)						
CHEM 10050 Fundamentals of Chemistry	3		■		OTM	Existing
ECON 22060 Macroeconomics	3		■		TAG	Existing
MATH 12002 Analytic Geometry and Calculus I	5		■		OTM	Existing
MATH 12003 Analytic Geometry and Calculus II	5		■		TAG	Existing
MATH 21001 Linear Algebra With Applications	3	■			TAG	Existing
MATH 22005 Analytic Geometry and Calculus III	4	■			TAG	Existing
MATH 32044 Intro to Ordinary Differential Equations	3	■			TAG	Existing
MATH 42045 Introduction to Partial Differential Equations	3	■				Existing
PHY 23101 General University Physics I	5		■		TAG	Existing
PHY 23102 General University Physics II	5		■		TAG	Existing
US 10097 Destination Kent State: First Year Experience	1		■			Existing
Kent Core Composition	6		■		OTM	
Kent Core Humanities and Fine Arts	9		■		OTM	Existing
Kent Core Social Sciences	3		■		OTM	Existing
Kent Core Additional	3		■		OTM	Existing

Major Core Course Descriptions (syllabi provided in Appendix F)

AERN 15300 Matlab® for Aerospace Engineers. Introduction to the Matlab® computing language, the industry-standard "first language" for engineers. Algorithm coding and development, debugging, analysis, and interpretation.

AERN 15500 Introduction to Aerospace Engineering. Introduction to the field of aerospace engineering beginning with a historical perspective followed by an introduction to the fundamentals of fluid mechanics, applied aerodynamics, propulsion systems, airplane performance, stability, orbital motion, and launch vehicle performance.

AERN 25200 Statics. Forces and moments; equilibrium in two and three dimensions; multi-force members; equilibrium, centroids and friction.

AERN 24500 Dynamics. Kinematics and kinetics of rigid bodies in planar motion and an introduction to the kinematics and kinetics of rigid bodies in three-dimensional motion.

AERN 25500 Aerodynamics for Engineers. Basic concepts, conservation laws, potential, airfoil and wing analysis. Boundary layers on plates and airfoils. Pressure gradients. Introduction to turbulent and vortex-dominated flows.

AERN 35150 Aircraft Structures. Aircraft structural design investigations dealing with theory and applications in aviation.

AERN 35200 Thermal-Fluid Engineering. First and Second Law of Thermodynamics for closed and open systems. Fundamentals of fluid mechanics. Fundamentals of heat transfer.

AERN 35201 Thermal-Fluid Engineering Laboratory. Laboratory demonstrations and experiments for various heat transfer and fluid dynamics concepts.

AERN 35300 Aerospace Vehicle Performance. Performance analysis of fixed-wing aircraft, rotorcraft, and spacecraft. Equations of motion, evaluation of forces, and performance calculations. Steady and accelerated flight performance.

AERN 35400 System Dynamics and Control. Dynamic modeling and response of systems with mechanical, hydraulic, electrical, and/or thermal elements. Classical methods of feedback control system design and analysis.

AERN 35500 Signals and Circuits. An introduction to electric circuit elements and electronic devices and a study of circuits containing such devices. Both analog and digital systems are considered.

AERN 35501 Signals and Circuits Laboratory. Laboratory demonstrations and experiments for electrical circuits, data acquisition, and signal measurement.

AERN 35600 High-Speed Aerodynamics. Compressibility effects on airfoil and wing aerodynamics; supersonic potential flow; method of characteristics; boundary layer effects on aircraft performance.

AERN 45121 Advanced Aerospace Propulsion. A thorough study of propulsion systems used in the aeronautics industry beginning with an introduction to the reciprocating engine and ending with the study of modern rocketry. Emphasis is given to advanced systems such as gas turbine engines and hypersonic propulsion systems.

AERN 45291 Aerospace Senior Seminar. (Repeatable for credit) Seminar on selected topics relating to problems, issues and conditions of employment within aviation.

AERN 45600 Aircraft Stability and Control. Three-dimensional rigid body dynamics, aircraft equations of motion, principles of static stability and control, dynamic stability of uncontrolled motion, gyroscopic instruments.

AERN 45601 Aircraft Stability and Control Laboratory. Laboratory demonstrations and experiments for various aspects of aircraft stability and control.

AERN 45700 Aircraft Design. Preliminary design of a fixed-wing aircraft for a specific mission: weight estimates; wing planform, airfoil and propulsion; selection airframe configuration and layout design; performance analysis; and overall systems integration.

AERN 45850 Aircraft Design II. Second of a two-course series of aerospace design. Preliminary design or case study of an aerospace vehicle, including but not limited to aircraft, rotorcraft, and spacecraft. Primary focus on sub-system design (i.e., propulsion, structure, controls, etc.), and overall vehicle integration of these subsystems. Cost analysis and safety analysis. Final technical report and/or model prototype.

AERN 45900 Aeroelasticity. Review of beam analysis. Structural dynamics of one-dimensional systems. Analysis of static aeroelastic phenomena, unsteady aerodynamics and flutter. Equations of motion for complete aeroelastic systems; solution techniques.

TECH 13580 Engineering Graphics I. Technique of engineering drawing, lettering, instrument use, freehand drawing, orthogonal projection, sections, single and double auxiliaries, dimensioning, screw threads, charts and graphs.

TECH 33111 Strengths of Materials. An analytical study of the relaxation between the external forces applied to elastic materials and the resulting deformations and stresses.

TECH 36620 Project Management in Engineering and Technology. The planning, organizing, directing, and controlling of company technology resources for project-based management functions. Includes project coordination requirements, management and planning methods and the use of various management and planning tools.

6.4 Program sequence

The proposed curriculum sequence as indicated by the roadmap can be found in Appendix G.

6.5 Alternative delivery options:

The Aerospace Engineering major will be offered online (fully or hybrid) or using a flexible or 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

While a co-op/internship is not a requirement of the aerospace engineering program at this time, in consideration of the university's experiential learning requirement and in support of student career progression and programmatic assessment requirements, the college will seek to formalize as many internship opportunities in aerospace engineering as possible. Kent State University offers a cooperative education program for its undergraduates.

SECTION 7: ASSESSMENT AND EVALUATION

7.1 Program assessment

Describe the policies and procedures in place to assess and evaluate the proposed program. In your response, include the following: name of the unit/position responsible for directing assessment efforts; description of any committees or groups that assist the unit; description of the measurements used; frequency of data collection; frequency of data sharing; and how the results are used to inform the institution and the program.

The senior academic program director of the Aerospace Engineering major will direct assessment efforts. Committees or groups that assist the efforts include the Industry Advisory Board, Aeronautics Advisory Committee, college faculty and staff, current undergraduate and graduate students; alumni and employers.

The aerospace engineering faculty will conduct focus groups, surveys and course data reports at the conclusion of each semester. The course data reports will be completed each semester; the review and revision of programmatic goals and objectives will be completed bi-annually. The data will be shared annually. Results will be used to inform the institution and the program of any required modification and/or changes to the existing program to include academic policies, prerequisites, course sequencing and addition or deletion of any courses.

7.2 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: name of the unit/position responsible for directing these efforts; description of any committees or groups that assist the unit; description of the measurements used; frequency of data collection; frequency of data sharing; how the results are used to inform the student as they progress through the program; and initiatives used to track student success after program completion.

The senior academic program director of the Aerospace Engineering major will direct student success efforts. Committees or groups that assist the efforts include the Industry Advisory Board, Aeronautics Advisory Committee, college faculty and staff, current undergraduate and graduate students; alumni and employers.

The aerospace engineering faculty will conduct focus groups, surveys and course data reports at the conclusion of each semester. In addition, academic reports will be compiled of students' average GPA, course completion rates, etc. The course data reports will be completed and shared each semester.

The college's aeronautics division hosts a student information session at the beginning of each semester; communicates via email announcements, posts updates on the advising announcement board, and solicits faculty announcements in each respective classroom;

Initiatives to track graduates' success include graduate surveys, employer surveys, *Aero Flyer* newsletter (maintaining engagement with alumni).

SECTION 8: FACULTY

8.1 Faculty appointment policies

Describe the faculty designations available (e.g., professor, associate professor, adjunct, instructor, clinical) for the proposed program's faculty. In your response, define/describe the differences between the designations.

Full professor: As with the associate professorship, a faculty member must possess the terminal degree in the 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 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.

Associate professor: This is one of the two senior tenure-track ranks in academia; accordingly, a faculty member must possess the terminal degree in the 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.

Assistant professor: A tenure-track assistant 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.

Lecturer: This rank is intended for persons initially hired as full-time, non-tenure-track 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, non-tenure-track lecturers are hired by the college dean in consultation with the College Advisory Committee and the associated academic program area coordinator. Full-time, non-tenure-track lecturers may vote and serve on some college committees.

Adjunct: This faculty status is an honorific designation denoting the affiliation with a Kent State University program or department of an individual whose primary employment is from outside the university or the department in which adjunct status is held.

Describe the credentialing requirements for faculty who will be teaching in the program (e.g., degree requirements, special certifications or licenses, experience).

All tenure-track faculty in the aerospace engineering program must have a PhD in aerospace engineering or a related field, or be a doctoral candidate in the same category with the expectation of completion within one year of hiring.

Describe the institution's load/overload policy for faculty teaching in the program.

Workload expectations and specification of workload equivalents of classroom instructional assignments are incorporated in each academic unit's or campus' section of its faculty handbook.

Assignment to instructional overloads for additional compensation is neither a regular expectation nor an obligation of employment of a faculty member. An overload occurs when, and only when, a person exceeds the number of hours which are listed as his/her load in his/her current contract. In instances in which an overload assignment is authorized by the Office of the Dean, the assignment ordinarily may not exceed one additional course for a semester. 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.

In 2012, Kent State's College of Applied Engineering, Sustainability and Technology conducted a search for two tenure-track faculty members for the proposed aerospace engineering program. One position was filled. It was determined by college leadership that the second position will be filled only if and when the proposal for aerospace engineering is approved. If approved, the position for the second aerospace engineering faculty will immediately be opened, with the expectation that the new faculty member begin in the fall of 2016. If the proposal is not approved, the current aerospace engineering faculty member will continue to teach in the aeronautical systems engineering technology area of concentration within aeronautics.

8.2 Program faculty

Provide the number of <u>existing faculty members</u> available to teach in proposed program.

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

Provide an estimate of the number of <u>faculty members to be added</u> during the first two years of program operation.

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

8.3 Expectations for professional development/scholarship

Describe the institution's general expectations for professional development/scholarship activities by the proposed program's faculty. In your response, describe any differences in the expectations for tenure-track vs. non tenure-track faculty and for full-time vs. part-time faculty. Indicate the financial support provided for such activities. Include a faculty handbook outlining the expectations and documenting support as an appendix item.

Expectations for professional development and scholarship activities vary in accordance with the collective bargaining agreements for both the tenured/tenure-track and non-tenured non-tenured track faculty. Funding is available for both.

Additionally, Kent State's Center for Teaching and Learning provides a resource to all university faculty for teaching, learning innovation and educational support. The center's four main areas of service are to:

- Connect, network and support continuity in opportunities for faculty to explore, research and support student learning.
- Serve as a portal of all information and services related to faculty at Kent State University.
- Offer expertise and consultation related to specific areas of scholarship and professional issues.
- Provide peer review and guidance on teaching innovations and improvement.

The faculty handbook for the College of Applied Engineering, Sustainability and Technology is in Appendix H.

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.

Faculty listed below will teach the major core requirements. See Appendix I for each faculty member's curriculum vita.

* 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 faculty will teach	Load *
John C. Duncan	Assistant Professor	FT	PhD, Evaluation and Measurement, Kent State University, 1996	26	Aero engineering experience with Boeing, Lockheed Martin, Northrop	AERN 25200 AERN 25400 AERN 45121 AERN 45700 AERN 35200	5
Michael R. Fisch	Assistant Professor	FT	PhD Applied Physics, Harvard University, 1982	29	director, electron beam technology	TECH 13580 TECH 33111	6
E.C. Ivan	Adjunct	PT	MBA, University of Akron 1975	8		TECH 36620	2
D. Blake Stringer	Assistant Professor	FT	PhD, Mechanical and Aerospace Engineering, University of Virginia, 2008	3	20-year military (12 in academic and research and development)	AERN 15300 AERN 15500 AERN 25500 AERN 35400 AERN 35600 AERN 35201 AERN 45900	6
Charles P. Wentz	Adjunct	PT	MS, Engineering (Aerospace), Catholic University of America, 1972	15	Northrup-Grumman Test Engineer	AERN 45600 AERN 45601	2
Open Position	Assistant Professor	FT	PhD required in a technology-related discipline.	3+	5 years in government and industry	AERN 35150 AERN 35300 AERN 35500 AERN 35501 AERN 45291 AERN 45850	6

SECTION 9: LIBRARY RESOURCES AND INFORMATION LITERACY

9.1 Library resources

Describe the involvement of a professional librarian in the planning for the program (e.g., determining adequacy of current resources, working with faculty to determine the need for additional resources, setting the budget for additional library resources/services needed for the program).

Kent State's science librarian, determined whether the collection of print and electronic resources where adequate enough to support the program proposed. The science librarian works closely with the library representative from the college to determine the need for additional resources as needed, and fulfills direct requests from faculty in need of additional resources. There is an annual budget allocated by the library and administered by the science librarian to support the resource needs of the college. In addition, the science librarian teaches information literacy classes that focus on the usage of these materials.

Describe the library resources in place to support the proposed program (e.g., print, digital, collections, consortia, memberships).

Book collections: The existing book collection at the Kent State University Libraries will strongly support the proposed areas of study and research. Existing services the library offers will allow for continued development of this collection. Faculty members have the ability to participate in the selection of new books and journals for the collection. The Library allocates an annual budget for Monograph and journal purchases for CAEST. The Science Librarian coordinates requests for these purchases. In addition, for materials not available in our collection, faculty and students may request books through the Interlibrary Loan system.

Journals and subscriptions: Another area of collection support is the University Library's collection of academic periodicals. This collection of journals supports most of the needs of faculty and students research. The Collection Management Librarian and Science Librarian of the Library regularly review interlibrary loan reports from collage to identify new collection needs. The following journal titles currently subscribed to at the library are relevant or related to the proposal:

ACM SIGBED Review
ACM SIGCOMM Computer Communication Review
ACM SIGMOBILE Mobile Computing and Communications Review
ACM Transactions on Design Automation of Electronic Systems (TODAES)
ACM Transactions on Embedded Computing Systems (TECS)
ACM Transactions on Internet Technology (TOIT)
ACM Transactions on Sensor Networks (TOSN)
Advanced Functional Materials
Advanced Materials For Optics and Electronics
AEU - International Journal of Electronics and Communications
Analog Integrated Circuits and Signal Processing
Annals of Telecommunications - Annales Des Télécommunications
Information Fusion
Information Management Report
International Journal of Adaptive Control and Signal Processing
International Journal of Circuit Theory and Applications
International Journal of Communication Systems
International Journal of Electrical Power & Energy Systems
International Journal of Emerging Electric Power Systems
International Journal of Imaging Systems and Technology
International Journal of Infrared and Millimeter Waves
Journal of Electronics (China)
Journal of Electrostatics
Journal of Infrared, Millimeter, and Terahertz Waves
Journal of Materials Science: Materials in Electronics

Applied Signal Processing
Applied Superconductivity
Applied Surface Science
Bell Labs Technical Journal
Bioenergy Research
Biomagnetic Research and Technology
Biomedical Signal Processing and Control
Biometric Technology Today
Campus-Wide Information Systems
Card Technology Today
Circuit World
Circuits, Systems, and Signal Processing
COMPEL : The International Journal for Computation and Mathematics in Electrical and Electronic Engineering
Computational Mechanics
Computer Communications
Computer Networks and ISDN Systems
Computer Networks
Computers & Electrical Engineering
Computing
Convergence
Digital Signal Processing
Displays
Electric Power Systems Research
Electrical Engineering in Japan
Electrical Engineering
Electrical Engineering
Electrical Technology
Electronic News
Electronics and Communications in Japan (parts I, II, III: Communications, Electronics, Fundamental Electronic Science)
Energy Conversion and Management
Engineering Failure Analysis
Engineering With Computers
European Transactions On Electrical Power
Finite Elements in Analysis and Design
Fuel Cells Bulletin
Fuel Cells
International Journal of Micrographics & Optical Technology
International Journal of Microwave and Millimeter-Wave Computer-Aided Engineering
International Journal of Rf and Microwave Computer-Aided Engineering
International Journal of Satellite Communications and Networking
International Journal of Satellite Communications
International Journal of Wireless Information Networks
International Journal On Critical Infrastructure Protection
Internet Research: Electronic Networking Applications and Policy
Journal of Broadcasting & Electronic Media
Journal of Network and Computer Applications
Journal of Network and Systems Management
Journal of Optical and Fiber Communications Reports
Journal of Optical Communications and Networking
Journal of Optical Networking
Journal of Optics B: Quantum and Semiclassical Optics
Journal of Radio Studies
Journal of Russian Laser Research
Journal of Signal Processing Systems
Journal of the European Mathematical Society
JSTOR
The Journal of VLSI Signal Processing
Lab On a Chip
Materials Science and Engineering: B
Materials Science in Semiconductor Processing
Mathematics of Control, Signals, and Systems
Microelectronic Engineering
Microelectronics and Reliability
Microelectronics International
Microelectronics Journal (incorporating Journal of Semicustom Ics)
Microwave and Optical Technology Letters
Multidimensional Systems and Signal Processing
Optical and Quantum Electronics
Optical Fiber Technology
Optical Memory and Neural Networks
Optical Networks Magazine
Optical Switching and Networking
Optics & Laser Technology
Opto-Electronics Review
Optoelectronics, Instrumentation and Data Processing
Philips Journal of Research
Philosophical Transactions: Mathematical, Physical & Engineering Sciences
Physical Communication
Plasmas and Polymers
Progress in Photovoltaics: Research and Applications
Quantum and Semiclassical Optics: Journal of the European Optical Society Part B
Radioelectronics and Communications Systems
Radiophysics and Quantum Electronics
Russian Electrical Engineering
Russian Microelectronics
Semiconductor Science and Technology
Semiconductors
Semiconductors
Sensors and Actuators A: Physical
Sensors and Actuators B: Chemical
Sensors Update
Signal, Image and Video Processing
Signal Processing
Silicon Chemistry
Solar Energy Materials and Solar Cells
Soldering & Surface Mount Technology
Solid-State Electronics

Journal of Communications Technology and Electronics
Journal of Computational Electronics
Journal of Computer-Aided Molecular Design
Journal of Computer-Mediated Communication
Journal of Electroceramics
Journal of Electronic Materials
Journal of Electronic Testing
Superconductor Science and Technology
Superlattices and Microstructures
Surface Engineering and Applied Electrochemistry
Telecommunication Systems
Telecommunications Policy
Telematics and Informatics
Wind Energy

Database collection: The University Library provides access to several databases. The database collection is evaluated each year to ascertain its usefulness to faculty and students, when to acquire new databases, and replace those not of use.

- ACM Digital Library: Provides bibliographic information, abstracts, index terms, reviews and the full-text for ACM conference proceedings. ACM journals, magazines and newsletters are also available at this site, as well as through the OhioLINK Electronic Journal Center.
- AccessScience: An online encyclopedia that provides full-text access to articles, research updates and dictionary terms in all areas of science and technology. Also contains biographies, weekly updates on hot topics and discoveries, a student center with resource guides and links to related sites. Updated daily.
- Computers and Applied Sciences Complete: Incorporates Computer Science Index, Computer Source, Information Science and Technology Abstracts, Internet and Personal Computing Abstracts and includes academic journals, professional publications and other reference sources. Subject areas include the many engineering disciplines, computer theory and new technologies.
- Derwent Innovations Index: Available through the ISI Web of Knowledge interface. Merges the Derwent World Patents Index with the Derwent Patents Citation Index. Provides access to more than 14,800,000 patents with links to cited and citing patents, cited articles and full-text patent data sources. Gives users an overview of inventions in three categories: chemical, electrical and electronic and engineering.
- IEEE/IET Electronic Library (IEL): More than three million full text IEEE journals, conferences and standards, IET journals and conferences, VDE conference papers and all IEEE standards except for the drafts. All content back to 1988 with selected content back to 1872.
- Inspec: Provides access to the world's scientific and technical literature in physics, electrical engineering, electronics, communications, control engineering, computers and computing and information technology; also has significant coverage in areas such as materials science, aeronautics, oceanography, nuclear engineering, geophysics, biomedical engineering and biophysics. Searches Physics Abstracts and more.
- Science Online: Science Online from Facts on File (not the journal Science published by AAAS) presents information on a broad range of scientific disciplines through extensive definitions, essays, diagrams, biographies and experiments.
- Textile Technology Complete: Textile Technology Complete is a scholarly and professional database covering scientific and technological aspects of textile production and processing. Containing over 400 periodical titles, it also draws on current technical reports, books and trade literature. Also includes resources about apparel, home furnishings and polymer industries.
- Wright Brothers Collection: Wright Brothers Collection documents the invention of the airplane, the lives of the Wright Family and the Wrights' flying exhibitions in Europe and the United States. The collection provides thorough coverage of the Wrights' early inventive period documenting their early gliders and flight-testing in both North Carolina and Ohio.

The Kent State University Library will be able to provide strong support for research and teaching needs identified in the proposal.

Describe any additional library resources that will be needed to support the request and provide a timeline for acquiring/implementing such services. Where possible, provide a list of the specific resources that the institution intends to acquire, the collaborative arrangements it intends to pursue, and monetary amounts the institution will dedicate to the library budget to support and maintain the proposed program.

The current resources available aforementioned are more than enough to support the program proposed. However, any new resources identified overtime will be acquired as soon as the need is discovered. The science librarian will coordinate the acquisition of said resources by collaborating with the library collection management team. As previously mentioned, the library allocates, and the science librarian administers, the budget to support the academic needs of the students and faculty of College of Applied Engineering, Sustainability and Technology.

9.2 Information literacy

Describe the institution's intent to incorporate library orientation and/or information literacy into the proposed program. In your response, describe any initiatives (e.g., seminars, workshops, orientations, etc.) that the institution uses or intends to use for faculty and students in the program.

The science librarian will conduct information literacy courses, workshops and seminars in support of college faculty and students. For incoming freshman, there will be a course designed to help students learn to select a topic for research, locate reference materials, scholarly books, scholarly journal articles and scholarly websites relevant to their topic.

Along the way, students become familiar with the Kent State University Libraries and its catalog, online databases and sources of good scholarly information on the web. Students learn to cite sources appropriately in either MLA or APA style. Strong emphasis is given to learning to evaluate information to determine how appropriate it is for research and whether it is credible, scholarly information. Issues of copyright, plagiarism and the impact of the Internet on research is be covered.

In addition the science librarian teaches classes where the content is tailored to subject-specific research, and integrates with the curriculum of the proposed program. The science librarian works with college faculty to tailor a session to the specific needs of their courses. The courses are continually updated in order to stay abreast of current developments in pedagogy and instructional technology.

SECTION 10: BUDGET, RESOURCES, AND FACILITIES

10.1 Resources and facilities

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

The following classroom laboratory items will be necessary to support the curriculum:

- engine test bench (delivered January 2015)
- wind tunnel (fall 2016)
- signals and circuits lab and equipment (fall 2017)
- controls lab and equipment (spring 2018)

10.2 Budget/financial planning

Complete the table to describe the financial plan/budget for the first three years of program operation.

Fiscal Impact Statement for New Degree Programs				
	Year 1	**Year 2**	**Year 3**	**Year 4**
I. Projected Enrollment				
Headcount full time (12 credit hours/semester)	25	50	75	100
Headcount part time (6 credit hours/semester)	5	10	15	20
Full-time equivalent (FTE) enrollment	27.5	55	82.5	110
II. Projected Program Income				
Tuition (paid by student or sponsor)	279,048	572,401	878,430	1,202,306
Expected state subsidy	125,958	258,373	396,509	542,701
Externally funded stipends, as applicable				
Other income (described in narrative section below)	1,238	4,788	9,638	10,175
Total Projected Program Income	**406,244**	**835,562**	**1,284,577**	**1,755,182**
III. Program Expenses				
New Personnel				
Instruction (technical, professional and general education)				
Full time:**1**				
Part time: **1**	**126,000**			
Non-instruction (indicate roles in narrative section below)				
Full time: **0**				
Part time: **0**				
New facilities/building/space renovation	n/a	n/a	n/a	n/a
Scholarship/stipend support				
Additional library resources	n/a	n/a	n/a	n/a
Additional technology or equipment needs	25,000	50,000	75,000	100,000
Other expenses (if applicable, describe in narrative section below)				
Total Projected Expense	**?**	**?**	**?**	**?**

Budget Narrative: Projected program income accounts for responsibility-centered management (RCM); included "other income" accounts for moderate special course fees. As supported in Section 9, no additional library resources are required.

APPENDICES

Appendix	Description
A	Accreditation Notification
B	College's Aeronautics Division Organizational Chart
C	Aeronautics Senior Program Director Curriculum Vitae
D	Letters of Support
E	Catalog Copy for Aerospace Engineering Program
F	Major Core Syllabi
G	Aerospace Engineering Semester-by-Semester Roadmap
H	Aerospace Engineering Course Implementation Schedule
I	Faculty Handbook – College of Applied Engineering, Sustainability and Technology
J	Program Faculty Curriculum Vita

Kent State University is committed to continual support of the delivery of the Bachelors of Science degree in Aerospace Engineering. 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

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Aerospace Engineering - 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 Aerospace Engineering focuses on the application of engineering principles to the design, manufacturing and functionality of aerospace vehicles such as aircraft and spacecraft, to include autonomous and semi-autonomous unmanned aerial systems. Students will gain an in-depth knowledge of aerodynamics, aerospace materials, structures, propulsion, flight mechanics and stability and control while being briefly exposed to orbital mechanics, control, space structures and rocket propulsion.

Career Opportunities

Aerospace engineers design aircraft, spacecraft, satellites and missiles. In addition, they test prototypes to make sure that they function according to design. They may develop new technologies for use in aviation, defense systems and spacecraft. They often specialize in areas such as aerodynamic fluid flow; structural design; guidance, navigation and control; instrumentation and communication; robotics; and propulsion and combustion. Aerospace engineers can specialize in designing different types of aerospace products, such as commercial and military airplanes and helicopters; remotely piloted aircraft and rotorcraft; spacecraft, including launch vehicles and satellites; and military missiles and rockets. They often become experts in one or more related fields: aerodynamics, thermodynamics, celestial mechanics, flight mechanics, propulsion, acoustics and guidance and control systems.

Aerospace engineers are employed in industries where workers design or build aircraft, missiles, systems for national defense or spacecraft. They work primarily for firms that engage in analysis and design, manufacturing, research and development, as well as for the federal government. Aerospace engineers now spend more of their time in an office environment than they have in the past, because modern aircraft design requires the use of sophisticated computer equipment and software design tools, modeling, and simulations for tests, evaluation and training. (Source: The U.S. Bureau of Labor Statistics)

Admission Requirements

Freshmen Students: The admission to the program is selective. Prospective candidates must have a minimum 3.0 high school GPA; a minimum 24 ACT composite score (minimum 24 ACT sub-scores in both in English and math) or minimum 1700 SAT composite score (mathematics, criterial reasoning and writing); and the capability of being placed directly into MATH 12002 Analytic Geometry and Calculus I (or its equivalent).

Students who do not meet these requirements may apply for admission to the aeronautical systems engineering technology concentration within the Aeronautics major and apply for transfer into the Aerospace Engineering major at the conclusion of their freshman year. Admissions at that time will require a minimum 3.200 cumulative Kent State GPA and a minimum B grade in both MATH 12002 Analytic Geometry and Calculus I and PHY 23101 General University Physics I.

Transfer Students: Entry into the Aerospace Engineering major requires 12 or more semester hours in college-level coursework with a minimum 3.2 cumulative GPA and a minimum B grade in both MATH 12002 Analytic Geometry and Calculus I and PHY 23101 General University Physics I (or their equivalents).

Transfer students who have completed less than 12 semester hours of college-level coursework will be evaluated on both collegiate and high school records and must submit a final high school transcript and an ACT or SAT score.

Graduation Requirements

Minimum 131 credit hours with 39 upper-division hours. Minimum 2.750 major GPA and 2.500 cumulative GPA.

Program Learning Outcomes

Graduates of the program will be able to:

1. Apply knowledge of mathematics, science and engineering.
2. Design and conduct experiments, and analyze and interpret data.
3. Design a system, component or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability and sustainability.
4. Function on multidisciplinary teams.
5. Identify, formulate and solve engineering problems.
6. Understand professional and ethical responsibility.
7. Communicate effectively, via both written and verbal means.
8. Understand the impact of engineering solutions in a global, economic, environmental and societal context.
9. Recognize the need for, and able to engage in life-long learning.
10. Be aware of contemporary issues in the aerospace industry.
11. Use the techniques, skills and modern engineering tools necessary for engineering practice.

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Aerospace Engineering - 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**	**Min. Grade**
	US	10097	Destination Kent State: First Year Experience [1]	1	
II.	**MAJOR PROGRAM REQUIREMENTS (67 credits)** ***Courses count in major GPA***				
Type	**Course**		**Title**	**Credits**	**Min. Grade**
	AERN	15300	Introduction to Engineering Analysis Using Matlab	3	
	AERN	15500	Introduction to Aerospace Engineering	3	C
	AERN	25200	Statics	2	
	AERN	25400	Dynamics	3	
	AERN	25500	Aerodynamics for Engineers	3	C
	AERN	35150	Aircraft Structures	3	
	AERN	35200	Thermal-Fluid Engineering	3	
	AERN	35201	Thermal-Fluid Engineering Laboratory	1	
	AERN	35300	Aerospace Vehicle Performance	3	
	AERN	35400	System Dynamics and Control	3	
	AERN	35500	Signals and Circuits	3	
	AERN	35501	Signals and Circuits Laboratory	1	
	AERN	35600	High-Speed Aerodynamics	3	
	AERN	45121	Advanced Aerospace Propulsion	3	
	AERN	45291	Aerospace Senior Seminar	1	
	AERN	45600	Aircraft Stability and Control	3	
	AERN	45601	Aircraft Stability and Control Laboratory	1	
	AERN	45700	Aircraft Design	4	
	AERN	45850	Aircraft Design II	3	
	AERN	45900	Aeroelasticity	3	
	AERN	Elective Courses		6	
	TECH	13580	Engineering Graphics I	3	
	TECH	33111	Strengths of Materials	3	
	TECH	36620	Project Management in Engineering and Technology	3	
III.	**ADDITIONAL PROGRAM REQUIREMENTS (60 credits)**				
Type	**Course**		**Title**	**Credits**	**Min. Grade**
KBS	CHEM	10050	Fundamentals of Chemistry	3	
KSS	ECON	22060	Macroeconomics	3	
KMC	MATH	12002	Analytic Geometry and Calculus I	5	
	MATH	12003	Analytic Geometry and Calculus II	5	
	MATH	21001	Linear Algebra With Applications	3	
	MATH	22005	Analytic Geometry and Calculus III	4	
	MATH	32044	Introduction to Ordinary Differential Equations	3	
	MATH	42045	Introduction to Partial Differential Equations	3	
KBS	PHY	23101	General University Physics I	5	
KBS	PHY	23102	General University Physics II	5	
Kent Core Composition				6	
Kent Core Humanities and Fine Arts (minimum one course from each)				9	
Kent Core Social Sciences (cannot be from ECON)				3	
Kent Core Additional				3	
			MINIMUM TOTAL	**128**	

1. US 10097 is not required of transfer students with 25 credits or students age 21+ at time of admission.

[Note: College will seek WIC designation for AERN 45700 Aircraft Design in the near future.]

Roadmap: Aerospace Engineering - Bachelor of Science

AT-BS-AERS

College of Applied Engineering, Sustainability and Technology

Catalog Year: 2015-2016

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

Critical	Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	Type	Term Taken
Semester One [15 Credits]							
!	**AERN 15300 Introduction to Engineering Analysis Using Matlab**	**3**			■		
!	**CHEM 10050 Fundamentals of Chemistry**	**3**				**KBS**	
!	**MATH 12002 Analytic Geometry and Calculus I**	**5**				**KMC**	
	US 10097 Destination Kent State: First Year Experience [1]	1					
	Kent Core Requirement	3					
Semester Two [16 Credits]							
!	**AERN 15500 Introduction to Aerospace Engineering**	**3**		**C**	■		
!	**MATH 12003 Analytic Geometry and Calculus II**	**5**					
!	**PHY 23101 General University Physics I**	**5**				**KBS**	
!	**TECH 13580 Engineering Graphics I**	**3**			■		
Semester Three [17 Credits]							
!	**AERN 25200 Statics**	**2**			■		
!	**MATH 21001 Linear Algebra With Applications**	**3**					
!	**MATH 22005 Analytic Geometry and Calculus III**	**4**					
!	**PHY 23102 General University Physics II**	**5**				**KBS**	
	Kent Core Requirement	3					
Semester Four [15 Credits]							
!	**AERN 25400 Dynamics**	**3**			■		
!	**AERN 25500 Aerodynamics for Engineers**	**3**		**C**	■		
!	**MATH 32044 Introduction to Ordinary Differential Equations**	**3**	■				
!	**TECH 33111 Strengths of Materials**	**3**			■		
	ECON 22060 Macroeconomics	3				KSS	
Semester Five [16 Credits]							
!	**AERN 35150 Aircraft Structures**	**3**	■		■		
!	**AERN 35200 Thermal-Fluid Engineering**	**3**	■		■		
!	**AERN 35201 Thermal-Fluid Engineering Laboratory**	**1**	■		■		
!	**AERN 35300 Aerospace Vehicle Performance**	**3**	■		■		
!	**AERN 35400 System Dynamics and Control**	**3**	■		■		
	Kent Core Requirement	3					
Semester Six [16 Credits]							
!	**AERN 35500 Signals and Circuits**	**3**	■		■		
!	**AERN 35501 Signals and Circuits Laboratory**	**1**	■		■		
!	**AERN 35600 High-Speed Aerodynamics**	**3**	■		■		
!	**AERN 45121 Advanced Aerospace Propulsion**	**3**	■		■		
!	**TECH 36620 Project Management in Engineering and Technology**	**3**	■		■		
	Kent Core Requirement	3					
Semester Seven [17 Credits]							
!	**AERN 45600 Aircraft Stability and Control**	**3**	■		■		
!	**AERN 45601 Aircraft Stability and Control Laboratory**	**1**	■		■		
!	**AERN 45700 Aircraft Design**	**4**	■		■		
!	**MATH 42045 Introduction to Partial Differential Equations**	**3**	■				
	AERN Elective	3					
	Kent Core Requirement	3					
Semester Eight [16 Credits]							
!	**AERN 45291 Aerospace Senior Seminar**	**1**	■		■		
!	**AERN 45850 Aircraft Design II**	**3**	■		■		
!	**AERN 45900 Aeroelasticity**	**3**	■		■		
	AERN Elective	3					
	Kent Core Requirement	3					
	Kent Core Requirement	3					

Graduation Requirements Summary

Minimum Total Hours	Minimum Upper-Division Hours	Minimum Kent Core Hours	Minimum	
			Major GPA	Overall GPA
128	39	36	2.75	2.500

1. US 10097 is not required of transfer students with 25 credits or students age 21+ at time of admission.

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

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **1-Dec-14** Curriculum Bulletin _____

Effective Date **Fall 2015** Approved by EPC _____

Department	**Aeronautics**
College	**AT - Applied Engineering...Technology**
Degree	**Minor (non degree)**
Program Name	AVIATION MANAGEMENT Program Banner Code AVMN
Concentration(s)	Concentration(s) Banner Code(s)
Proposal	**Establish program**

Description of proposal:
To establish a minor in aviation management.

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

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

The addition of this minor will provide additional educational and future employment opportunities for students in the Aernautics program. The minor is particularly well suited for students in both the flight technology and air traffic control areas of concentration.

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

None

REQUIRED ENDORSEMENTS

Department Chair / School Director	12/5/14
Campus Dean (for Regional Campuses proposals)	/ /
College Dean (or designee)	12/5/14
Dean of Graduate Studies (for graduate proposals)	/ /
Provost and Senior Vice President for Academic Affairs (or designee)	/ /

College of Applied Engineering, Sustainability, & Technology

Curricunet Course Approval & Routing Form

(Print out a copy of the "All Fields Report" in Curricunet and attach this page to the front. The hardcopy will go to Curriculum Services until online approval is available.)

Course Number / Title or Program/Degree/Minor/Concentration Name:	Proposal Summary Aviation Minor
Action (Establish, Revise, Inactivate, etc.):	Establish
Point of Contact:	Thomas Long

Program Level Approval	
Signature: Maureen R. McFarland	Date: 5 DEC 2014
Name: Maureen R. McFarland	

College Curriculum Committee Level Approval	
Signature:	Date: 8 DEC 14
Chair: STRINGER	

College Level Approval	
Signature: J. Richmond Nettey	Date: 11 Dec 2014
Dean: Robert G. Sines	

This does not apply to courses in the old workflow. When online Curricunet approval becomes available, this form will no longer be required.

Proposal Summary
Minor in Aviation Management

Description of Action, Including Intended Effect
Creation of a minor in aviation management, providing further educational and career opportunities for AERN students; minor emphasis is on management practices within the aviation industry to include airlines, airports and general aviation management. Consisting of a total of 15 credit hours, one of the courses in the proposed minor is currently required by all AERN students (AERN 35340).

Courses in the Minor:

AERN 35340 Airport Management (3): Introduction to the many functions that are involved in the operation and management of an airport. Includes an analysis of the development of the airport-airway system, airport legislation, airport planning and airport operations. Prerequisite: AERN 15740 or 15745; and 25250.

AERN 35341 Air Transportation Systems (3): Descriptive course in airline operations as seen from the air carrier's business perspective. Emphasis is on business practices and techniques unique to aviation. Prerequisite: none.

AERN 35399 Fixed Based Operator Operations* (3):
A study of general aviation operations and the role of Fixed Base Operators in the National Aviation System; management functions; marketing; profit; cash flow; financing; human resources; organization; administration; management information systems; operations; maintenance; safety; liability; physical facilities; and the future of general aviation. Prerequisite: None.

AERN 45100 Operational Planning in Aviation (3): Focus on both airport and airline operations through planning, design and management. Students function as project managers and work with simulation to run their own airport and airline with respect to financial and economic variables. Prerequisites: AERN 35340 and AERN 35341.

AERN 45040 Labor Relations in Aviation* (3):
Legislation governing labor relations in the private sector of the United States Economy consist of two separate and distinct pieces of legislation: the Railway Labor Act and the National Labor Relations Act. This course focuses on the examination of air transport labor relations in the context of these key laws. As the student of aviation management comes in contact with both Acts though this course, the student will learn similarities and differences of each and their resultant impact. The student will actively apply this knowledge in a mock labor relations negotiation. Prerequisite: None.

or

AERN 45200 Strategic Aviation Management (3): Serves as the capstone course for the aviation management area of concentration in aeronautics. As such, it is designed to address evolving issues and challenges in aviation management with a particular emphasis on airlines and airports through an application of previously mastered aviation management courses. Students must pass the course with a minimum grade of "C" (2.000). Prerequisite: AERN 45100; senior standing.

*Indicates a new course for Fall 2015.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)
None

Fiscal, Enrollment, Facilities and Staffing Considerations
No additional facilities or staffing changes will need to be made in order to support the change.

Evidence of Need and Sustainability if Establishing
Graduates of the flight technology (FLGT) and air traffic control (ATC) areas of concentration must maintain specific medical standards in order to remain employed. Offering a minor in aviation management will diversify the education of both FLGT and ATC students, providing them with another and/or additional career opportunity in the unfortunate event they are no medically qualified for the fields in which they are hired. Additionally, there are long-term career opportunities for graduates employed in both the professional pilot and air traffic control fields which may place them in management positions; minoring in aviation management will better prepare graduates for these opportunities.

Provisions for Phase-Out if Inactivating
N/A

Timetable and Actions Required:

1. Approval of three new AERN courses in the AVMN area of concentration.
2. No other actions required.

Aviation Management

The aviation management minor is offered to those students whose career paths are focused towards management or operations in the aviation industry. Minor emphasis is on management practices within the aviation industry to include airlines, airports and general aviation management.

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.

Aviation Management MINOR (15 credits)				
Type	**Course**		**Title**	**Credits**
	AERN	35340	Airport Management	3
		35341	Air Transportation Systems	3
		35339	Fixed Base Operations	3
		45100	Operational Planning in Aviation	3
Students must choose one from below				
	AERN	45040	Labor Relations in THE Aviation INDUSTRY	3
	AERN	45200	Strategic Aviation Management	3
			MINIMUM TOTAL	**15**

Minimum 2.500 GPA overall required for minor. Students must also have a 2.500 GPA overall to register for flight courses.

Proposal Summary
Aeronautics Curricular Proposal Revisions

Description of Action, Including Intended Effect

Establish a minor in Aviation Management

a. 15 total credit hours
b. Proposed Courses:
    i. AERN 35340 Airport Management
    ii. AERN 35341 Air Transportation Systems
    iii. AERN 35339 Fixed Base Operations
    iv. AERN 45100 Operational Planning in Aviation

Student chooses either AERN 45200 Strategic Aviation Management or AERN 45040 Labor Relations in Aviation

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

The addition of this minor will provide additional educational and future employment opportunities for students in the Aeronautics program. The minor is particularly well suited for students in both the flight technology and air traffic control areas of concentration.

Provisions for Phase-Out if Inactivating

N/A

Timetable and Actions Required: Requested implementation for above Fall 2015.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date ~~November 14, 2012~~ DECEMBER 4, 2014
Curriculum Bulletin

Effective Date ~~Fall 2013~~ FALL 2015 Approved by EPC

Department	
College	**AT - Applied Engineering...Technology**
Degree	**Minor (non degree)**
Program Name	**Safety, quality and lean** Program Banner Code SQL
Concentration(s)	Concentration(s) Banner Code(s)
Proposal	**Establish program**

Description of proposal:
We propose to establish a minor in safety, quality and lean IN MANUFACTURING
Does proposed revision change program's total credit hours? ☐ Yes ☒ No
Current total credit hours: **18** Proposed total credit hours

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

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

REQUIRED ENDORSEMENTS

Department Chair / School Director	12/10/14
Campus Dean (for Regional Campuses proposals)	12/10/14
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
Safety, quality and lean ~~enterprises~~ IN MANUFACTURING

Description of Action, Including Intended

Experts in safety, quality improvement and lean enterprises are of increasing importance to a large number of companies. We propose to create a minor in safety, quality and lean enterprises. These are three of the six pillars that collectively characterize the college: quality, sustainability, lean, cost containment, safety and management in the subfield. At present courses in the areas of safety, lean and quality are offered in several concentrations and other courses embody significant aspects of these areas. Thus this is a natural area for CAEST to combine into a minor. Furthermore, CAEST has several applied engineering concentrations. Some of these concentrations have significant room for electives. Thus, creation of safety, quality and lean enterprises minor will complement these existing programs, and require the introduction of only two new courses.

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 particular program focuses on addressing the many requests we have received from local companies for students with skills in these areas.

Rationale for action – The constant request from companies for graduates and interns with skills in safety, quality systems and lean enterprises has led to this proposal. The proposed minor addresses this need in a strong, well-focused manner that complements current programs in the college. Many companies have found that a person in HR cannot handle quality and lean issues and is hard pressed on safety issues. This has led companies to an increasing interest in hiring graduates that have both technical skills and knowledge of safety, quality and lean enterprises. This program addresses this need.

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 concentrations in manufacturing systems and technology management, aeronautics and construction management = by having more students in those courses that overlap the program and the proposed minor.

This program will require the establishment of two (2) new courses in the general area of quality and lean enterprises with a focus on developing graduates that are equipped to enter positions in these areas upon graduation.

We anticipate that this program will have minimal negative effect on current students. In fact, it will provide a wider set of job opportunities for those in many of our programs.

Fiscal, Enrollment, Facilities and Staffing Considerations

By using currently available courses and having the first new course in this program in year two we expect that 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 because these courses are part of other programs. The first new course will be offered during the third semester of the proposed minor, and at this stage every other year thereafter.

The other new course will come in semester four and like that in semester 3 will need to be developed. This is a new minor; however, it is not in a new area. Safety and quality concerns are part of every modern product. The techniques and applications are evolving, improving and growing at an accelerating rate. The actual numbers when the tire is on the road are difficult to determine. We expect starting with 4-10 students in year 1 and increasing to roughly to 15-20 per year once we are in the steady state. This is a bold-faced guess, based on current interest that is about 20-30 company requests per semester.

Evidence of Need and Sustainability if Establishing

There are already courses in these areas and our advisory boards have endorsed the present courses. This proposal combines the current disjointed courses in several disciplines into a single minor that addresses the needs of local companies. The two courses that need to be developed are an excellent fit to many present programs as standalone electives. In fact, we have graduate courses in lean and quantitative methods in technology at present. The proposed minor extends these offerings to the undergraduate level. Four of the six courses are presently offered on a continuing basis and new course will initially be offered in alternating years

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 –December 2014
Approval by College of Applied Engineering, Sustainability and Technology CCC – December 2014
Approval by Kent State University EPC – January, 2015
Effective – Fall 2015

KSU definition: A minor is a secondary field of study used to complement or be in an addition to a major and is represented by a set of department-determined courses, generally between 18 and 24 credit hours. You may select a minor outside your major's department and college.

Quality, Safety, and Lean Download to print

Kent State University 2013 Catalog > College of Applied Engineering, Sustainability and Technology > Minors > Quality, Safety, and Lean minor
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/

Students in the quality, safety and lean minor study quality techniques, safety in the work[place and accident analysis, and aspects of establishing lean enterprises.

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.

I.	MINOR REQUIREMENTS (24 credits)			
Type	**Course**		**Title**	**Credits**
	AERN	45135	Aviation safety theory	3
	CGMT	11044	Construction safety	3
	TECH	43080	Industrial and environmental safety	3
	TECH	33700	Quality Techniques	3
	TECH	33657	Introduction to lean six sigma	3
	TECH	35765	~~Quality improvement~~ Quality and Reliability Engineering	3
			MINIMUM TOTAL	**18**

Description of courses for Safety, quality and lean minor

All are required courses

AERN 45135 - AVIATION SAFETY THEORY
(Cross-listed with AERN 55135) Provides an in-depth study into aviation human safety theories and the basics of risk and safety management. Prerequisite: none.
3.000 Credit hours
3.000 Lecture hours

Levels: Undergraduate
Schedule Types: Lecture

CMGT 11044 - CONSTRUCTION SAFETY
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.
3.000 Credit hours
3.000 Lecture hours

TECH 43080 - INDUSTRIAL AND ENVIRONMENTAL SAFETY
Examines the occupational safety and health act and fundamentals of industrial safety programs. Prerequisite: None.
3.000 Credit hours
3.000 Lecture hours

Levels: Undergraduate
Schedule Types: Lecture

TECH 33700 - QUALITY TECHNIQUES
Introduction to quality management and the tools and techniques including the basic tools identified by ASQ (American Society for Quality) as well as an introduction to Lean and Six Sigma. Information presented helps prepare the student to qualify for the Quality Process Analyst Certification. Prerequisite: none.
3.000 Credit hours
3.000 Lecture hours

Levels: Undergraduate
Schedule Types: Lecture

TECH 33657 Introduction to lean six sigma
An introduction to lean six sigma. Including understanding the systems, measuring and defining performance, analyzing improving and controlling processes, and leading six sigma initiatives.
3.000 Credit hours
3.000 Lecture hours

Levels: Undergraduate
Schedule Types: Lecture

TECH 35765 Quality Improvement

Introduction to quality improvement techniques. Includes statistical process control, control charts, sampling, reliability, experimental design and quality engineering.
3.000 Credit hours
3.000 Lecture hours

Levels: Undergraduate
Schedule Types: Lecture

Kellogg, Jennifer

From: NETTEY, ISAAC RICHMOND
Sent: Thursday, January 08, 2015 7:14 PM
To: Kellogg, Jennifer
Cc: FISCH, MICHAEL; URIBE-RENDON, ROBERTO; Stringer, David; Sines, Robert
Subject: RE: Safety, Quality and Lean minor proposal

Hello, Jennifer,

After conferring with Mike Fisch, the full and proper name should read "Safety, Quality and Lean in Manufacturing." The preceding name provides the necessary and proper boundaries in terms of course coverage and emphasis thus possibly eliminating the potential for any serious concerns about encroachment. Best of the New Year with

Cheers,

I. Richmond Nettey

I. Richmond Nettey, Ph.D.,
Associate Dean, College of Applied Engineering,
Sustainability and Technology, 202J ATB,
P. O. Box 5190, Kent State University,
Kent, Ohio 44242 U.S.A.
330.524.9693 - Mobile
330.672.9476 - Office
330.672.7494 - Fax

"Aviation is proof, that given the will, we have the capacity to achieve the impossible."
--Captain Eddie Rickenbacker

From: NETTEY, ISAAC RICHMOND
Sent: Thursday, January 08, 2015 11:37 AM
To: Kellogg, Jennifer
Cc: FISCH, MICHAEL
Subject: RE: Safety, Quality and Lean minor proposal

Hello, Jennifer,

A very happy New Year to you and thank you very much for the preceding e-mail. Compliments on detecting and flagging the inconsistency in the name(s) of the minor as well as the absence of a non-encroachment letter.

Mike Fisch had initiated and submitted the proposal for the minor and it was signed off by Bob Sines so will check with Mike to confirm the name. Roberto is contacting M&IS on securing the non-encroachment letter.

Best and cheers,

I. Richmond Nettey

I. Richmond Nettey, Ph.D.,
Associate Dean, College of Applied Engineering,
Sustainability and Technology, 202J ATB,
P. O. Box 5190, Kent State University,
Kent, Ohio 44242 U.S.A.
330.524.9693 - Mobile
330.672.9476 - Office
330.672.7494 - Fax

Kellogg, Jennifer

From: OFFODILE, O. FELIX
Sent: Tuesday, January 20, 2015 3:45 PM
To: FISCH, MICHAEL
Cc: NETTEY, ISAAC RICHMOND; Kellogg, Jennifer; Sinclair, Elizabeth
Subject: RE: New basic data sheet for TECH 35765

Dear Mike,

We have reviewed your proposed course in **Quality and Reliability Engineering** (TECH 35765). Although the course is somewhat similar to **Quality Assurance** (MIS 34065), it is substantially different in focus that we do not consider it an encroachment. Therefore, we are in support of your proposal to create this course.

Best.

Felix

From: FISCH, MICHAEL
Sent: Tuesday, January 20, 2015 3:13 PM
To: OFFODILE, O. FELIX
Cc: NETTEY, ISAAC RICHMOND; Kellogg, Jennifer
Subject: New basic data sheet for TECH 35765

Dr. Offodile,
I have redone the basic data sheet. The major changes include:

1) The course title has been changed to Quality and Reliability Engineering. Thank you for the suggestion.
2) I have added several more hours on reliability and integrating reliability and quality. Thus, the course content has been changed.
3) I emphasized manufacturing in the course description.
4) I added a textbook on reliability engineering to the textbooks so there is a well-defined reliability thread to the course.
5) I added case studies as a written expectation since many companies have problems in these areas and it is a natural source of material.

This will have go back to the faculty and the rest of the approval process so this is not in stone. Of course, it must meet your approval. I have attached the new BDS in pdf format.

Finally, I would like to personally thank you for your collegiality in suggesting a different course title and your wiliness to work with CAEST and me on this proposal.

Sincerely,
Mike

Michael Fisch
College of Applied Engineering, Sustainability, and Technology
The Kent State University
(V) 330 672 9388

Name: Michael R. Fisch Submission Date: 1/20/2015

Organization: Dean AEST

Course Catalog Update

<< Go back to Course Catalog Update form

Print

Course Catalog UpdateInformation: STU0004

Reference Number: CCU008235 **Date:** 26-NOV-14

Level: 2.00 **of** 2.00 **Currently On The Worklist Of:** Robert Sines, Jr.,rsines

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 Fisch

Requested Effective Term:201580

Campus: Kent

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

Department:TECH-Technology

Course Subject:TECH-Technology

Course Number:35765

Course Title: Quality and Reliability Engineering

Title Abbreviation:quality and reliability

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): Introduction to reliability and quality engineering with an emphasis on manufacturing and techniques for improving quality and reliability. Includes reliability, reliability prediction, quality techniques, modeling statistical process control, control charts, sampling, experimental design, and designing and manufacturing for quality and reliability.

Prerequisites (edited): Math 11010 Algebra for Calculus

Corequisites (edited): None

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
3	Introduction to reliability
3	Introduction to quality improvement, lean, and six sigma

8	Statistical process control. Introduction to statistics.
4	Introduction to probability
3	Control charts and their uses.
3	Modeling reliability
6	Acceptance and reliability sampling
6	Design for reliability and reliability of mechanical parts
4	Experimental design
3	combining quality and reliability
2	planning and implementation tools

Display/Hide Delimited Course Outline

Total Contact Hours:45

Textbook(s) used in this course: Quality Improvement, Dale H. Besterfield. Practical Reliability Engineering, 5th Ed, Patrick O'connor and Andre Kleymer.

Writing Expectations: Written homework, case studies, and exams

Instructor(s) expected to teach: Approved CAEST faculty members

Instructor(s) contributing to content:M. Fisch

Proposal Summary

Explain the purpose for this proposal:

This proposes a new course in quality improvement. This course will be part of a proposed minor in CAEST.

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

No change in any program. Provides an opportuinity to obtain a minor in an area that many companies need expertiese. There is room in many programs for this minor.

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

Passage of the proposal will allow students to minor in an area that broadens their employment options. No prerequisites except MATH 11010 allows minor to be taken by a students in other units.

Explain how this proposal affects enrollment and staffing:

Possibly a part time faculty member will be needed.

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

College of Business. Dr. F. Offodile RE M&IS 34065.

Comments:

Date	User	Comment
1/20/2015	Jennifer S Kellogg	Please return the workflow to Michael Fisch.
11/26/2014	Michael R. Fisch	Roberto, the course number is a fiction. This is for the proposed minor. Mike

History:

Date	User	Status
1/20/2015	Robert G. Sines	Returned For Edit
1/20/2015	Jennifer S Kellogg	Returned To Final Approver
12/9/2014	Robert G Sines	Approved
12/9/2014	David B Stringer	Approved
11/26/2014	Michael R. Fisch	Submitted

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **11-Nov-14** Curriculum Bulletin _____

Effective Date **Fall 2015** Approved by EPC _____

Department	**Center for Comparative and Integrative Programs**
College	**AS - Arts and Sciences**
Degree	**Minor (non degree)**
Program Name	**History and Philosophy of Science** Program Banner Code
Concentration(s)	Concentration(s) Banner Code(s)
Proposal	**Establish program**

Description of proposal:
To establish a new multidisciplinary minor in the History and Philosophy of Science.

Does proposed revision change program's total credit hours? ☐ Yes ☒ No
Current total credit hours: 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):
Increase enrollments in existing courses, no negative fiscal impact. Instructional earnings go to the unit of the Instructor of record. Library budgets in History and Philosophy are sufficient. No duplication or encroachment.

Units consulted (other departments, programs or campuses affected by this proposal):
BSCI, CHEM, CS, DSCI, GEOL, HIST, MATH, PHIL, PHY, PSYC

REQUIRED ENDORSEMENTS

Department Chair / School Director	11/25/2014
Campus Dean (for Regional Campuses proposals)	___/___/___
College Dean (or designee)	12/5/14
Dean of Graduate Studies (for graduate proposals)	___/___/___
Provost and Senior Vice President for Academic Affairs (or designee)	___/___/___

CCIP
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Proposal Summary
Proposal for History and Philosophy of Science Minor

Description of Action, Including Intended Effect: The proposed action is to create a new interdisciplinary minor in History and Philosophy of Science under the auspices of the Center for Comparative and Integrative Studies. Currently, Kent State University has no History and Philosophy of Science minor program or any programs in this field.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues): There is no existing minor in History and Philosophy of Science. The interdisciplinary minor will rely primarily on regular courses offerings from the Department of History by Dr. Matthew Crawford and the Department of Philosophy taught by Dr. David Pereplyotchik. Their courses will be supplemented by additional courses offerings by faculty in the Departments of History and Philosophy. Students in the minor are also required to take one course in the sciences in order to gain first-hand experience and knowledge of the content of the sciences. Many students in the sciences will have fulfilled this requirement in the course of completing their major in the sciences. We hope that this Minor Program will encourage students to embrace interdisciplinary thinking and that it will give students, especially science majors, a more sophisticated understanding of what science is, how it works, and the role that science plays and has played in our society and culture.

Fiscal, Enrollment, Facilities and Staffing Considerations: The Departments of History and Philosophy currently have faculty teaching in these fields. There will be no special facilities required other than regular classrooms for teaching. Programs besides History and Philosophy from which course work is drawn have confirmed in memos that the courses are offered on a regular basis and have sufficient instructional staff. Enrollment and tuition follows the instructor of record back to their home department.

Evidence of Need and Sustainability if Establishing:

NA

Provisions for Phase-Out if Inactivating:

NA

Timetable and Actions Required: *a chronology of actions required to approve the proposal with an anticipated implementation date for each action*

Fall 2014	Review & Approval: Advisory Committee-Center for Comparative and Integrative Programs
Fall 2014	A&S Curriculum Committee Approval
Fall 2014	EPC and Faculty Senate Approval
Fall 2015	Effective

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History and Philosophy of Science

Kent State University 2014 Catalog > College of Arts and Sciences > Minors > History and Philosophy of Science

College College of Arts and Sciences
Department Center of Comparative and Integrative Programs

105 Bowman Hall
Tel: 330-672-2062
Web: www.kent.edu/ccip

Science is arguably the supreme intellectual enterprise of our species. It pervades nearly every aspect of modern society. Scientific research is heavily funded by governments and private institutions; courses in science are requirements at every level of education; scientific accomplishments are honored with awards and prizes; museums display scientific achievements and inventions. Moreover, the sheer depth and breadth of scientific progress throughout human history is monumental. All of this raises questions about what science is, how it works, and how it manages to be as successful as it is. These questions define the discipline known as the History and Philosophy of Science , which aims to study science, to understand its goals and methods, its principles and practices, its failures and triumphs. This minor will prepare students from a variety of related disciplines to think about science as a social, historical and philosophical enterprise. It will also prepare students for graduate work in History of Science, Philosophy of Science, and Science and Technology Studies as well as careers in areas of public policy and educational policy related to science.

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.

CCIP
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History and Philosophy of Science Minor (18-19 credits)				2-DEC-14
Type	Course		Title	Credits
	I. Minor Requirements:			9 Credit Hours
	HIST 31500/ PHIL 31080		~~Introduction to~~ History and Philosophy of Science Foundations in the	3
	HIST	31543	The Scientific Revolution	3
	PHIL	41035	Philosophy of Science	3
	II. Science Electives. Choose 3 hours of course work from the list of courses below. Students majoring in any of the sciences listed below are exempt from this requirement, and should select an additional course (3 credit hours) from section III. History and Philosophy Electives to complete the 18 credit Hours for the Minor.			3-4
	Biology			
KBS	BSCI	10001	Human Biology (3)	
KBS	BSCI	10002	Life on Planet Earth(3)	
	Chemistry			
KBS	CHEM	10030	Chemistry in Our World(3)	
KBS	CHEM	10055	Molecules of Life (3)	
	Computer Science			
	CS	10051	Introduction to Computer Sciences(3)	
	CS	10001	Computer Literacy (3)	
	Digital Sciences			
	DSCI	10010	Society, Culture, and the Digital Sciences(3)	
	DSCI	10410	Information Ethics and Social Responsibility(3)	
	Geology			
KBS	GEOL	11042	Earth and Life Through Time(3)	
KBS	GEOL	11040	How the Earth Works(3)	

		21062	Environmental Earth Science (3)	
		21080	All About the Oceans(3)	
	Mathematics			
KMC	MATH	11008	Explorations in Modern Mathematics(3)	
KMC	MATH	11009	Modeling Algebra (4)	
KMC	MATH	10041	Introductory Statistics (4)	
	MATH	12021	Calculus for Life Sciences (4)	
	Physics			
KBS	PHY	11030	Seven Ideas that Shook the Universe(3)	
KBS	PHY	21430	Frontiers in Astronomy (3)	
	Psychology			
KSS DG	PSYC	11762	General Psychology(3)	
	III. History and Philosophy Electives. Choose 6 credit hours from the courses below. Additional courses subject to approval.			6
	HIST	31550	Medicine in the Modern World Since 1500 (3)	
		41071	American Social and Intellectual History 1876-Present (3)	
KMC	PHIL	21002	Introduction to Formal Logic (3)	
		30025	Environmental Ethics (3)	
		31004	British Empiricism (3)	
		31003	Continental Rationalism (3)	
		41036	Philosophy of Cognitive Science (3)	
		41037	Renaissance and Early Modern Philosophy and Science (3)	
		41040	Epistemology (3)	
			Total Credit Hours for Minor	18-19

ODELL-SCOTT, DAVID

From: ODELL-SCOTT, DAVID
Sent: Tuesday, November 04, 2014 1:36 PM
To: Crawford, Matthew; Pereplyotchik, David
Subject: FW: FW: New Proposed Minor in History and Philosophy of Science

--

David W. Odell-Scott PhD
Associate Dean, College of Arts & Sciences
Center for Comparative & Integrative Programs
Professor of Philosophy

330.672.0271

KENT STATE UNIVERSITY

From: Javed I. Khan [mailto:javedkent@gmail.com]
Sent: Friday, October 31, 2014 8:45 PM
To: KHAN, JAVED; ODELL-SCOTT, DAVID
Subject: Re: FW: New Proposed Minor in History and Philosophy of Science

Dear David,

Here are the answers to the three short questions.

a) Yes, we offer CS 100051 every year. Thanks for considering it!
b) Indeed two more: (i) CS 10001 Computer Literacy. This is at lesser tech level- no programming (Its title we might fix sometime). (ii) Another course to consider is *CS* 33006 Social and *Ethical* Issues in *Computing. We indeed pondering if it can be improved with help from Philosophy dept. some time.*
c) The proposed minor in History and Philosophy of Science has no overlap/duplication with our program. Indeed it is a brilliant idea. Wish you success for the program.
Best,

-Javed.

KHAN, JAVED wrote:

Dear Arden,

CCIP
59

ODELL-SCOTT, DAVID

From: ODELL-SCOTT, DAVID
Sent: Tuesday, November 04, 2014 11:32 AM
To: Crawford, Matthew; Pereplyotchik, David
Subject: FW: Review Proposed Minor in History and Philosophy of Science

--

David W. Odell-Scott PhD
Associate Dean, College of Arts & Sciences
Center for Comparative & Integrative Programs
Professor of Philosophy

330.672.0271

KENT STATE UNIVERSITY

From: LEFF, LAURA
Sent: Thursday, October 30, 2014 3:57 PM
To: ODELL-SCOTT, DAVID
Subject: RE: Review Proposed Minor in History and Philosophy of Science

Hello

A few thoughts on the proposal...

1) It does not encroach or duplicate anything in BSCI
2) The two BSCI courses, Human Biology and Life on Planet Earth, are non-science majors, Kent Core classes for which we offer multiple sections each semester, including summer
3) The BTEC course, Introduction to Biotechnology, is for BTEC majors..so it is not Kent Core and it has a pre-requisite of one of our freshmen science majors courses, Biological Foundations. Thus, it is not equivalent to the two BSCI classes and has a pre-req so I don' think it should be included.

On a slightly different note, I should mention by including the two BSCI courses specified you are ruling out any biology majors from being in this minor..the same thing for chemistry and physics since each of us has non-majors courses and majors courses for freshmen. That is fine with us but I wanted to let you know in case you were planning on marketing to science majors

LL

From: ODELL-SCOTT, DAVID
Sent: Thursday, October 30, 2014 3:17 PM
To: LEFF, LAURA
Subject: FW: Review Proposed Minor in History and Philosophy of Science
Importance: High

CCIP
60

ODELL-SCOTT, DAVID

From: ODELL-SCOTT, DAVID
Sent: Tuesday, November 04, 2014 11:31 AM
To: Crawford, Matthew; Pereplyotchik, David
Subject: FW: Proposed new minor in History and Philosophy of Science

--

David W. Odell-Scott PhD
Associate Dean, College of Arts & Sciences
Center for Comparative & Integrative Programs
Professor of Philosophy

330.672.0271

KENT STATE UNIVERSITY

From: TONGE, ANDREW
Sent: Thursday, October 30, 2014 4:10 PM
To: ODELL-SCOTT, DAVID
Subject: Re: Proposed new minor in History and Philosophy of Science

David,

The math course choice looks strange to me (no problem offering the courses, though.)
Also 14001, 14002, and I think 12021 are 4 credit courses.

14001 and 14002 are courses designed primarily for future elementary and middle school teachers. Instructors will often relate the mathematical material to teaching practice.

Is this what you really want?

Andrew

From: ODELL-SCOTT, DAVID
Sent: Thursday, October 30, 2014 3:19 PM
To: TONGE, ANDREW
Subject: RE: Proposed new minor in History and Philosophy of Science

--

David W. Odell-Scott PhD
Associate Dean, College of Arts & Sciences

CCIP
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ODELL-SCOTT, DAVID

From: HOLM, DANIEL
Sent: Tuesday, November 04, 2014 9:19 AM
To: ODELL-SCOTT, DAVID
Subject: Re: New Proposal for History and Philosophy of Science Minor

Hi David: 1) YES. 2) GEOL 21080 All About the Oceans and GEOL 21062 Environmental Earth Science 3) This proposed History and Philisophy of Science minor does not duplicate our program or encroach upon our discipline.

best, Daniel

Dear Dan,
Attached is the draft Catalog Copy for the new proposed minor in History and Philosophy of Science. I am making three requests of you:

1. Please review the course work which we would like to include in the course offerings for the History and Philosophy of Science minor which are drawn from your discipline.
    a. Are these courses offered at least once every two academic years? Do you have sufficient faculty to staff the course work on a two year rotation?
2. Can you identify other course work in your Department Catalog which you would consider recommending we include in the History and Philosophy of Science minor program?
3. I need as well a statement that the proposed History and Philosophy of Science minor does not duplicate your program, and does not encroach upon your discipline.

If you have any questions or concerns about this proposed History and Philosophy of Science minor, please do not hesitate to contact me.

I look forward to hearing from you,

Regards,
David

--

David W. Odell-Scott PhD
Associate Dean, College of Arts & Sciences
Center for Comparative & Integrative Programs
Professor of Philosophy

330.672.0271

KENT STATE UNIVERSITY

CCIP
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ODELL-SCOTT, DAVID

From: WALKER, ROBERT
Sent: Wednesday, November 05, 2014 4:20 PM
To: ODELL-SCOTT, DAVID
Cc: WALKER, ROBERT; PETI, SUSAN
Subject: Re: New proposed minor in History and Philosophy of Science

Hello David,

On behalf of the School of Digital Sciences, I am happy to offer our support for this proposed minor. I do not see any duplication or encroachment on our program.

You are certainly welcome to include **DSCI 10010 Society, Culture, and the Digital Sciences** in the list of courses. We offer 1-2 sections of this course each semester and have capacity to absorb additional students.

We would also recommend including **DSCI 10410 Information Ethics and Social Responsibility**, which includes both some ethical philosophy and some history (e.g., legal issues derived from British Common Law and the US Constitution). We offer 1-2 sections of this course each semester and have capacity to absorb additional students.

- bob


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==========================================================================
Robert A. Walker                    Director, School of Digital Sciences
  rawalkel@kent.edu                   http://www.kent.edu/dsci
  walker@cs.kent.edu                Professor, Computer Science Department
236 Math & CS Building                http://www.cs.kent.edu/~walker
  330-672-9105                      Kent State University, Kent OH 44242
==========================================================================
Asst Director, Curriculum & Operations:     Susan Peti <speti@kent.edu>
==========================================================================
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On Oct 30, 2014, at 3:17 PM, "ODELL-SCOTT, DAVID" <dodellsc@kent.edu> wrote:

Dear Bob,
Attached is the draft Catalog Copy for the new proposed minor in History and Philosophy of Science. I am making three requests of you:

1. Please review the course work which we would like to include in the course offerings for the History and Philosophy of Science minor which are drawn from your discipline.
    a. Are these courses offered at least once every two academic years? Do you have sufficient faculty to staff the course work on a two year rotation?
2. Can you identify other course work in your Department Catalog which you would consider recommending we include in the History and Philosophy of Science minor program?
3. I need as well a statement that the proposed History and Philosophy of Science minor does not duplicate your program, and does not encroach upon your discipline.

If you have any questions or concerns about this proposed History and Philosophy of Science minor, please do not hesitate to contact me.

I look forward to hearing from you,

CCIP
63

ODELL-SCOTT, DAVID

From: TUBERGEN, MICHAEL
Sent: Wednesday, November 05, 2014 11:39 AM
To: ODELL-SCOTT, DAVID
Subject: RE: Proposal for new minon in History and Philosophy of Science

Hi David,

I've had a chance to look this over without referring it to our curriculum committee.

The proposal to include CHEM 10030 "Chemistry in Our World," is fully appropriate. It is offered every semester in both face-to-face and DL formats.

The plan to include CHEM 10020 "Introduction to Chemistry" is much less good. That course (isn't the number actually 00020?) is actually a remedial course that intends to prepare students for entry into General Chemistry 1 if their background is so weak that they cannot get through the ALEKS Chemistry assessment that we require for entry into General Chemistry 1. CHEM 00020 really focuses on fundamental skills that students need to have in order to be successful in Gen. Chem. 1. There won't be much of an overview or big picture offered in this class.

I probably would have suggested that CHEM 10050 "Fundamentals of Chemistry" a pre-nursing course be substituted instead since it does give a bit larger overview of the field albeit at a lower level. There is also quite a bit of skill development in 10050 too.

We have worked hard with Nursing and we are now planning to replace CHEM 10050 with a new course that we expect will be numbered CHEM 10055 ("Molecules of Life"). This course will be heavily conceptually based rather than the quantitative emphasis found in 10050. It will aim to give students an excellent overall picture of the role of chemistry in living systems. We hope to make it a Kent Core course (replacing 10050, which has Kent Core status) and we expect that Nursing will require it as a prerequisite instead of 10050. The proposal hasn't yet reached the College in final form, but Mary Ann may be aware of it. We intend to offer it somehow in Spring 2015 as a pilot course (details evolving) for one section and then go live in Fall 2015. Since this is pre-nursing many, many sections will be offered.

I hope this is both clear and helpful. Let me know you have any further questions about my response.

Best,

Mike

From: ODELL-SCOTT, DAVID
Sent: Monday, November 03, 2014 1:21 PM
To: TUBERGEN, MICHAEL
Subject: RE: Proposal for new minon in History and Philosophy of Science

Thursday should work for me.

--

David W. Odell-Scott PhD

CCIP
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ODELL-SCOTT, DAVID

From: ODELL-SCOTT, DAVID
Sent: Tuesday, November 04, 2014 1:39 PM
To: Pereplyotchik, David; Crawford, Matthew
Subject: FW: Proposed History and Philosophy of Science Minor

--

David W. Odell-Scott PhD
Associate Dean, College of Arts & Sciences
Center for Comparative & Integrative Programs
Professor of Philosophy

330.672.0271

KENT STATE UNIVERSITY

From: GLEESON, JAMES
Sent: Monday, November 03, 2014 3:57 PM
To: ODELL-SCOTT, DAVID
Subject: FW: Proposed History and Philosophy of Science Minor

I hope this helps.

JG

From: <MANLEY>, "MANLEY, MARK" <manley@kent.edu>
Date: Monday, November 3, 2014 at 3:55 PM
To: "GLEESON, JAMES" <jgleeson@kent.edu>
Subject: Re: Proposed History and Philosophy of Science Minor

Hi Jim,

I agree with you. Intro. Physics Seminar is required for all physics majors and minors and I would not want another group of students taking that course because it would decrease the one-on-one opportunities for questions from the students.

Also, they have PHY 12000 listed as a 3-hr. course when it is actually a 1-hr. course. (I suspect that they have no idea that this is not a typical lecture course.)

I would point these facts out and encourage them to substitute Frontiers in Astronomy instead. They already have Seven Ideas that Shook the Universe, and these courses would be a nice pairing for students.

Their proposed program certainly does not encroach on our discipline.

CCIP
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ODELL-SCOTT, DAVID

From: BARNBAUM, DEBORAH
Sent: Thursday, November 20, 2014 1:10 PM
To: ODELL-SCOTT, DAVID
Subject: RE: Proposed Minor in History and Philosophy of Science

Hello, David,

Thank you for your email. Yes, the Department did review this extensively.

1. Yes, the courses in question are offered at least once every two years and we have sufficient faculty to staff them.
2. No, the new minor neither duplicates our program, nor does it encroach upon our discipline.

Deborah

Deborah Barnbaum, Ph.D.

Professor and Chair of Philosophy | Kent State University
PO Box 5190 | Kent, OH | 44242-0001 | 330 672-0267

Kent State – Home of the Sellars in a New Generation Conference

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From: ODELL-SCOTT, DAVID
Sent: Thursday, November 20, 2014 9:53 AM
To: BARNBAUM, DEBORAH
Cc: Pereplyotchik, David; Crawford, Matthew
Subject: Proposed Minor in History and Philosophy of Science
Importance: High

Dear Deborah,

I understand that the Department of Philosophy has reviewed and is supportive of the proposed new minor in History and Philosophy of Science in the Center for Comparative and Integrative Programs.

I have a deadline of 5:00 PM Friday, November 21st (tomorrow) to hear from you regarding the following questions. I mistakenly expect David and Matt to have requested this information from their home departments. But given the level of review of the program in Philosophy these questions should not take much time. I need in an email from you respecting the following items:

1. Please review the course work which we would like to include in the course offerings for the History and Philosophy of Science minor which are drawn from your discipline.
    a. Are these courses offered at least once every two academic years? Do you have sufficient faculty to staff the course work on a two year rotation?
2. I need a clear statement that the proposed History and Philosophy of Science minor **does not**: (a) duplicate your program, and (b) does not encroach upon your discipline.

CCIP
68

If you have any questions or concerns about this proposed History and Philosophy of Science minor, please do not hesitate to contact me.

I look forward to hearing from you,

Regards,
David

--

David W. Odell-Scott PhD
Associate Dean, College of Arts & Sciences
Center for Comparative & Integrative Programs
Professor of Philosophy

330.672.0271

KENT STATE
UNIVERSITY

CCIP
69

ODELL-SCOTT, DAVID

From: BINDAS, KENNETH
Sent: Thursday, November 20, 2014 11:24 AM
To: ODELL-SCOTT, DAVID
Subject: Re: Proposed Minor in History and Philosophy of Science

David,
The department responds positively to all the questions below. The minor does not encroach nor duplicate anything in the department of history.

Ken
Kenneth J. Bindas
Professor & Chair
Department of History

From: <ODELL-SCOTT>, DAVID <dodellsc@kent.edu>
Date: Thursday, November 20, 2014 at 9:55 AM
To: Ken Bindas <kbindas@kent.edu>
Cc: "Crawford, Matthew" <mcrawf11@kent.edu>, "Pereplyotchik, David" <dpereply@kent.edu>
Subject: Proposed Minor in History and Philosophy of Science

Dear Ken,

I understand that the Department of History has reviewed and is supportive of the proposed new minor in History and Philosophy of Science in the Center for Comparative and Integrative Programs.

I have a deadline of 5:00 PM Friday, November 21st (tomorrow) to hear from you regarding the following questions. I mistakenly expected David and Matt to have requested this information from their home departments. But given the level of review of the program in History these questions should not take much time. I need in an email from you respecting the following items:

1. Please review the course work which we would like to include in the course offerings for the History and Philosophy of Science minor which are drawn from your discipline.
    a. Are these courses offered at least once every two academic years? Do you have sufficient faculty to staff the course work on a two year rotation?
2. I need a clear statement that the proposed History and Philosophy of Science minor **does not**: (a) duplicate your program, and (b) does not encroach upon your discipline.

If you have any questions or concerns about this proposed History and Philosophy of Science minor, please do not hesitate to contact me.

I look forward to hearing from you,

Regards,
David

CCIP
70

Smith, Katherine

From: HALEY, MARY ANN
Sent: Wednesday, January 14, 2015 10:21 AM
To: Smith, Katherine
Cc: ODELL-SCOTT, DAVID; HERDINA, LORNA
Subject: RE: New minors

Hello Katie,

I have conferred with David Odell-Scott. The History and Philosophy of Science and Italian Studies minors can only be delivered on the Kent Campus. World Literature and Cultures can be delivered on the Kent and Stark Campuses.

Best regards,
Mary Ann

Mary Ann Haley, Ph.D.
Associate Dean
College of Arts and Sciences
Kent State University
105 Bowman Hall
330-672-8968

From: Smith, Katherine
Sent: Tuesday, January 13, 2015 6:03 PM
To: HALEY, MARY ANN
Subject: New minors

Hi Mary Ann,

I apologize for all the e-mails recently....
Therese has asked me to ask you about the campuses for the new minors in Arts and Sciences:

- History and Philosophy of Science
- World Literature and Cultures
- Italian Studies

She's beginning to clarify on the EPC agenda and in program materials on which campuses minors can be fully completed. To your knowledge – can any of the new A&S minors be completed at any of the regional campuses, in addition to the Kent campus? If you're not sure, we can just say "Kent campus" for now. Let me know, and thanks.

Katie J. Smith | Academic Program Coordinator
Curriculum Services, MSC 208H
Kent State University
800 E. Summit St. | Kent, OH 44242
330.672.8559

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **25-Nov-14** Curriculum Bulletin _____

Effective Date **Fall 2015** Approved by EPC _____

Department	**Center for Comparative and Integrative Programs**
College	**AS - Arts and Sciences**
Degree	**Minor (non degree)**
Program Name	**World Literature and Cultures** Program Banner Code
Concentration(s)	Concentration(s) Banner Code(s)
Proposal	**Establish program**

Description of proposal:

To establish a new multidisciplinary minor in World Literature and Cultures to be offered at the Kent and Stark campuses.

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

Current total credit hours: Proposed total credit hours **18**

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

No duplication or encroachment. Increase enrollment in existing courses, no negative fiscal impact. Instructional earnings go to the unit of the instructor of record.

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

ANTH, ARTH, AS, COMM, DAN, ENG, HIST, GEOG, JMC, MCLS, MUS, PAS, PHIL, POL, PSYC, REL, SOC, WMST. (Support letters in BIS proposal.)

REQUIRED ENDORSEMENTS

_____ 12/10/2014
Department Chair / School Director C.C.I.P.

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

Mary Ann Haley 12/13/14
College Dean (or designee)

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

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

CCIP
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Proposal Summary
Proposal for World Literature and Cultures Minor
[_____ Minor]

Description of Action, Including Intended Effect
The proposed action is to create a new multidisciplinary minor in World Literature and Cultures in the Center for Comparative and Integrative Programs. Currently Kent State University has no World Literature and Cultures minor program. Intended effect will be to provide opportunities for students to pursue their interests in an integrative program of study of literature and cultures globally.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

Students will have the opportunity to explore world literature and cultures in a multidisciplinary framework. No other programs will be impacted other than having additional students in their classes.

Fiscal, Enrollment, Facilities and Staffing Considerations

There are no fiscal, enrollment, facilities and staffing considerations. The minor draws upon existing coursework in the University.

Evidence of Need and Sustainability if Establishing
N/A.

Provisions for Phase-Out if Inactivating
N/A.

Timetable and Actions Required: *a chronology of actions required to approve the proposal with an anticipated implementation date for each action*

Fall 2014	Center for Comparative and Integrative Programs Development and Approval.
Fall 2014	College of Arts and Sciences Curriculum Committee Approval.
Spring 2015	Educational Policies Council Approval.
Fall 2015	Effective Date

CCIP
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World Literature and Cultures

Kent State University 2014 Catalog > College of Arts and Sciences > Minors > World Literature and Cultures

College	College of Arts and Sciences
Department	Center of Comparative and Integrative Programs

105 Bowman Hall
Tel: 330-672-2062
Web: www.kent.edu/cas

The World Literatures and Cultures minor is dedicated to the interdisciplinary study of historical and contemporary literature which is representative of a diversity of the world's cultures. Students will explore world literature and cultures with the aid of a variety of disciplinary methods of analysis and interpretation in the study of cultural texts and artifacts, as well as the interactions of the political, economic, cultural, and social complexities with literature. The study of World Literature and Cultures is devoted to promoting a central trend among major research universities in the United States to engage in the critical integration of knowledge that cuts across the different disciplines, with sustained focus upon the global study of cultures and literature, past and present.

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.

CCIP
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Program Requirements for the minor in World Literature and Cultures Students are responsible to complete any prerequisites in the elective courses.				
	MINOR IN WORLD LITERTURE AND Cultures			18 credits
	The maximum number of courses from any single disciplinary prefix which will count towards the credit hours for the World Literature and Cultures program is two courses or 6 credit hours. Upper Division Rule: 12 Course Credits Upper Division.			
KSS DG	ANTH	18210	INTRODUCTION TO CULTURAL ANTHROPOLOGY (3)	
DG		38240	CULTURE AND PERSONALITY (3)	
		38250	RELIGION: A SEARCH FOR MEANING (3)	
DG		48212	KINSHIP AND SOCIAL ORGANIZATION (3)	
		48230	SOCIO-CULTURAL CHANGE (3)	
	ARAB	41301	ARABIC CULTURE (3)	
KFA	ARTH	12001	ART AS A WORLD PHENOMENON (3)	
		22006	ART HISTORY: ANCIENT AND MEDIEVAL ART(3)	
		22007	ART HISTORY: RENAISSANCE TO MODERN ART(3)	
KFA DG		22020	ART OF AFRICA, OCEANIA AND THE AMERICAS(3)	
		42023	THE ARTS OF JAPAN(3)	
		42031	GREEK ART AND ARCHAEOLOGY(3)	
		42032	ROMAN ART AND ARCHAEOLOGY(3)	
		42041	ITALIAN RENAISSANCE ART (3)	
		42042	NORTHERN RENAISSANCE ART(3)	
		42051	EUROPEAN ART AND IDEAS: 1750-1900(3)	
DG	CACM	21010	CROSS-CULTURAL CONFLICT MANAGEMENT (3)	
DG		22020	INTERNATIONAL CONFLICT RESOLUTION (3)	
		31003	Non VIOLENCE: THEORY AND PRACTICE (3)	

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WIC DG		41010	RECONCILIATION vs. REVENGE: TRANSITIONAL JUSTICE (3)	
	CHIN	45301	CHINESE CULTURE (3)	
KHU DG	CLAS	21404	THE GREEK ACHIEVEMENT (3)	
KHU DG		21405	THE ROMAN ACHIEVEMENT (3)	
		41301	CLASSICAL MYTHOLOGY (3)	
WIC		41503	GREEK LITERATURE IN TRANSLATION (3)	
WIC		41304	LATIN LITERATURE IN TRANSLATION (3)	
		41305	CLASSICAL LITERARY STUDIES (3)	
		41404	ANCIENT CHRISTIANITIES (3)	
		~~41404~~ 41401	GREEK ARCHAEOLOGY AND ART (3)	
		41402	ROMAN ARCHAEOLOGY AND ART (3)	
DG	COMM	35852	INTERCULTURAL COMMUNICATION (3)	
	COMM	42000	MEDIA, WAR AND PROPAGANDA (3)	
		45766	COMMUNICATION IN A GLOBAL SOCIETY (3)	
KFA DG	DAN	27076	DANCE AS AN ART FORM(3)	
		47063	DANCE HISTORY I (3)	
WIC DG	ENG	34011	WORLD LITERATURE IN ENGLISH (3)	
		34041	FAIRY TALES (3)	
KSS DG	GEOG	17063	WORLD GEOGRAPHY (3)	
KSS DG		22061	HUMAN GEOGRAPHY (3)	
DG		32080	POLITICS AND PLACE (3)	
	GEOG	42053	GEOGRAPHIES OF MEMORY AND HERITAGE (3)	
KHU DG	HIST	11050	WORLD HISTORY: ANCIENT AND MEDIEVAL (3)	

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KHU DG		11051	WORLD HISTORY: MODERN (3)	
		31053	MODERN EUROPE, 1815 TO PRESENT (3)	
		31112	CHINESE CIVILIZATION(3)	
		31130	HISTORY OF AFRICAN CIVILIZATION(3)	
		31140	MODERN LATIN AMERICA(3)	
		31141	EARLY LATIN AMERICA(3)	
	JAPN	45421	JAPANESE CULTURE(3)	
KSS DG	JMC	20001	MEDIA, POWER AND CULTURE (3)	
	JWST	11001	INTRODUCTION TO JEWISH STUDIES(3)	
	MCLS	20001	GLOBAL LITERACY AND CULTURAL AWARENESS (3)	
DG		21417	MULTICULTURALISM IN TODAY'S GERMANY(3)	
		22217	Diversity in Today's Russia(3)	
		23217	The Francophone Experience(3)	
DG		28404	THE LATIN AMERICAN EXPERIENCE(3)	
		28405	The Spanish Experience(3)	
		30420	FOREIGN LANGUAGES AND CULTURAL STUDIES (3)	
KFA DG	MUS	22111	THE UNDERSTANDING OF MUSIC(3)	
KFA DG		22121	MUSIC AS A WORLD PHENOMENON(3)	
		42111	AFRICAN MUSIC AND CULTURES(3)	
		42141	FOLK AND TRADITIONAL MUSIC OF WESTERN CONTINENTS(3)	
		42151	ASIAN MUSICS(3)	
DG		42181	POPULAR WORLD MUSIC(3)	
DG	PAS	34000	INTRODUCTION TO AFRICAN WORLD VIEW(3)	

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		20300	BLACK IMAGES(3)	
		23310	NATIVE AMERICAN CULTURE(3)	
		24000	BLACK SHORT STORY (3)	
DG		24407	CARIBBEAN STUDIES(3)	
		30010	AFRICAN AND AFRICAN-AMERICAN PHILOSOPHIES(3)	
DG		32050	AFRICAN LITERATURES (3)	
		33200	ANCIENT AFRICAN CIVILIZATIONS(3)	
		35100	BLACK SOCIAL AND POLITICAL THOUGHT(3)	
		37020	THE MODEL AFRICAN UNION(3)	
DG		37100	PAN-AFRICAN WOMEN'S LITERATURE (3)	
		22200	INTRODUCTION TO THE AFRICAN ARTS(3)	
		~~42111~~	~~African Music and Cultures (3)~~	
	PHIL	31001	ANCIENT GREEK PHILOSOPHY(3)	
		31002	MEDIEVAL PHILOSOPHY(3)	
		31006	NINETEENTH-CENTURY PHILOSOPHY(3)	
		31060	AESTHETICS (3)	
DD		31072	AMERICAN INDIAN PHILOSOPHIES(3)	
DG		31075	PHILOSOPHY AND MULTICULTURALISM(3)	
		41086	PHILOSOPHY OF EXPRESSION (3)	
KSS DD	PSYC	22221	MULTICULTURAL PSYCHOLOGY(3)	
		31532	SOCIAL PSYCHOLOGY(3)	
		40461	PSYCHOLOGY OF LANGUAGE(3)	
KHU DG	REL	11020	INTRODUCTION TO WORLD RELIGIONS(3)	
KHU DG		21021	COMPARATIVE RELIGION(3)	

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		31065	COMPARATIVE RELIGIOUS EXPERIENCE (3)	
	RUSS	32501	RUSSIAN LITERATURE IN ENGLISH (3)	
	SOC	42559	CULTURE AND SOCIETY (3)	
	SOC	42561	SOCIOLOGY OF RELIGION(3)	
	WMST	30001	FEMINIST THEORY (3)	
			Minimum Hours	18

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Smith, Katherine

From: HALEY, MARY ANN
Sent: Wednesday, January 14, 2015 10:21 AM
To: Smith, Katherine
Cc: ODELL-SCOTT, DAVID; HERDINA, LORNA
Subject: RE: New minors

Hello Katie,

I have conferred with David Odell-Scott. The History and Philosophy of Science and Italian Studies minors can only be delivered on the Kent Campus. World Literature and Cultures can be delivered on the Kent and Stark Campuses.

Best regards,
Mary Ann

Mary Ann Haley, Ph.D.
Associate Dean
College of Arts and Sciences
Kent State University
105 Bowman Hall
330-672-8968

From: Smith, Katherine
Sent: Tuesday, January 13, 2015 6:03 PM
To: HALEY, MARY ANN
Subject: New minors

Hi Mary Ann,

I apologize for all the e-mails recently....
Therese has asked me to ask you about the campuses for the new minors in Arts and Sciences:

- History and Philosophy of Science
- World Literature and Cultures
- Italian Studies

She's beginning to clarify on the EPC agenda and in program materials on which campuses minors can be fully completed. To your knowledge – can any of the new A&S minors be completed at any of the regional campuses, in addition to the Kent campus? If you're not sure, we can just say "Kent campus" for now. Let me know, and thanks.

Katie J. Smith | Academic Program Coordinator
Curriculum Services, MSC 208H
Kent State University
800 E. Summit St. | Kent, OH 44242
330.672.8559

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **23 October 2014** Curriculum Bulletin

Effective Date **Fall 2015** Approved by EPC _____

Department	**Modern and Classical Languages**
College	**AS - Arts and Sciences**
Degree	**Minor**
Program Name	**Italian Studies** Program Banner Code
Concentration(s)	Concentration(s) Banner Code(s)
Proposal	**Establish program**

Description of proposal:
Establish a Minor in Italian Studies

Does proposed revision change program's total credit hours? ☒ Yes ☐ No
Current total credit hours: **18** Proposed total credit hours **18**

Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
Using existing courses in a variety of programs to establish a Minor in Italian Studies.

Units consulted (other departments, programs or campuses affected by this proposal):
Art Department, History Department, Fashion

REQUIRED ENDORSEMENTS

Department Chair / School Director	11/12/14
Campus Dean (for Regional Campuses proposals)	/ /
College Dean (or designee)	12/5/14
Dean of Graduate Studies (for graduate proposals)	/ /
Provost and Senior Vice President for Academic Affairs (or designee)	/ /

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Proposal Summary

Title: Establishing a Minor in Italian Studies

Description of Action, Including Intended Effect

The purpose of this proposal is to establish a Minor in Italian Studies to be offered by the Department of Modern and Classical Languages.

A Minor in Italian Studies at Kent State University will satisfy the desire of the student population to study the language, culture, cinema, literature, history, philosophy and art of Italy in a wider, more interdisciplinary and more accessible way than is currently possible with the Italian Minor which is focused predominantly on language acquisition and proficiency.

A Minor in Italian Studies will provide students from a variety of majors and colleges across the university who travel to our Florence, Italy campus an opportunity to expand their study abroad experience into a more cohesive academic project in their overall degree program at Kent State.

The proposed Minor in Italian Studies will allow for students to choose from the current and expanded list of elective courses offered in a variety of departments.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g., duplication issues)

Courses will be offered as they currently exist in each department and no duplication issues are expected to arise.

Fiscal, Enrollment, Facilities and Staffing Considerations

The establishment of this Minor would not require additional staffing or faculty since the courses for the Minor are already part of the normal course offerings across a variety of departments at Kent. There should be no negative impact on current programs because no new courses need to be developed. Units have been consulted to assure that current courses and programs can absorb potential increased enrollment due to the addition of this Minor.

Evidence of Need and Sustainability if Establishing

The predominant need for an Italian Studies Minor is evidenced by the increasing interest in the Florence, Italy campus as a destination for Fall, Spring and Summer study abroad. Spring 2015 enrollment at that campus, for example, has hit a program record of 170 students. Courses offered during the inaugural year of the Florence Summer Institute 2014 session on subjects ranging from the History of the Italian Mafia (23), Modern Italian History and Culture (16), the Genius of Florence (30) and the Golden Age of Italian Art (20) were enormously popular (enrollment numbers are in parenthesis). These courses, amongst others, serve as feeder courses for the Minor. Students from a wide range of colleges beyond Arts and Sciences (CCI, BUS and EHHS) who attend the

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Florence campus could be attracted to a Minor in Italian Studies based on their initial English-language exposure to subjects of Italian interest.

Provisions for Phase-Out if Inactivating (Not applicable)

Timetable and Actions Required: *a chronology of actions required to approve the proposal with an anticipated implementation date for each action*

Fall 2014 MCLS CC
Fall 2014 A & S CC
Spring 2015 EPC
Effective Fall 2015

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ITALIAN STUDIES MINOR

College: College of Arts and Sciences

Department: Department of Modern and Classical Language Studies

109 Satterfield Hall
Tel: 330-672-2150
Fax: 330-672-4009
Web: www.kent.edu/cas/mcls

The Italian Studies Minor is an interdisciplinary program in the language, literature, history, theatre, music, and art of Italy. Students are introduced to Italian civilization and culture from the Romans to the present, with a focus on a wide range of possible subjects across multiple disciplines. Students in Italian Studies are encouraged to study abroad at the KSU Florence campus in Florence, Italy.

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.

II. ITALIAN STUDIES MINOR REQUIREMENTS (18 credits)

Type	Course		Title	Credits
	Choose from the following: [1]			18
	ITAL	25201	Intermediate Italian I (3)	
		25202	Intermediate Italian II (3)	
	ITAL	3/4xxxx	Upper division Italian electives	
	ARTH	42041	Italian Renaissance Art (3)	
		42043	The High Renaissance and Mannerism in Italy (3)	
		42044	Venetian Renaissance Art (3)	
		42046	Baroque Art of the 17th Century (3)	
		42091	Art History Seminar [2]	
	HIST	41020	Nineteenth Century Europe	
	HIST	41017	Seventeenth Century Europe	
	CLAS	21405	The Roman Achievement	
	FDM	35901	Italian Fashion and Culture (3)	
			MINIMUM TOTAL	**18**

[1] Special topics courses and courses from the Kent State Florence program may be included with the permission of the director of the Italian Studies minor.

2 ARTH 42091 Art History Seminar is a variable topic seminar. Students declared in the Italian Stydirs minor may use ARTH 42091 Seminar: Art Experiences in Italy to fulfill minor requirements. Other Art History Seminar topics related to Italy and Italian art may be used to fulfill minor requirements with the permission of the director of the Italian Studies minor. MCLS

FW: Italian Minor

Stasiowski, Kristin

Mon 11/10/2014 2:26 PM

To:CARDUNER, JESSIE <jcardune@kent.edu>;

Dear Jesse,

This is the word from Ken Bindas in history....(see below) and then I have spoken with Fred Smith who said basically that everything is ok, but he will put it in writing by the end of the day.

Are we still ok?

Un abbraccione,
Kristin

From: BINDAS, KENNETH
Sent: Monday, November 10, 2014 2:04 PM
To: Stasiowski, Kristin
Subject: Re: Italian Minor

Perfect . . .
ken
Kenneth J. Bindas
Professor & Chair
Department of History

From: <Stasiowski>, Kristin <kstasiow@kent.edu>
Date: Monday, November 10, 2014 at 2:00 PM
To: Ken Bindas <kbindas@kent.edu>
Subject: RE: Italian Minor

So, these courses would be OK?? (This is how the Minor sheet would appear)

I. ITALIAN STUDIES MINOR REQUIREMENTS (18 credits)				
Type	**Course**		**Title**	**Credits**
	Choose from the following:			18
	ITAL	25201	Intermediate Italian I (3)	
		25202	Intermediate Italian II (3)	
	ITAL	3/4xxxx	Upper division Italian electives	
	ARTH	42041	Italian Renaissance Art (3)	
		42043	The High Renaissance and Mannerism in Italy (3)	
		42044	Venetian Renaissance Art (3)	
		42046	Baroque Art of the 17th Century (3)	

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		42091	Seminar: Art Experiences in Italy (3)	
	HIST	41020	Nineteenth Century Europe	
	HIST	41017	Seventeenth Century Europe	
	CLAS	21405	The Roman Achievement	
	FDM	35901	Italian Fashion and Culture (3)	
			MINIMUM TOTAL	**18**

From: BINDAS, KENNETH
Sent: Monday, November 10, 2014 1:40 PM
To: Stasiowski, Kristin
Subject: Re: Italian Minor

Kristin,
This looks good, although he Renaissance course is no longer part of our curriculum. Instead you might substitute 41017 Seventeenth Century Europe and/or 41020 Nineteenth century Europe. I think that the CC will have an issue listing a course on your minor that doesn't appear as a a history course.

Ken
Kenneth J. Bindas
Professor & Chair
Department of History

From: <Stasiowski>, Kristin <kstasiow@kent.edu>
Date: Monday, November 10, 2014 at 1:27 PM
To: Ken Bindas <kbindas@kent.edu>
Subject: Italian Minor

My darling Bindas,

This email falls under the "Units Consulted" portion of my bid for an Italian Studies Minor which was approved by the MCLS CC on Friday. Presuming you are OK with what you see in the catalog copy here, we will be clear to move forward.

Can you give it a quick look and let me know what you think?

Un abbraccione,
Kristin

Kristin Stasiowski, Ph.D
Director of International Programs and Education Abroad
Assistant Professor of Italian Language and Literature
College of Arts and Sciences
126 Bowman Hall
Office: 330.672.1809
Email: kstasiow@kent.edu

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FW: Italian Minor

Stasiowski, Kristin

Mon 11/10/2014 5:54 PM

To:CARDUNER, JESSIE <jcardune@kent.edu>;

Dear Jesse,

Here is the approval from Art History! YAY! Is there a formal way that I need to register these approvals? Both for History and Art History?

Un abbraccione,
Kristin

From: SMITH, FRED
Sent: Monday, November 10, 2014 5:35 PM
To: Stasiowski, Kristin
Subject: Re: Italian Minor

Hi Kristen, I read the proposal information and consulted with Gus Medicus and other art history faculty and we fully support your proposal. Fred

---

From: Stasiowski, Kristin
Sent: Monday, November 10, 2014 1:38 PM
To: SMITH, FRED
Subject: FW: Italian Minor

Dear Fred,

Thank you so much for taking a look at all of these. You are, as always, a hero.

I am thrilled about the numbers for your upcoming trip! Bravo Fred! Way to rock the world of study abroad!

Un abbraccione,
Kristin

Kristin Stasiowski, Ph.D
Director of International Programs and Education Abroad
Assistant Professor of Italian Language and Literature
College of Arts and Sciences
126 Bowman Hall
Office: 330.672.1809
Email: kstasiow@kent.edu

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Ohio | Board of Regents
University System of Ohio

John R. Kasich, Governor
John Carey, Chancellor

Request for Approval

Submitted by
Kent State University

Establishment of a Bachelor of Business Administration Degree in General Business

date to come

KENT STATE UNIVERSITY

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REQUEST

Date of submission: *date to come*

Name of institution: Kent State University

Degree/degree program title: General Business major within Bachelor of Business Administration degree

Primary institutional contact for the request

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

Delivery sites: On-ground at Kent Campus
(optional fully online last two years of program

Date that the request was approved by the institution's governing board:
Approved by the Kent State University Faculty Senate on *date to come*, and the Board of Trustees on *date to come*

Proposed start date: Fall 2015

Date Institution established: 1910

Institution's programs: Degree programs at the associate, bachelor's, master's, post-master's and doctoral levels; undergraduate and graduate certificates (total 325 majors in 44 degrees and 61 certificates as of fall 2014)

Educator Preparation:
Program leads to licensure: No
Program leads to endorsement: No

SECTION 1: INTRODUCTION

1.1 Brief summary of the request

Kent State's College of Business Administration currently offers a Business Undeclared pre-major that does not lead to a degree. The college proposes to eliminate that non-degree major in consideration of Complete College Ohio and establish a General Business major within the Bachelor of Business Administration (BBA) degree. The new General Business major will serve two populations: (1) incoming students who are interested in business, but either are undecided about what specialization to declare or desire a more comprehensive curriculum, and (2) students who left a university before earning a business degree and now wish to return to complete one.

The College of Business Administration presently offers eight discipline-focused BBA degree majors: Accounting, Business Management, Computer Information Systems, Economics, Entrepreneurship, Finance, Marketing, and Managerial Marketing. A General Business major will complement the current offerings while also aiding students who need/desire a more flexible program.

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's accreditation was reaffirmed by the North Central Association Higher Learning Commission on *January date to come*.

2.3 Notification of appropriate agencies

The Association to Advance Collegiate Schools of Business (AACSB), the college's accrediting agency accredits degree programs (e.g., BBA, MBA, PhD), not majors. Therefore it is not necessary to notify AACSB as part of this process when adding a new major to the BBA degree.

Notification to the Higher Learning Commission is in Appendix A.

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-planning)

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-charts .

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 General Business major will be housed in the Department of Management and Information Systems, one of five academic departments within the College of Business Administration. The other four departments are Accounting, Economics, Finance and Marketing and Entrepreneurship. Each department is led by an academic chair who reports to the dean of the college. The dean, in turn, reports to Kent State University's senior vice president for academic affairs and provost.

The Department of Management and Information Systems comprises approximately 28 full-time faculty members and administers two undergraduate majors—Business Management and Computer Information Systems—and four minors: Management, Computer Information Systems, Healthcare Systems Management and Human Resources Management. The department also administers three concentrations within the Master of Business Administration (MBA) degree: Information Systems, Human Resource Management, and Supply Chain Management. In addition, the department administers three concentrations within the PhD degree in Business Administration: Information Systems, Human Resource Management and Operations Management.

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 title of the lead administrator for the Department of Management and Information Systems is professor and chair. The position currently is held by O. Felix Offodile, PhD. He is responsible for the day-to-day running of the department, including recording, maintaining and implementing the policies and procedures stated in the department's handbook through regular consultation with the department faculty and various committees such as the Faculty Advisory Committee. The chair provides leadership to the department and, in consultation with appropriate faculty bodies, makes administrative and policy decisions affecting the department. Dr. Offodile's curriculum vitae is attached as Appendix B.

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

The proposed degree program was approved by the Department of Management and Information Systems' Curriculum Committee, which is composed of four department tenured and tenure-track faculty and is chaired by a coordinator. The terms of office is two years, with terms staggered so that in each academic year two members continue and two new ones are elected. Elections are conducted at the end of the spring semester, and members assume office at the beginning of the fall semester. The committee meets once each month, with the option to schedule emergency meetings as necessary.

The program was also supported by the College of Business Administration's Undergraduate Curriculum Committee, which is chaired by the assistant college dean for undergraduate and assessment and composed of tenured and tenure-track faculty from each of the five departments and the assistant director for undergraduate advising in the college. The terms of office is two years, with terms staggered so that in each academic year two members continue and two new ones are elected. Elections are conducted at the end of the spring semester, and members assume office at the beginning of the fall semester. The committee meets once each month, with the option to schedule emergency meetings as necessary.

4.2 Program development

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

The proposed program aligns with Kent State's mission as it will allow students to expand their "intellectual horizons" through exposure to more in-depth study in all areas of business rather than focusing on one. Organizations want individuals, particularly those at the managerial level, who can help resolve conflicts that, for example, arise because of different philosophies about spending money; i.e., an outside focus (marketing) versus an internal one. In addition, the program aligns with the university's mission in that students will be exposed to diverse learning environments (e.g., internships, student organization involvement and education abroad.)

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.

Since this generalist degree program is replacing an "undecided" pre-major in the College of Business Administration, the college reviewed current enrollment of students who are unsure of the major they want to pursue, but know that it will be focused in business. Since fall 2012, the Business Undeclared pre-major has averaged 267 students each semester. Approximately a third of the students who choose the Business Management major are undecided about their major choice (approximately 430 students for fall 2014). In addition, nearly 200 students who entered the university in fall 2014 as Exploratory (Undeclared) pre-majors selected business as the area of interest in which to declare a major.[1] These are the students that the General Business major will serve. The goal of the program is to provide a broad curriculum to allow students to either determine what specific business focus (e.g., accounting, marketing) in which to major or to graduate with a well-rounded business education.

The General Business major will also serve location-bound students and the almost 49.2 percent of business students who stop out prior to graduation[1] but eventually seek convenient ways to complete a business baccalaureate degree online. The last two years of the General Business major will comprise a well-rounded and flexible business curriculum and will be offered fully online, as well as face-to-face delivery.

Among the top 25 occupations with the most openings in the State of Ohio for which this major will prepare graduates are general and operations managers (#3), management analysts (#10), financial managers (#14), sales managers(#16) and human resource specialists (#18).[2]

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[1] Enrollment/graduation data source: Office of Research, Planning and Institutional Effectiveness.
[2] CareerOneStop, U.S. Department of Labor, Employment and Training Administration. Retrieved from www.careerinfonet.org. These are the occupations with a typical entry-level education of a bachelor's degree that are projected to have the largest number of job openings during the 2012-2022 time period.

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 decision to propose this program was reached after extensive consultations with appropriate curricular and administrative bodies in the College of Business Administration (e.g., Undergraduate Curriculum Committee and the Leadership Council) and Kent State University (e.g., Educational Policies Council, Faculty Senate). Since the proposed is a generalist program to allow students to explore a wide range of business-related disciplines or to complete an unfinished degree, no specific business or industry groups were consulted.

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 General Business major aligns with the standards of the college's accreditor, the Association to Advance Collegiate Schools of Business (AACSB), International. The first two years of the program are the same as the first two years for the other BBA degree programs. All AACSB standards (faculty qualifications, admission requirements, technology resources, curricular expectations, etc.) will be followed. The AACSB accredits degrees—including the BBA, to which the proposed major attached—and not majors. Consequently, since the courses that will constitute the curriculum for this major already exist and withstood the rigorous standards of this agency, the major is by extension already accredited. The College of Business Administration was originally accredited in 1915. This accreditation has been continuously reaffirmed, with the last reaffirmation occurring in 2013, and the next review scheduled for 2018.

4.3 Collaboration with other Ohio institutions

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

The University of Akron is the only school within a 30-mile radius of the Kent Campus that offers a major similar to General Business. The University of Akron's program, a BBA degree in Business Administration, is for students "who want the flexibility to choose courses that relate to interest that might not be addressed by other majors.[3]" Differences between Kent State's proposed General Business major and University of Akron's Business Administration major include overall credit hours (120 versus 128, respectively) and GPA requirements for graduation (2.5 GPA versus 2.3 major/2.0 overall, respectively). Another major difference between the two programs is the last two years of Akron's program cannot be completed online as can be done with the proposed Kent State program.

[3] University of Akron, College of Business Administration. "Get a Business Administration Bachelor of Business Administration Degree." Retrieved from www.uakron.edu/cba/undergraduate/majors/business-administration.dot.

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 major was not developed in collaboration with any other institution in Ohio or elsewhere.

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 admissions policies and procedures for this major are the same or similar as for all existing College of Business Administration majors:

- **General Admission for Freshman Students:** Admission Requirements at the Kent Campus: The freshman admission policy at the Kent Campus is selective. Admission decisions are based upon the following: cumulative grade point average, ACT and/or SAT scores, strength of high school college preparatory curriculum and grade trends. The university affirmatively strives to provide educational opportunities and access to students with varied backgrounds, those with special talents and adult students who graduated from high school three or more years ago. Visit the Admissions website for new freshmen for more information.
- **Transfer Students**: A minimum 2.500 cumulative GPA is required for admission into the College of Business Administration. Students who have previously attended Kent State and have completed COMM 15000, ENG 21011, MATH 11010 (or placement out of ENG 11011 and/or MATH 11010) must have earned a minimum C (2.00) grade in the course(or their equivalent).

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).

Kent State's Transfer Center reviews and applies transfer coursework where appropriate as determined by state policies and faculty review. Kent State's residence policy requires that transfer students complete a minimum 30 semester hours (including 9 semester hours of upper-division coursework in the major) at Kent State to be awarded a Kent State bachelor's degree.

The majority of courses in the Kent Core (general education requirements) are approved as Ohio Transfer Module courses. Credit earned through military service, Advanced Placement (AP), International Baccalaureate (IB), College Level Examination Program (CLEP) and Kent State's Credit-by-Exam is awarded for general education requirements and electives.

Business core courses (required in all the majors) are approved in the Transfer Assurance Guides (TAG). In addition, introductory business courses will be submitted in the near future for Career Technical Credit Transfer (CT^2) as part of the Secondary Career-Technical Alignment Initiative.

5.2 Student administrative services

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

The student administrative services currently available at the university's Kent Campus are adequate to support the program.

5.3 Student academic services

Indicate whether the student academic services (e.g., career services, counseling, tutoring, ADA) 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.

Students in the proposed major will have the same access as other students to all Kent State University and College of Business Administrative services, including academic and career advising. Regarding career services, the College of Business Administration recently opened a Career Services Office that serves only College of Business Administration majors. This office complements similar services at the university level.

SECTION 6: CURRICULUM

6.1 Introduction

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

The General Business major is for students who desire an in-depth understanding of all business areas rather than a specialized area of business, i.e., accounting, business management, computer information systems, economics, entrepreneurship, finance, and marketing. The major courses are offered face-to-face and/or online, thus enabling the flexibility for students.

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 General Business major is to prepare students to:

1. Demonstrate an understanding of all facets of the business enterprise;
2. Demonstrate an understanding of the differences and interconnections between the functional areas of business;
3. Demonstrate understanding of the customer-business relationship; and
4. Demonstrate an understanding of the different roles of stakeholders.

Graduates of the General Business major will be able to:

1. Demonstrate effective management and leadership ability when given an organizational dilemma;
2. Use financial tools to create budgets, prepare financial statements and report financial position;
3. Identify and analyze global considerations that affect business decisions;
4. Analyze, interpret and use data to solve problems and make decisions ; and
5. Create and communicate value for consumers.

These goals and objectives in the curriculum are integrated into the learning outcomes in appropriate courses in the major. The department curriculum committee has the general oversight of the curriculum in the major and reviews syllabi to ensure conformance. Further, these learning outcomes are part of the assessment rubric established to fulfill the requirements of our accrediting agencies. When assessment results fall below established benchmarks steps are taken that reviews the instructors' coverage of the materials to ensure that students are adequately prepared to learn the expected 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, general education, elective) and indicate if they are new or existing courses.

Course	Cr Hrs	Major Core	Gen Ed	Elec tive	OTM TAG CTAG	New/ Existing Course	On-Ground Delivery	Online Delivery
COLLEGE CORE REQUIREMENTS (51 credits)								
ACCT 23020 Introduction to Financial Accounting	3				TAG	Existing	✓	✓
ACCT 23021 Introduction to Managerial Accounting	3				TAG	Existing	✓	✓
BUS 10123 Exploring Business	3					Existing	✓	✓
BUS 30061 Business Professional Practices	1					Existing	✓	✓
COMM 15000 Introduction to Human Communication *(fulfills Kent Core Additional)*	3		✓		OTM	Existing	✓	✓
ECON 22060 Principles of Microeconomics *(fulfills Kent Core Social Sciences)*	3		✓		OTM TAG	Existing	✓	✓
ECON 22061 Principles of Macroeconomics *(fulfills Kent Core Social Science)*	3		✓		OTM TAG	Existing	✓	✓
ENG 30061 Writing in Business	2					Existing	✓	✓
FIN 26074 Legal Environment of Business	3				TAG	Existing	✓	✓
FIN 36053 Business Finance	3					Existing	✓	✓
MATH 11010 Algebra for Calculus	3		✓		OTM	Existing	✓	✓
MATH 11012 Intuitive Calculus (3) ***or*** MATH 12002 Analytic Geometry and Calculus I (5)	3-5		✓		OTM OTM	Existing Existing	✓ ✓	✓ ✓
MIS 24053 Introduction to Computer Applications	3					Existing	✓	✓
MIS 24056 Fundamentals of Business Statistics	3					Existing	✓	✓
MIS 24163 Principles of Management	3					Existing	✓	✓
MIS 34060 Operations Management	3					Existing	✓	✓
MIS 44285 Integrated Business Policy and Strategy	3					Existing	✓	✓
MKTG 25010 Principles of Marketing	3				TAG	Existing	✓	✓
MAJOR REQUIREMENTS (36 credits)								
ECON 12060 Personal Finance	3	✓				Existing		✓
ENTR 27056 Introduction to Entrepreneurship	3	✓				Existing	✓	✓
FIN 36058 The Financial System	3	✓				Existing	✓	✓
MIS 44163 Global Business Management	3	✓				Existing	✓	✓

Course	Cr Hrs	Major Core	Gen Ed	Elec tive	OTM TAG CTAG	New/ Existing Course	On-Ground Delivery	Online Delivery
Accounting Elective, select from:								
ACCT 33061 Financial Reporting Issues and Analysis	3	✓				Existing	✓	✓
Department-approved ACCT major course						Existing	✓	✓
Business Management Elective, select from:								
MIS 34165 Dynamics of Leadership	3	✓				Existing	✓	✓
MIS 34180 Human Resource Management						Existing	✓	✓
Computer Information Systems Elective, select from:								
MIS 24065 Web Programming	3	✓				Existing	✓	✓
MIS 34054 Using Info Systems for Solving Business Problems						Existing	✓	✓
Economics Elective, select from:								
ECON 32025 Money, Credit and Banking	3	✓				Existing	✓	
ECON 42075 International Economic Relations						Existing	✓	✓
Marketing Elective, select from:								
MKTG 35056 Social Media Marketing	3	✓				Existing	✓	
MKTG 45046 Personal Selling						Existing	✓	
Department-approved MKTG major course						Existing	✓	✓
Major Electives, *select any remaining business courses listed above and/or approved upper-division courses from non-business disciplines*	9	✓		✓		Existing	✓	✓
KENT CORE / ADDITIONAL REQUIREMENTS (33 credits)								
US 10097 Destination Kent State: First Year Experience	1		✓			Existing	✓	✓
Kent Core Composition	6		✓		OTM	Existing	✓	✓
Kent Core Humanities and Fine Arts	9		✓		OTM	Existing	✓	✓
Kent Core Social Sciences	3		✓		OTM	Existing	✓	✓
Kent Core Basic Sciences	6-7		✓		OTM	Existing	✓	✓
General Electives, c*redits required depends on meeting minimum 120 credit hours and minimum 39 upper-division credit hours*	8			✓		Existing	✓	✓
MINIMUM TOTAL	**120**							

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.

All courses comprising the curriculum are approved and existing to support other programs within the college and the university. Therefore, no syllabi are being submitted.

ACCT 23020 Introduction to Financial Accounting
Introduction to principles of accounting as they relate to financial accounting and the preparation of financial statements.

ACCT 23021 Introduction to Managerial Accounting
Introduction to principles of accounting as they relate to managerial accounting, including cost relationships.

ACCT 33061 Financial Reporting Issues and Analysis
Issues relative to the balance sheet, income statement and cash flow statement. Topics include assets, liabilities, owner's equity, revenue recognition, EPS, deferred taxes and pensions. Cannot be counted towards accounting major.

BUS 10123 Exploring Business
An introduction to the basic areas of business with an integrated perspective on how the various areas work together. Technological competencies and communicative skills will be developed. Team building opportunities will be announced. This course is open to any major. This course should be taken sometime during student's first 30 semester hours.

BUS 30061 Business Professional Practices
The purpose of this course is to help students develop appropriate approaches to oral communications given organizational cultures and hierarchies, proper business etiquette (regarding dress, dining and behaviors) and other professional business acumen. This course is linked with ENG 30061. Therefore, students must be registered for the matching section of ENG 30061.

COMM 15000 Introduction to Human Communication
An inquiry into the nature and function of human communication in interpersonal, group and public contexts.

ECON 12060 Personal Finance
Examines economic issues and problems of everyday life. Goal is to enable individuals to analyze their personal finances in order to learn how to get the most out of their income, increase income through a better understanding of possible investments, and protect what they have through selecting appropriate insurance. Topics covered include budgeting and financial planning, federal income taxes, insurance, borrowing, and investment principles and strategies.

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.

ECON 22061 Principles of Macroeconomics
Principles and policies affecting aggregate production, consumption, investment and government expenditures. Includes role of money, the banking system, inflation, unemployment and economic growth.

ECON 32025 Money, Credit and Banking
Organization of our money, credit and banking system principles and problems of monetary policy. Not open to students who have completed ECON 32030.

ECON 42075 International Economics Relations
Principles, problems and policies of international economic relations with extensive references to the United States, Western Europe, Latin America and former communist countries. Covers international aspects of interdependency, cooperation and multinational institutions.

ENG 30061 Writing in Business
Introduces students to writing practices in business settings, helping students to understand several of the ways that business writing differs from academic writing. Students learn practical skills related to addressing audience expectations relative to the purpose of the message, applying appropriate formats to business documents, integrating graphics commonly used in business documents, and using principles of rhetoric to convey a message effectively and concisely.

ENTR 27056 Introduction to Entrepreneurship
The study of the entrepreneurial process from conception to birth of a new venture. This includes attributes of successful entrepreneurs, opportunity recognition, innovation, venture screening, risk assessment, risk tolerance, identification of resources and business planning to learn how to turn opportunities into viable business.

FIN 26074 Legal Environment of Business
Coverage of the nature, structure and significance of the legal and regulatory areas which confront business, with special emphasis on business ethics environmental and international issues.

FIN 36053 Business Finance
Analysis of financial decisions in business enterprise and interface of firm with capital markets.

FIN 36058 The Financial System
Analysis of financial markets and institutions emphasizing current issues, regulatory aspects and management concerns.

MATH 11010 Algebra for Calculus
Study of elementary functions and graphs, including polynomial, exponential and logarithmic functions, complex numbers; conic sections; arithmetic and geometric sequences. No credit earned for this course if student earned credit for MATH 11011 or 12001.

MATH 11012 Intuitive Calculus
Designed to give an overview of differential and integral calculus to business and life-science majors. Does not include trigonometric functions. No credit earned for this course if student earned credit for MATH 12002.

MATH 12002 Analytic Geometry and Calculus I
Concepts of limit, continuity and derivative, and the indefinite and definite integral for functions of one real variable. Maximization, related rates, fundamental theorem of calculus. No credit earned for this course if student earned credit for MATH 12011 and 12012.

MIS 24053 Introduction to Computer Applications
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.

MIS 24056 Fundamentals of Business Statistics
Introduction to concepts in statistical methods and their applications to real world problems. Examines both the theoretical and practical side of the different methods.

MIS 24065 Web Programming
Principles of visual design as applied to Web site interface development. The course exposes students to the basics of programming and relational database and how to develop a Web-based database driven interactive information system.

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.

MIS 34054 Using Information Systems for Solving Business Problems
Examine key concepts about information systems that are relevant for business managers. The focus will be on promoting an understanding of the use of IS in solving business problems. There will also be hands-on assignments.

MIS 34060 Operations Management
A survey course in operations management that covers the managerial concepts and the quantitative tools used in the design, planning operation and control of operations systems.

MIS 34165 Dynamics of Leadership
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.

MIS 34180 Human Resources Management
Focuses on the importance of the management of human resources for any organization, its employees, customers, shareholders, and the community where it is located. The topic helps students understand the important issues that derive from managing people at work and the changing environment organizations face. Students will learn the integral role human resources management plays to the success or failure of an organization. Both practical and theoretical perspectives are presented.

MIS 44163 Global Business Management
Provides an overview of contemporary issues and theoretical frameworks in the field of international strategic management using traditional lecture and practical application cases.

MIS 44285 Integrated Business Policy and Strategy
Integration of the functional areas of business in the formulation and implementation of policy. Projects and case analyses of business situations provide students with the opportunity to apply analytical and creative problem solving skills.

MKTG 25010 Principles of Marketing
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.

MKTG 35056 Social Media Marketing
Explore the various opportunities and risks that social media marketing holds for firms. During the course students will learn about topics such as social media's effect on marketing, creating and managing brand presences on social media, creating and marketing a branded viral video, identifying online influencers, analyzing.

MKTG 45046 Personal Selling
Introduces students to effective communication, successful selling and persuasion techniques, building customer relationships, ethics, the buying and selling process, and developing professional sales calls.

US 10097 Destination Kent State: First Year Experience
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.

6.4 Program sequence

Provide the intended/ideal sequence to complete the program in the table below. An example is provided. Add additional time periods as needed.

A semester-by-semester sequencing (aka “roadmap) is provided as Appendix C.

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

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

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

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

As part of the requirements for any baccalaureate at Kent State, all students must satisfy an experiential learning requirement, which may be fulfilled through by a course, a component of a course or a non-credit paid or unpaid experience on or off campus. An experiential learning activity may fall into one or more of the following categories: research, civic engagement, study away/abroad, practical experiences or creative/artistic activities. Visit the ELR website at www.kent.edu/catalog/2014/info/courseinformation/elr for more information.

SECTION 7: ASSESSMENT AND EVALUATION

7.1 Program assessment

Describe the policies and procedures in place to assess and evaluate the proposed program. In your response, include the following: name of the unit/position responsible for directing assessment efforts; description of any committees or groups that assist the unit; description of the measurements used; frequency of data collection; frequency of data sharing; and how the results are used to inform the institution and the program.

The proposed program will be assessed and evaluated through the College of Business Administration's assurance of learning process, which is used for other undergraduate programs in the college. Student outcomes are examined in the capstone course (MIS 44285 Integrated Business Policy and Strategy) using the metrics developed for this process. The Department of Management and Information Systems is responsible for directing assessment efforts for the proposed General Business major. The department's Undergraduate Curriculum Committee and Faculty Advisory Committee, as well as the assistant college dean and college's Undergraduate Curriculum Committee, will assist in this effort.

Various outcomes such as writing and communication effectiveness, leadership skills, knowledge of global markets and ethical decision-making will be used to assess the goals and objectives listed in Section 6.2. Some of the data on these metrics will be collected every other spring and fall semesters of alternate years to measure how well students are performing in comparison with expected outcomes. For example, if the expectation is that at least 80 percent of students in the program should be able to demonstrate effective leadership skills, then the data should be able to reveal how well this measure is being met.

Data from the program assessment will be shared with all faculty members teaching the particular subject area immediately after it is collected so that corrective action could be taken in time for the next assessment period. Data will be shared with the college-wide Curriculum Committee during the yearly reporting cycle.

Results from the program assessment will be benchmarked against established metrics for that purpose. While results below established metrics provide opportunity for improvements in the course syllabi, coverage and delivery methods, those that are continuously above the metrics could provide opportunities for revising the metrics and benchmarks.

7.2 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: name of the unit/position responsible for directing these efforts; description of any committees or groups that assist the unit; description of the measurements used; frequency of data collection; frequency of data sharing; how the results are used to inform the student as they progress through the program; and initiatives used to track student success after program completion.

Student success in the proposed General Business major will be measured through the College of Business Administration's assurance of learning process, which is used for other undergraduate programs in the college. The Department of Management and Information Systems is responsible for directing assessment efforts for the proposed General Business major. The department's Undergraduate Curriculum Committee and Faculty Advisory Committee, as well as the assistant college dean and college's Undergraduate Curriculum Committee, will assist in this effort.

Various outcomes such as writing and communication effectiveness, leadership skills, knowledge of global markets and ethical decision-making will be used to assess the goals and objectives listed in Section 6.2. Some of the data on these metrics will be collected every other spring and fall semesters of alternate years to measure how well students are performing in comparison with expected outcomes. For example, if the expectation is that at least 80 percent of students in the program should be able to demonstrate effective leadership skills, then the data should be able to reveal how well this measure is being met.

Data from the program assessment will be shared with all faculty members teaching the particular subject area immediately after it is collected so that corrective action could be taken in time for the next assessment period. Data will be shared with the college-wide Curriculum Committee during the yearly reporting cycle.

Results from the program assessment will be benchmarked against established metrics for that purpose. While results below established metrics provide opportunity for improvements in the course syllabi, coverage and delivery methods, those that are continuously above the metrics could provide opportunities for revising the metrics and benchmarks.

In the past year, the college has established the Career Services Office, exclusive to majors offered in the college, including the proposed General Business major. Also, Kent State University has similar career advising programs, which the Career Services Office complements, for all majors in the university, including the Career Services Center.

The Kent State Office of Alumni Relations, the College of Business Administration's Career Service Offices and the Department of Management and Information Systems' Center for Information Systems track graduates through regular surveys.

Information from these surveys provides data on demographics, employment and successes of graduates, which aid the department in assessing the impact of the academic programs for both graduates and the community. Additionally, the department frequently asks graduates of its programs back to campus as guest presenters to share their experiences with current students as to how their education has helped them in the workplace. Such feedback in turn provides continuous improvement opportunities that inform our curricular revisions.

SECTION 8: FACULTY

8.1 Faculty appointment policies

Describe the faculty designations available (e.g., professor, associate professor, adjunct, instructor, clinical) for the proposed program's faculty. In your response, define/describe the differences between the designations.

Kent State University uses three faculty tracks: "tenure track," "non-tenure track" and "adjunct" to deliver instruction to its programs. Tenure-track and non-tenure-track faculty are full-time employees of the university, while adjunct faculty are part time and are employed as needed. Further, tenure-track faculty must have earned a terminal degree in their discipline (e.g., PhD). While a terminal degree is not required for non-tenure track and adjunct faculty members, it is preferred because it may allow them to teach at any academic level (undergraduate and graduate), especially if they also meet an accrediting agency's standards for teaching at those levels.

Finally, ranks within each faculty track vary. At initial hire, tenure-track faculty members hold the rank of assistant professor; through teaching and research accomplishments the faculty member may be promoted to associate professor and, eventually, full professor. Conversely, non-tenure-track faculty members hold the ranks of lecturer, associate lecturer and senior lecturer. However, if they have earned a terminal degree, they are hired as assistant professor and advance through the ranks as do tenure-track faculty members.

Describe the credentialing requirements for faculty who will be teaching in the program (e.g., degree requirements, special certifications or licenses, experience).

Credentialing requirements for faculty who will be teaching in the program are the same as those for College of Business Administration's existing degree programs. These faculty members are already teaching the courses required for the General Business major, and fall into one of the categories discussed earlier. At a minimum, the faculty members teaching in the program will have a master's level degree.

Describe the institution's load/overload policy for faculty teaching in proposed program.

The load policy for faculty teaching in the proposed program is the same for those teaching in other programs at the university. According to Kent State University policies, a full-time tenure-track faculty member is to be given 24 credit hours, while non-tenure track faculty members shall be given 30 credit hours of workload every academic year, including equivalences for research, administration and other activities. Any load beyond these is to be compensated as overtime/overload.

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.

Since the curriculum of the General Business major will comprise existing courses regularly offered in other college and university programs, current faculty resources are sufficient to begin the program.

8.2 Program faculty

Provide the number of existing faculty members available to teach in the program.

Full time: 40* Less than full time: 12*

*These figures account for faculty teaching major coursework in the program.

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

Full-time: 0 Less than full-time: 0

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.

To be current in their respective fields, all faculty in the College of Business Administration are expected to engage in scholarship activities such as publishing refereed journal articles and proceedings; authoring, editing and contributing to book chapters and books; consulting; attending academic and teaching seminars; and making professional presentations. Each faculty member is required to have engaged in these activities substantially within the most recent five-year period. Full time faculty members are given workload equivalencies and a budget amount every academic year that allows them to engage in these activities.

Expectations for engagement in these activities are different depending on the faculty member's designation and the level of our program in which she/he teaches. For more detail on these expectations please see the document attached as Appendix D.

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.

See Appendix E for faculty matrix.

SECTION 9: LIBRARY RESOURCES AND INFORMATION LITERACY

9.1 Library resources

Describe the involvement of a professional librarian in the planning for the program (e.g., determining adequacy of current resources, working with faculty to determine the need for additional resources, setting the budget for additional library resources/services needed for the program).

Kent State's business subject librarian works with the department chair and a library representative for each department in the College of Business Administration to create awareness of library services and programs and to build library collections appropriate to the curriculum of the department. Subject librarians have three major responsibilities:

1. Assist in effectively and appropriately expending the academic unit's library collection allocation;
2. Provide reference and research assistance at the reference desk and through one-on-one consultations with faculty, students and staff; and
3. Provide instructional support by collaborating with teaching faculty to articulate information literacy-based learning objectives in the curriculum.

Describe the library resources in place to support the proposed program (e.g., print, digital, collections, consortia, memberships).

The following library resources are already in place for the proposed General Business major:

Monographs. Most monographs in the disciplines related to business administration are automatically acquired through an approval plan with YBP Library Services. Acquisition profiles are developed for each of the primary academic fields related to departments in the College of Business Administration: accounting, economics, finance, management and information systems and marketing and entrepreneurship. The profiles are reviewed and modified as needed, annually. In addition, the annual firm order acquisition budget for the each department allows for the purchase of additional materials selected by the business librarian or requested by College of Business Administration faculty.

Journals. Journals are available in both print and electronic formats, with an increasing emphasis on electronic access as many database vendors increase their full-text content and linking capabilities. Where a specific journal is not available in the Collection, users are encouraged to request a copy of the necessary material through the interlibrary loan program. The Article E-Delivery Service is excellent is promoted to students in library orientations.

Electronic Resources. Students and faculty in the College of Business Administration rely heavily on journals, major reference works and databases to conduct research and complete assignments. However, it is important to note that research and study in the field of business administration is an interdisciplinary process. Students and faculty in the college benefit from additional library collection development in the areas of technology, education, psychology, communications, sociology, political science, computer science, public health and nutrition, as well as government documents. See next page for a list of some of the major electronic resources available primarily for business research. Most of the online databases are made available to users, both on and off-campus, through University Library subscriptions and OHIOLink, a state-wide initiative to provide access to electronic resources.

Business and Economics Articles
- Academic Search Complete
- Business Source Complete
- Communication and Mass Media Complete
- EconLit
- Economía y Negocios *(Spanish Language Business Source)*
- Entrepreneurial Studies Source
- Human Resource Abstracts
- Insurance Periodicals Index
- JSTOR
- Legal Collection
- Lexis Nexis Academic
- National Bureau of Economic Research (NBER) Working Papers
- SPORTDiscus
- Vente et Gestion *(French Language Business Source)*

Finance and Accounting
- Audit Analytics
- Mergent Manuals
- RIA Checkpoint
- Standard & Poor's NetAdvantage

Company and Industry Profiles
- Business Source Complete – Marketline Reports
- IBISWorld
- International Directory of Company Histories
- Standard & Poors NetAdvantage – Industry Surveys
- Lexis Nexis Company Dossier
- Ward's Business Directory of U.S. Private and Public Companies
- WestlawNext – Hoover's Company Profiles

Markets and Marketing
- Advertising Age Research Center
- Gale Directory of Publications and Broadcast Media
- Gartner Group Research Reports
- Mintel Market Research Reports
- Simmons OneView
- Social Explorer
- SRDS Media Solutions
- Statistical Abstracts of the United States

International Business Resources
- International Financial Statistics Online
- Lexis Nexis Country Profiles
- Political Handbook of the World
- Polling the Nations
- World Development Report Online

Technology Resources
- Access Science
- Computers & Applied Sciences Complete
- Environment Complete
- GreenFILE
- InSpec
- LexisNexis Academic *(for patent searching)*
- Science Database
- Science Online

Business News
- Factiva
- Lexis Nexis Academic
- Newspaper Source
- Regional Business News

Other Useful Databases
- Inter-university Consortium for Political and Social Research (ICPSR)
- Encyclopedia of Associations – International
- Encyclopedia of Associations – National
- Encyclopedia of Associations – Regional, State & Local
- Vocational and Career Collection

Wharton Research Data Service (WRDS) Data Sets
- Audit Analytics
- Bank Regulatory Database
- Blockholders
- Center for Research in Security Prices (CRSP)
- Chicago Board Options Exchange (CBOE) Volatility Index
- Compustat North America
- CUSIP Service Bureau *(Security ID Procedures)*
- Direct Marketing Educational Foundation (DMEF) Academic
- Dow Jones Averages & Total Return Indexes: The Dow Jones Averages
- Fama-French Portfolios & Liquidity Factors
- Federal Deposit Insurance Corporation (FDIC)
- Federal Reserve Bank Reports
- I/B/E/S *(Institutional Brokers Estimate Service)*
- Penn World Tables
- Philadelphia Stock Exchange
- Riskmetrics
- SEC-mandated Disclosure of Order Execution Statistics
- Thomson Reuters
- Trade Reporting and Compliance Engine (TRACE)

OhioLINK provides access to nearly 50 million library items statewide, encompassing a spectrum of library material including law, medical and special collections. The OhioLINK Library Catalog contains more than 13 million unique titles from its 91 member libraries. Students, faculty, staff, and card holders from participating public libraries can use the OhioLINK Library Catalog to find and request materials online, then pick them up two to three days later at the participating library of their choice. Users can renew books online and keep them for up to 21 weeks (students, staff) or 42 weeks (faculty).

Describe any additional library resources that will be needed to support the request and provide a timeline for acquiring/implementing such services. Where possible, provide a list of the specific resources that the institution intends to acquire, the collaborative arrangements it intends to pursue, and monetary amounts the institution will dedicate to the library budget to support and maintain the proposed program.

The information resources and services of the Kent State University Library adequately support the research and curricular requirements proposed BBA degree in General Business. No additional library resources will be needed in support of this program

9.2 Information literacy

Describe the institution's intent to incorporate library orientation and/or information literacy into the proposed program. In your response, describe any initiatives (e.g., seminars, workshops, orientations, etc.) that the institution uses or intends to use for faculty and students in the program.

The university's business subject librarian presents a basic orientation to the library resources and services in every section of BUS 10123 Exploring Business, required in every undergraduate major in the College of Business Administration. This orientation helps students locate reference materials, scholarly books and journals, business trade journals and appropriate web sites. The business subject librarian also presents techniques for evaluating information quality in the orientation. In addition, at the invitation of course instructors, the librarian for business and entrepreneurship outreach conducts classroom instruction where content is tailored to course or project-specific research.

SECTION 10: BUDGET, RESOURCES, AND FACILITIES

10.1 Resources and facilities

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

No additional resources will be needed to support the proposed program as the faculty and curriculum for the General Business major are already in place. The courses in the proposed major are delivered for other majors currently offered within the College of Business Administration.

10.2 Budget/financial planning

Complete the table on the following page to describe the financial plan/budget for the first three years of program operation.

Fiscal Impact Statement for New Degree Programs

	Year 1	Year 2	Year 3	Year 4
I. Projected Enrollment				
Headcount full time	150.00	275.00	366.00	421.00
Headcount part time	19.00	43.00	75.00	125.00
Full-time equivalent (FTE) enrollment	11.27	21.20	29.40	36.40
II. Projected Program Income				
Tuition (paid by student or sponsor)	$927,604	$1,724,355	$2,346,635	$2,811,891
Expected state subsidy	$85,114	$148,565	$259,125	$431,875
Externally funded stipends, as applicable	0	0	0	0
Other income	$23,925	$44,475	$60,525	$72,525
Total Projected Program Income	**$1036,643**	**$1,917395**	**$2,666,285**	**$3,316,291**
III. Program Expenses				
Instruction (technical, professional, general education)				
Full time: **0**	0	0	0	0
Part time: **0**	0	0	0	0
Non-instruction				
Full time: **1 (instructional designer)**	$72,288	0	0	0
Part time: **0**	0	0	0	0
New facilities/building/space renovation	0	0	0	0
Scholarship/stipend support	0	0	0	0
Additional library resources	0	0	0	0
Additional technology or equipment needs	0	0	0	0
Other expenses	0	0	0	0
Total Projected Expense	**$72,288**	**0**	**0**	**0**

Budget Narrative:

Use narrative to provide additional information as needed based on responses above.

The number of full-time students for year one was based on the following:

- An average of the number of students who declared the pre-major (for the last three years)
- Approximately a third of the students who choose the Business Management major are undecided about their major choice

The number of part-time students for year one is 10 percent of the students who drop out.

An 80 percent retention rate was used to compute freshman to sophomore year numbers, a 7 percent retention rate from sophomore to junior year, and a 67 percent retention rate for junior to senior year. Additionally, an estimate of the number of new students was made for year two, three and four based on marketing efforts.

"Other income" includes program fees and distance learning course fees.

APPENDICES

Appendix	Description
A	Notification to Higher Learning Commission
B	CV for Management and Information Systems Department Chair O. Felix Offodile
C	Semester-by-semester sequence ("roadmap") of the curriculum
D	Expectations for faculty professional development engagement
E	Faculty matrix

Kent State University is committed to continual support of the delivery of the General Business major within the Bachelor of Business Administration degree. 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
Senior Vice President for Academic Affairs and Provost
Kent State University

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General Business - B.B.A.

College College of Business Administration

Department Department of Management and Information Systems
Room A432, Business Administration Building
E-mail: mis@kent.edu
Tel: 330-672-2750
Fax: 330-672-2953
Web: www.kent.edu/business/mis

Description The Bachelor of Business Administration in General Business is for students who desire an in-depth understanding of all business areas rather than a specialized area of business, i.e., accounting, business management, computer information systems, economics, entrepreneurship, finance, and marketing. The major courses are offered face-to-face and/or online, thus enabling the flexibility for students.

Career Opportunities During a career in management, one's responsibility can grow from the job of entry-level manager, to department manager, and eventually to division manager or even to chief executive officer. As in most fields of work, upon completion of the degree, the entry-level manager or trainee usually experiences an initial time period of on-the-job training. For example, a manager-trainee might spend time in every department of an organization learning the business inside and out. Then after the training period, the management trainee will be assigned to a specific department and have responsibility for the performance of an area or department of the organization. How far one advances in managerial positions depends on training, talent for working with people and effort. Working with people is a primary focus of management; therefore, good communications skills (both oral and written) are essential to the success of the manager.

Among the top 25 occupations with the most openings in the State of Ohio for which the General Business major will prepare graduates are general and operations managers (#3), management analysts (#10), financial managers (#14), sales managers(#16) and human resource specialists (#18) (Source: CareerOneStop, U.S. Department of Labor)

Admission Requirements **General Admission for Freshman Students:** Admission Requirements at the Kent Campus: The freshman admission policy at the Kent Campus is selective. Admission decisions are based upon the following: cumulative grade point average, ACT and/or SAT scores, strength of high school college preparatory curriculum and grade trends. The university affirmatively strives to provide educational opportunities and access to students with varied backgrounds, those with special talents and adult students who graduated from high school three or more years ago. Visit the Admissions website for new freshmen for more information.

Transfer Student: A minimum 2.500 cumulative GPA is required for admission into the College of Business Administration. Students who have previously attended Kent State and have completed COMM 15000, ENG 21011, MATH 11010 (or placement out of ENG 11011 and/or MATH 11010) must have earned a minimum C (2.00) grade in the course(or their equivalent).

Progression in the major: Minimum 2.500 cumulative GPA, minimum C (2.000) grade in COMM 15000, ENG 21011, MATH 11010 (or placement out of MATH 11010).

Graduation Requirements Minimum 120 total credit hours, 39 upper-division hours, 2.500 GPA overall and 2.500 GPA in major required for graduation. Minimum C (2.000) grade in COMM 15000, ENG 21011, MATH 11010 (or placement out of MATH 11010).

Program Learning Outcomes Graduates of the program will be able to:

1. Demonstrate effective management and leadership ability when given an organizational dilemma
2. Use financial tools to create budgets, prepare financial statements and report financial position Identify and analyze global considerations that affect business decisions
3. Analyze, interpret and use data to solve problems and make decisions
4. Create and communicate value for consumers

Accreditation The Association to Advance Collegiate Schools of Business

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General Business - B.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

MAJOR PROGRAM REQUIREMENTS (36 credits) ***Courses count in major GPA***					
Type	**Course**		**Title**	**Credits**	**Min. Grade**
	ECON	12060	Personal Finance	3	
	ENTR	27056	Introduction to Entrepreneurship	3	
	FIN	36058	The Financial System	3	
WIC	MIS	44163	Global Business Management [1]	3	
	Accounting Elective, choose from the following:			3	
	ACCT	33061	Financial Reporting Issues and Analysis (3)		
	ACCT	Department-Approved Major Course (3)			
	Business Management Elective, choose from the following:			3	
	MIS	34165	Dynamics of Leadership (3)		
		34180	Human Resources Management (3) [2]		
	Computer Information Systems Elective, choose from the following:			3	
	MIS	24065	Web Programming (3)		
	MIS	34054	Using Information Systems for Solving Business Problems (3)		
	Economics Elective, choose from the following:			3	
	ECON	32025	Money, Credit and Banking (3)		
	ECON	42075	International Economic Relations (3)		
	Marketing Elective, choose from the following:			3	
	MKTG	35056	Social Media Marketing (3)		
	MKTG	45046	Personal Selling (3)		
	MKTG	Department-Approved Major Course (3)			
	Major Electives [3]			9	
ADDITIONAL PROGRAM REQUIREMENTS (84 credits)					
Type	**Course**		**Title**	**Credits**	**Min. Grade**
	ACCT	23020	Introduction to Financial Accounting	3	
	ACCT	23021	Introduction to Managerial Accounting	3	
	BUS	10123	Exploring Business [4]	3	
	BUS	30061	Business Professional Practices [5]	1	
KAD	COMM	15000	Introduction to Human Communication	3	C
KSS	ECON	22060	Principles of Microeconomics	3	
KSS	ECON	22061	Principles of Macroeconomics	3	
	ENG	30061	Writing in Business [5]	2	
	FIN	26074	Legal Environment of Business	3	
	FIN	36053	Business Finance	3	
KMC	MATH	11010	Algebra for Calculus	3	C
KMC KMC	MATH MATH	11012 12002	Intuitive Calculus (3) ***or*** Analytic Geometry and Calculus I (5)	3-5	
	MIS	24053	Introduction to Computer Applications	3	
	MIS	24056	Fundamentals of Business Statistics [6]	3	
	MIS	24163	Principles of Management	3	
	MIS	34060	Operations Management	3	
	MIS	44285	Integrated Business Policy and Strategy	3	
	MKTG	25010	Principles of Marketing	3	
	US	10097	Destination Kent State: First Year Experience [7]	1	
	Kent Core Composition (minimum C grade in ENG 21011 or HONR 20197)			6	C
	Kent Core Humanities and Fine Arts (minimum one course from each)			9	
	Kent Core Social Sciences			3	
	Kent Core Basic Sciences (must include one laboratory)			6-7	
	General Electives [8]			8	
			MINIMUM TOTAL	**120**	

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Program Notes:

1. A minimum C grade is required in MIS 44163 to fulfill the writing intensive requirement.
2. Students who take BMRT 31006 as an associate degree student or at a Kent State Regional Campus may use it in place of MIS 34180.
3. Students may fulfill major electives by selecting any remaining business courses listed above and/or approved upper-division courses from non-business disciplines. A course fulfilling the experiential learning requirement is recommended if not already satisfied.
4. A student changing to the College of Business Administration or transferring may be waived out of BUS 10123 Exploring Business if:
   - 30 or more hours have been earned and any two classes (from ACCT 23020, ACCT 23021, FIN 26074, MIS 24163, MKTG 25010 or MIS 24053) have successfully been completed.
   - 60 or more hours have been earned and the student has completed one course (from ACCT 23020, ACCT 23021, FIN 26074, MIS 24163, MKTG 25010 or MIS 24053)
   - At the discretion of the Dean's Office, the student has sufficient breadth and depth of knowledge in a business field (as demonstrated by a CLEP exam or Credit by Exam) but does not meet the requirements listed above.
5. BUS 30061 and ENG 30061 should be taken concurrently. Students who have transferred ENG 30063 from another institution may use it as a substitute for ENG 30061.
6. Students who have taken MATH 10041 for another program may use it as a substitute for MIS 24056.
7. US 10097 is not required of transfer students with 25 credits or students age 21+ at time of admission.
8. Number of general elective credits required depends on meeting minimum 120 credit hours and minimum 39 upper-division credit hours. A course fulfilling the experiential learning requirement is recommended if not already satisfied.

College Note:
Students may take or use any course at any level as long as the minimum 39-hour requirement for upper-division courses is satisfied for graduation with a B.B.A. degree Exceptions: Maximum 4 credit hours of physical education activity (PEB) courses and maximum 4 credit hours for courses in applied music and music ensembles (MUS courses with a second digit of 5, 6 or 7) combined may be counted toward the 120-total hour or 39-upper-division-hour graduation requirement. General elective courses may be selected from any area and at any level provided students do not go over the PEB, applied music and ensemble music restriction and they satisfy the 39 hour upper-division requirement. A minor (business or non-business) is encouraged. There is no limit on other music coursework. Any other exceptions must be approved by the assistant dean.

BU-BBA-GBUS
College of Business Administration
Department of Management Information Systems
Catalog Year: 2015-2016

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

Critical	Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	Type	Term Taken
Semester One [16 Credits]							
!	**BUS 10123 Exploring Business** [1]	**3**					
!	**COMM 15000 Introduction to Human Communication**	**3**		**C**		**KAD**	
	MATH 11010 Algebra for Calculus	3		C		KMC	
	US 10097 Destination Kent State: First Year Experience [2]	1					
	Kent Core Composition	3				KCM	
	Kent Core Humanities or Fine Arts	3				KHUM/KFA	
Semester Two [15 Credits]							
!	**ECON 22060 Principles of Microeconomics**	**3**				**KSS**	
	ECON 12060 Personal Finance	3			■		
	MATH 11012 Intuitive Calculus (3) or MATH 12002 Analytic Geometry and Calculus I (5)	3-5				KMC	
	MIS 24053 Introduction to Computer Applications	3					
	Kent Core Composition	3		C		KSS	
Semester Three [15 Credits]							
!	**ACCT 23020 Introduction to Financial Accounting**	**3**					
	ECON 22061 Principles of Macroeconomics	3				KSS	
	FIN 26074 Legal Environment of Business	3					
	MIS 24163 Principles of Management	3					
	Kent Core Basic Sciences	3-4				KBS	
Semester Four [15 Credits]							
!	**ACCT 23021 Introduction to Managerial Accounting**	**3**					
	MIS 24056 Fundamentals of Business Statistics [3]	3					
	MKTG 25010 Principles of Marketing	3					
	Kent Core Basic Sciences	3-4				KBS	
	Kent Core Humanities	3				KHUM	
Semester Five [15 Credits]							
Required for progression in the major: minimum 2.500 cumulative GPA, minimum C (2.000) grade in COMM 15000, ENG 21011 (or HONR 20197) and MATH 11010							
!	**BUS 30061 Business Professional Practices** [4]	**1**	■				
	ENG 30061 Writing in Business [4]	2	■				
	ENTR 27056 Introduction to Entrepreneurship	3			■		
	MIS 34060 Operations Management	3	■				
	Kent Core Fine Arts	3				KFA	
	Kent Core Social Sciences	3				KSS	
Semester Six [15 Credits]							
Required for progression in the major: minimum cumulative 2.500 GPA							
!	**FIN 36053 Business Finance**	**3**	■				
	MIS 24065 Web Programming ***or*** MIS 34054 Using Information Systems for Solving Business Problems	3			■		
	MIS 34165 Dynamics of Leadership ***or*** MIS 34180 Human Resource Management [5]	3	■		■		
	MKTG 35056 Social Media Marketing ***or*** MKTG 45046 Personal Selling ***or*** department-approved MKTG major course	3	■		■		
	General Electives [6]	3					
Semester Seven [14 Credits]							
Required for progression in the major: minimum cumulative 2.500 GPA							
!	**FIN 36058 The Financial System**	3	■		■		
	ACCT 33061 Financial Reporting Issues and Analysis ***or*** department-approved ACCT major course	3	■		■		
	ECON 32025 Money, Credit and Banking ***or*** ECON 42075 International Economic Relations	3	■		■		
	General Electives [6]	5					
Semester Eight [15 Credits]							
Required for graduation: minimum cumulative 2.500 GPA and completion of the Assurance of Learning Assessment given in MIS 44285							
!	**MIS 44285 Integrated Business Policy and Strategy**	**3**	■				
	MIS 44163 Global Business Management [7]	3	■		■	WIC	
	Major Electives [8]	9	■		■		

Graduation Requirements Summary

Minimum Total Hours	Minimum Upper-Division Hours	Minimum Kent Core Hours	Minimum	
			Major GPA	Overall GPA
120	39	36	2.500	2.500

Program Notes:

1. A student changing to the College of Business Administration or transferring may be waived out of BUS 10123 Exploring Business if:
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   - 60 or more hours have been earned and the student has completed one course from (ACCT 23020, ACCT 23021, FIN 26074, MIS 24163, MKTG 25010 or MIS 24053)
   - At the discretion of the Dean's Office, the student has sufficient breadth and depth of knowledge in a business field (as demonstrated by a CLEP exam or Credit by Exam) but does not meet the requirements listed above.
2. US 10097 is not required of transfer students with 25 credits or students age 21+ at time of admission.
3. Students who have taken MATH 10041 for another program may use it as a substitute for MIS 24056.
4. BUS 30061 and ENG 30061 should be taken concurrently. Students who have transferred ENG 30063 from another institution may use it as a substitute for ENG 30061.
5. Students who take BMRT 31006 as an associate degree student or at a Kent State Regional Campus may use it in place of MIS 34180.
6. Number of general elective credits required depends on meeting minimum 120 credit hours and minimum 39 upper-division credit hours. A course fulfilling the experiential learning requirement is recommended if not already satisfied.
7. A minimum C grade is required in MIS 44163 to fulfill the university's writing-intensive requirement.
8. Students may fulfill major electives by selecting any remaining business courses listed above and/or approved upper-division courses from non-business disciplines. A course fulfilling the experiential learning requirement is recommended if not already satisfied.

College Note:

Students may take or use any course at any level as long as the minimum 39-hour requirement for upper-division courses is satisfied for graduation with a B.B.A. Exceptions: Maximum 4 credit hours of physical education activity (PEB) courses and maximum 4 credit hours for courses in applied music and music ensembles (MUS courses with a second digit of 5, 6 or 7) combined may be counted toward the 120-total hour or 39-upper-division-hour graduation requirement. General elective courses may be selected from any area and at any level provided students do not go over the PEB, applied music and ensemble music restriction and they satisfy the 39 hour upper-division requirement. A minor (business or non-business) is encouraged. There is no limit on other music coursework. Any other exceptions must be approved by the assistant dean.

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

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **4-Jan-15** Curriculum Bulletin _____

Effective Date **Fall 2015** Approved by EPC _____

Department

College **US - Undergraduate Studies**

Proposal **Revise Academic Unit**

Proposal Name **Revison of Division of Undergraduate Studies to University College**

Description of proposal:

Proposal to designate Undergraduate Studies as a college and rename it University College

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

Designating Undergraduate Studies as a college and changing the name to University College will provide Exploratory students with a stronger, more familiar, sense of belonging to their academic home. Students' understanding of what they will experience as members of a unit is initially defined by the type of unit and the name associated with the structure to which they are assigned. These proposed changes will aid in students' understanding of what will occur while they are members of the unit. Additionally, this new name provides clarity to both internal and external stakeholders regarding the academic mission of the unit which is to educate students for the purpose of responsible citizenship and productive careers.

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

president, provost, college deans, admissions, human resources, registrar, IS, comptroller, UCM

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 or Revise an Academic Administrative Structure

Designation of Undergraduate Studies as a College and Revision of Name to University College

1. The quality of the faculty, students and programs

In accordance with Administrative Policy and Procedures 3342-2-03.1 regarding academic administrative structures, this proposal requests two changes:

1. Undergraduate Studies move from its current designation as a division to a college.
2. A change in name from Undergraduate Studies to University College.

According to this Administrative Policy, a college is headed by a dean and may be created to align more effectively academic departments, schools, and programs that share a common mission, facilitate cooperation among various academic components, yield substantial benefits for faculty, students, staff, and external constituents. Undergraduate Studies serves this purpose and thus meets the criteria set forth by Kent State University policy.

Establishing a University College accomplishes the following:

- Communicates to Exploratory students the value of their choice to explore the numerous degree options prior to committing.
- Brings consistency in nomenclature and designation with other institutions who house similar units.
- Clarifies the purpose of the unit to internal and external audiences, in support of University-wide recruitment, retention, and advancement goals.
- Clarifies for Exploratory students that they will receive the same type and level of academic support and services afforded to those in other colleges.

Designating Undergraduate Studies as a college and changing the name to University College would provide Exploratory students with a stronger, more familiar, sense of belonging to their academic home. Students' understanding of what they will experience as members of a unit is initially defined by the type of unit and the name associated with the structure to which they are assigned. These proposed changes will aid in students' understanding of what will occur while they are members of the unit. Additionally, this new name provides clarity to both internal and external stakeholders regarding the academic mission of the unit which is to educate students for the purpose of responsible citizenship and productive careers. Furthermore the name University College is consistent with other quality institutions as demonstrated by the *U.S. News and World Report* rankings. Other quality institutions that utilize the name are Louisiana State University–Baton Rouge (129), Virginia Commonwealth University (156), University of Rhode Island (161), Indiana University-Purdue University Indianapolis (tied with Kent State at 194), and University of Texas-San Antonio (173). This change will enhance and solidify the role this unit plays in supporting Kent State's mission and strategic direction of *Students First* established by President Warren and the Office of the Provost.

The history and role of Undergraduate Studies at Kent State has been such that supports the designation as a college. Since its founding in 1994, Undergraduate Studies' mission has been to provide educational experiences to ensure student success and completion. The principal focus of the Undergraduate Studies' mission is to serve as the academic home for students who, at the point of admission, need additional assistance with selecting a degree program. It is important to note that, on average, Exploratory students are not "exploring" because of academic limitations, but due to the fact that they are students who have not yet chosen among several options. Exploratory students enroll with an average high school GPA of 3.28 and ACT score of 22.45. The Exploratory profile is compared to a high school GPA of 3.35 and ACT score of 23.07 for all first-year students. Work with Exploratory students is focused on matching their educational goals and academic strengths with majors. Undergraduate Studies staff and courses provide a structured and coherent process to assist the 1013 students (Fall 2014 concurrent enrollment) in identifying an area of interest and selecting a major. Exploratory is the number one major chosen by incoming students, which makes work with this population critical to meeting the strategic goals established by the university.

Over the last two decades, Undergraduate Studies has assumed a number of additional roles within the University that further justify the elevation to the status of a college. In addition to ensuring student success by providing a path to graduation for Exploratory students, Undergraduate Studies is responsible for the coordination of many university-wide efforts in support of the success of students from all colleges and programs at Kent State. These efforts include educational experiences, such as Undergraduate Research, Degree Completion Program, Destination Kent State, Experiential Learning Requirement, Dual Enrollment and Postsecondary Enrollment, Course Based Learning Communities, the National Student Exchange Program, Student Support Services/TRIO, university tutoring, and Supplemental Instruction. Undergraduate Studies' staff members design and provide these experiences in partnership with colleges. A few of these programs are highlighted in the next several paragraphs.

- The Undergraduate Research program is designed to provide a venue for undergraduate students working with faculty on a research, scholarly or creative activity to showcase their work for the entire Kent State community and external constituents. The program encourages one-on-one and small group academic collaborations between students and faculty which enhances the academic experience for participating students and highlights the academic talent of Kent State students to stakeholders including legislators, employers, and prospective students.

- The Degree Completion program, established Fall 2014, serves as a mechanism for increasing the number of Kent State graduates. By reaching out to students who have dropped out without completing a degree, the program encourages degree completion by providing a seamless path from re-enrollment through graduation. The Degree Completion program will generate a minimum of $4,000 of state funding for each student we bring to graduation: funding that otherwise would not have been realized.

- The Dual Enrollment program serves high school students interested in taking college courses and acts as a pipeline for students to begin and continue their education. Seventy-one percent of the 365 Dual Enrollment participants matriculated for the Fall 2014 semester to one of the Kent State campuses after high school graduation. These students have an average Kent State grade point average of 3.22 and have earned an average of 30 credit hours upon matriculation.

- Course-based Learning Communities and the EXCEL Program are additional demonstrations of Undergraduate Studies' support of Kent State University's strategic direction. Through Course-Based Learning Communities, 800 first-year students enroll in two to three shared courses that demonstrate the interdisciplinary nature of Kent State's academic offerings. Students enrolled in these courses also form a community based on shared academic experiences. EXCEL, a residential living-learning community, connects students to faculty in various departments and colleges for the purpose of providing insight into academic fields of study. Participation in EXCEL expands the academic experience beyond the classroom and further connects students to faculty around a shared academic focus.

- The National Student Exchange program provides Kent State University students with an opportunity to enroll for a semester or year at over 200 colleges and universities throughout the U.S. The program introduces Kent State students to diverse communities and academic experiences and can also serve as a gateway for students to consider participating in study abroad opportunities offered through the Office of Global Education.

- Like the Honors College, Undergraduate Studies partners with faculty outside of the unit to deliver curriculum. As the home of the First Year Experience course (US 10097), academic skills courses (US 00003, US 00006, US 00009), Career Construction (US 20008), Life Beyond KSU (US 20007) and the Dual Enrollment programs, Undergraduate Studies partners with other academic units to deliver instruction for students enrolled in these courses.

2. Centrality and coherence to the mission and strategic directions of the university and other academic units

The mission of University College will be to provide a dynamic and engaging environment for maximizing the academic and personal potential of each student, while fostering a successful transition from high school through to graduation.

Recently, President Beverly Warren outlined several goals that would guide decisions and actions at Kent State University. The first goal outlined by President Warren is *"Students First*". Under this objective, President Warren charged the university community to "ensure that students at all levels have access to high-impact engagement activities that enhance teaching and learning and entry into meaningful career and graduate education opportunities." This goal clearly speaks to the mission of the proposed University College and the work performed by members of this unit.

As the largest academic home for incoming students, work with Exploratory students is critical to meeting the goals established by President Warren. This effort is focused on matching students' educational goals and academic strengths with majors that will lead to the completion of a degree. Our staff and courses provide a structured and coherent process to assist 1013 students in identifying an area of interest and selecting a major.

In addition to ensuring student academic success by providing a path to graduation for Exploratory students, the new University College will be responsible for the coordination of many university-wide efforts in support of this goal. These efforts are coordinated through seven units: the Academic Success Center, Dual Enrollment Programs, Exploratory Advising Center,

Student Success Programs, and Student Support Services/TRIO program, Technology, and University Advising. Each of these units collaborates with faculty and staff in colleges to provide academic support to students across all Kent State campuses.

Serving as the academic home for students who select Exploratory upon admissions, in addition to supporting Kent State's strategic direction through the provision of educational experiences for all students, is central to the University's mission established by President Warren and the Provost's Office. The change in the designation of Undergraduate Studies from a division to a college will provide, in accordance with Administrative Policy and Procedures 3342-2-03.1, enhanced visibility and stature to further communicate the unit's connection with the University's strategic direction and mission.

3. Comparative advantage versus other structures

University College will provide an academic experience that is in high demand. Upon admissions, students select Exploratory, more often than any other major available at Kent State. Like the Honors College, University College will offer a value-added experience that supports the unique needs of students who are pondering their future major and career path. Staff within the Exploratory Advising Center specialize in career advising and possess an in-depth knowledge of all academic offerings at Kent State. This skill and knowledge make it possible to effectively guide students into degree programs of interest. Beyond the Exploratory Advising Center and unlike other academic units, all members of the Undergraduate Studies staff specialize in the field of student success, which results in the delivery of high-quality university-wide programs that support the retention of all Kent State students.

4. What makes the unit particularly appropriate for Kent State University

Presently, Undergraduate Studies provides an academic administrative structure for Exploratory students likewise provided for other Kent State students. Undergraduate Studies, much like other academic units, was given the authority and responsibility for academic preparation and persistence for Exploratory students. These actions include, but are not limited to, course registration, repeat for recalculation, and academic forgiveness. Undergraduate Studies is also responsible for providing academic advising and monitoring the academic standing of Exploratory students which includes semester warning, academic probation, dismissal and reinstatement. In recognition of high scholastic achievement, the Dean of Undergraduate Studies names Exploratory students to the Dean's List.

In line with the Kent State mission, Undergraduate Studies provides an appropriate structure to support students as they explore their academic options and identify an appropriate degree path. In further support of the University mission, Undergraduate Studies serves as the leader on the coordination of university-wide academic support programs. By housing the coordination of university-wide efforts geared toward the retention of all students in one unit, it allows for the seamless and coordinated delivery of such activities.

Based on the development and expansion in the mission and role of Undergraduate Studies over the past two decades, the change in designation to University College is appropriate and justified.

5. Demand for the unit and for the graduates of the unit

Undergraduate Studies enrolled 559 students (Fall 2014 first-year student enrollment) who upon admission chose Exploratory as their major. Exploratory has consistently enrolled the largest

number of first-year students. When students select Exploratory they are communicating a need for additional information and guidance before selecting a major (see Appendix II for enrollment information). The selection of a major is a critical step toward graduation. Undergraduate Studies' goal through the Exploration Plan is to guide students through the major exploration phase and prepare them to declare a major by the time they earn 45 credit hours, which meets the guidelines established in University policy (see Appendix IV for Exploration Plan).

In addition to working with Exploratory students, Undergraduate Studies also assists students in transition through various academic support experiences. Undergraduate Studies serves over 15,000 Kent State students through departmental offerings such as Destination Kent State, Dual Enrollment Programs, the First-Year Experience course, and the Academic Success Center. From 2011 to 2014, the demand for these offerings has increased. For example, the demand for tutoring and Supplemental Instruction has increased by 76%. Demand for dual credit increased by 91% from 2011 to 2013.

6. Duplication and interrelatedness of the unit's program(s) within the university, state, and region

Undergraduate Studies is an exemplar of a national model for units that serve deciding and transitioning students and should have a name that provides appropriate connotation of its academic mission. Undergraduate Studies has won awards from the National Academic Advising Association for its advising practices, and staff members have fulfilled national leadership positions. This national model focuses on providing an academic home for deciding students and providing centralized, coherent, and structured experiences to support student success. In addition, there are two such units that are currently designated as colleges in the State of Ohio: Ohio University and Wright State University. Each of these institutions serves as the academic home for deciding students and holds the name University College. These institutions also provide similar academic support and resources for all students across their respective campuses (see Appendix III for chart of programs and services).

Based upon the recognition cited above, the re-designation of Undergraduate Studies as University College is appropriate and consistent with the nomenclature and stature of similar units at other universities.

7. Efficiency and effectiveness of the unit in leveraging existing resources and expanding new resources

University College will continue to be a collaborative unit designed to work with all of the other academic structures and divisions at Kent State. Units within University College will provide centralized transition and academic support services and resources to all students at Kent State, reducing the need for each individual unit to provide such services to students enrolled in their college or participating in division sponsored programs.

The collaborative nature of the new University College will enhance the sharing of resources to support all students at Kent State.

8. Administrative reporting structure

The administrative structure of the new college, University College is consistent with other academic structures that are responsible for a specific population of students. Undergraduate Studies is led by a Dean, two assistant deans, and seven directors. The Dean of Undergraduate Studies reports to the Senior Vice President for Academic Affairs and Provost (see organizational chart in appendix).

9. Space and capital budget needs

This proposal does not request additional resources. With the change to University College, Undergraduate Studies will retain its current funding structure. The division currently receives funding from three sources. Similar to the Honors College, Undergraduate Studies receives funding from the Provost's Office through overhead. The second source of funding is provided through the enrollment fee that new students submit prior to registration for Destination Kent State. Undergraduate Studies also administers a $4.5 million Department of Education, Student Services/TRIO grant through the Academic Success Center.

The newly renovated space, the Center for Undergraduate Excellence (CUE) will open in Spring 2015. The CUE (formally Lake/Olson Center), located next to the Memorial Athletic Convocation Center, will house all Undergraduate Studies units currently located in two different buildings. Its location will provide a centralized and welcoming environment for all students seeking academic support, especially those students who are Exploratory. The new facility will further efforts to support all students attending the Kent campus.

10. A proposed operating budget with any one-time resource needs
University College's operating budget will remain as it is currently. There will be some limited one-time expenses associated with the name change that can be absorbed in current budget.

11. Evaluation procedures including academic assessment procedures
Globally, the mission of University College requires that the unit assess larger university measures, such as retention and graduation. Assessment of these measures occurs annually and is done in conjunction with other academic structures across the university. Additionally, Undergraduate Studies courses and the Experiential Learning Requirement, a university requirement, require continued assessment and adherence to accreditation guidelines established by the Higher Learning Commission.

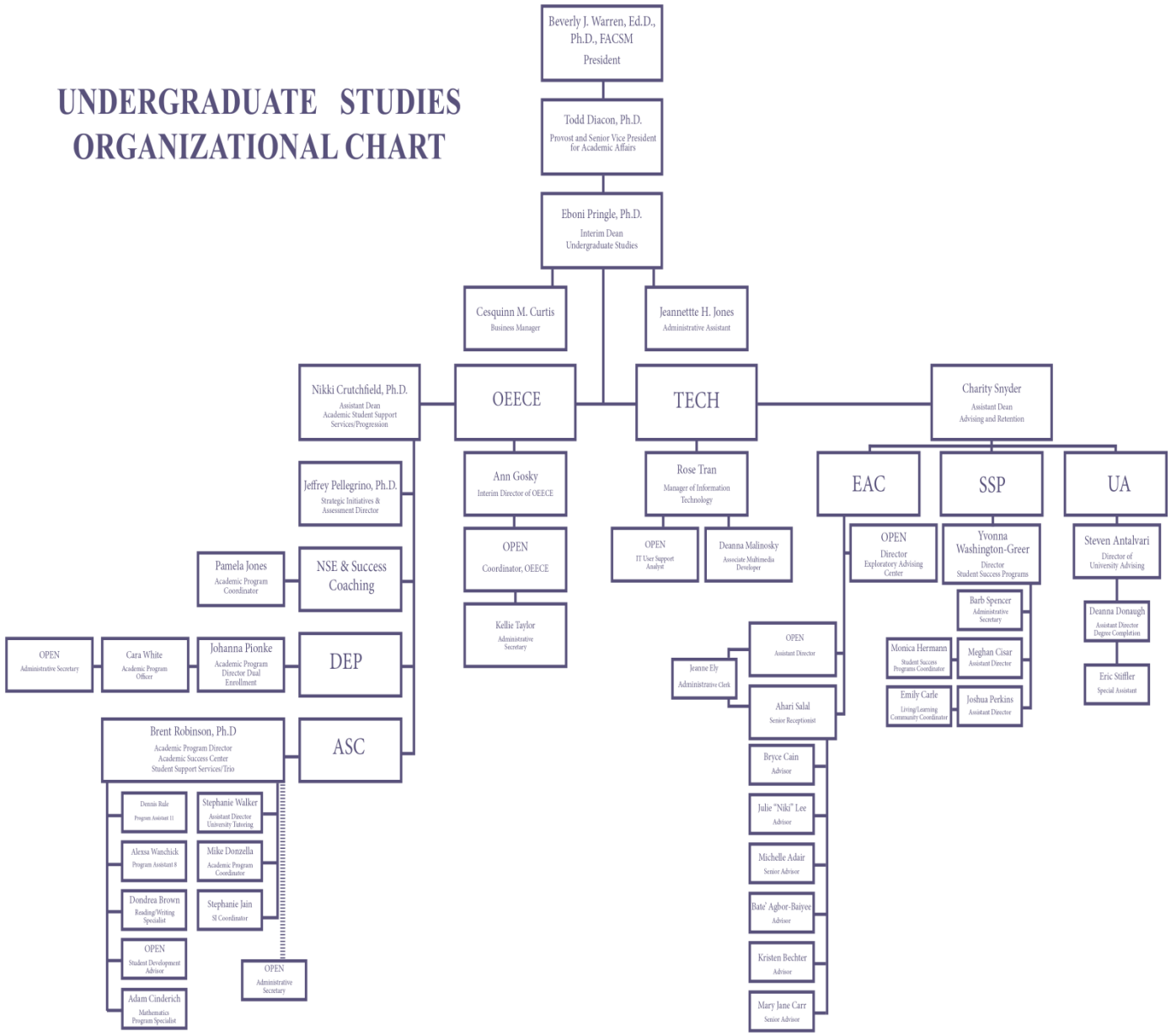
A new staff position was established in Undergraduate Studies in 2013 to institute assessment procedures for each of its units. The work of the individual in this position led to a new focus on students who earned a high GPA within their first semester and were interested in pursuing a health care career. A focus on this population over the 2013-2014 academic year resulted in a 3.9% increase in retention, helping to make the University's historic retention rate feasible (see Appendix V).

Assessment processes for University Tutoring, Destination Kent State, and Academic Advising demonstrates the unit's contributions to the entire university. A review of outcomes for Destination Kent State data demonstrated that 88% of students who participate in this program believe the experience prepares them for the transition from high school to college. Required Advising is assessed through the National Survey of Student Engagement (NSSE) and outcomes based surveys. NSSE results demonstrated that student satisfaction with academic advising has increased from 68% in 2010 to 79% in 2013. In addition to the increased demand, students who utilize University Tutoring experience an 88% retention rate versus 73% for those who do not use the services. The impact of University Tutoring is most evident for Kent State's highest risk students, those who begin college having earned a high school grade point at or below a 2.79. Students in this category who utilize 15 or more hours of tutoring per semester have an 80% retention rate compared to a 59% retention rate for those who do not utilize the services.

12. A timetable for proposal implementation

October-December, 2014: Meet with key stakeholders to discuss implications of change (i.e. Admissions, HR, Registrar, IS, Comptroller, UCM)
January 2015: Seek approval of EPC (1/26/15)
February 2015: Seek approval of Faculty Senate (2/9/15)
March 2015: Approval by Board of Trustees (3/11/15)
July 2015: Update of unit with new designation and name for July 2015. (7/1/15)

Appendix I – Organizational Chart



Appendix II – Exploratory Major Enrollment

Top 10 Under Graduate Majors - Kent Campus – 2014F						
Major	**F**	**M**	**Total**	**Top 10**	**Top 10 F**	**Top 10 M**
Exploratory	590	423	1013	1	4	3
Fashion Merchandising	890	54	944	2	1	
Psychology	673	237	910	3	3	10
Nursing	757	133	890	4	2	
Business Management	283	506	789	5		2
Pre-Nursing	579	94	673	6	5	
Communication Studies	425	224	649	7	8	
Biology	375	271	646	8	10	8
Aeronautics	73	539	612	9		1
Accounting	250	357	607	10		5
Computer Science	36	360	396			4
Criminology & Justice Studies	251	316	567			6
Finance	113	314	427			7
Exercise Science	268	265	533			9
Public Health	458	126	584		6	
Fashion Design	439	37	476		7	
Early Childhood Education	409	22	431		9	

Top 10 New Freshmen Majors - Kent Campus – 2014F						
Major	**F**	**M**	**Total**	**Top 10**	**Top 10 F**	**Top 10 M**
Exploratory	357	202	559	1	1	1
Pre-Nursing	305	42	347	2	2	10
Fashion Merchandising	178	9	187	3	3	
Psychology	138	33	171	4	4	
Biology	105	57	162	5	7	8
Fashion Design	133	7	140	6	5	
Pre-Fashion Dsgn/Merchandising	116	13	129	7	6	
Business Management	46	78	124	8		4
Criminology & Justice Studies	53	65	118	9		5
Aeronautics	12	93	105	10		2
Computer Science	11	79	90			3
Accounting	31	62	93			6
Business Undeclared	31	61	92			7
Architecture	28	44	72			9
Visual Communication Design	70	27	97		10	
Zoology	77	15	92		9	
Early Childhood Education	82	4	86		8	

Appendix III – Programs and Services offered through KSU and at existing University Colleges at Peer Institutions

	Kent State University	Ohio University	Wright State University	Louisiana State -Baton Rouge	Virginia Commonwealth Universty	University of Rhode Island	Indiana University - Purdue University Indianapolis	University of Texas - San Antonio
Exploratory / Undecided	✓	✓	✓	✓	✓	✓	✓	✓
Supplemental Instruction / Tutoring	✓	✓	✓	✓	✓	✓	✓	✓
Degree Completion	✓						✓	
Academic Advising	✓	✓	✓	✓	✓	✓	✓	✓
Academic Coaching	✓	✓		✓	✓	✓	✓	✓
Learning Community	✓	✓	✓	✓	✓	✓	✓	
Dual Enrollment	✓		✓			✓	✓	
Undergraduate Research	✓			✓	✓	✓	✓	✓
TRIO Programs	✓	✓			✓	✓	✓	
Transfer Center		✓	✓	✓	✓	✓	✓	✓
Coursework (including FYE)	✓	✓	✓	✓	✓	✓	✓	✓
Academic Success Workshops	✓	✓		✓	✓	✓	✓	✓
New Student Orientation	✓	✓	✓	✓	✓	✓	✓	✓
Civic Engagement	✓		✓	✓	✓	✓	✓	✓

Additional Existing University Colleges

- Middle Tennessee State
- South Dakota State University
- University of Missouri
- Syracuse University
- University of North Carolina at Charlotte
- Illinois State University
- University of Texas at Austin

Appendix IV – Strategy for helping Exploratory students meet the 45 hour major selection requirement

University College
Exploration Plan

Component 1: Require a minimum of three advising meetings within the first year for all Exploratory students.
Rationale: Additional advising experiences for all Exploratory students allows for an increased focus on major selection and reinforces the importance of solid planning and movement toward declaration.

Component 2: Require all Exploratory students to select one of 13 interest areas (i.e., Banner concentrations) prior to arrival in August.
Rationale: Requiring every student to review and select from the list of potential concentrations is the initial step in establishing the clear understanding that being Exploratory is a temporary status and that every Exploratory student is expected to be actively moving toward identifying and declaring a degree-granting program.

Component 3: Require all New Freshman Exploratory students to take US 20009 - Career Construction in their second term if still undecided.
Rationale: Exploratory students need to be strongly encouraged to maintain a focus on major/career exploration following completion of the first term. This course will assist students in furthering clarifying their choices.

Component 4: Clearly communicate the expectation that every student will declare a program by the time he/she has 45 KSU credit hours.
Rationale: The 45-Hour Rule was implemented to support each student in completing a Baccalaureate program in a timely manner. Early, consistent communication and enforcement of the 45 Hour Rule maintains the appropriate focus on the need for Exploratory students to actively engage in the major/career exploration process. Communication to parents of this expectation is also critical and will occur throughout the admission and enrollment process.

Component 5: Incorporate career counseling for Exploratory students who need additional assistance in decision-making related to a major and/or career.
Rationale: It is important to make available to students, career counseling services to address issues that may make it more difficult for students to decide.

Component 6: Send Exploratory students home from DKS with a homework assignment related to career exploration, i.e., "My Dream Job, and "My Future Workday." Assignment to be processed in FYE.
Rationale: We must keep major/career exploration at the forefront of Exploratory students' overall preparation for their first term.

Component 7: Expect all Exploratory students to complete the on-line Career Maturity Index to garner information about "career choice readiness."
Rationale: The CMI provides information to students and advisors about the student's "Concern," "Curiosity," and "Confidence" in making an initial vocational choice. This information is used to help determine what actions and support will be crucial to a student making a decision.

Component 8: Include major and career exploration components in the FYE sections for Exploratory students.
Rationale: With increased focus being placed on major declaration, Exploratory students will need additional support and resources related to major/career exploration efforts.

Component 9: Develop a holistic "system" within the University for career exploration by Exploratory students, administered by a coordinated "team" of professionals from Undergraduate Studies, Career Services, EHHS, and the colleges.
Rationale: It takes a village. Careful coordination between the various units will ensure Exploratory students receive the necessary information and support at critical junctures in their decision-making process.

Component 10: Create course linkages with Exploratory sections of FYE.
Rationale: Building on the positive experience of two Fall 2011 linkages (Healthcare, Business), course linkages were expanded to include a focus on the high-demand interest areas of Communications, Education, and Math/Computers/Technology, and Human Services. Course linkages will also expose Exploratory students to faculty representing those respective programs.

Component 11: Recruit an Exploratory Advisory Council from the EXCEL Living-Learning Community.
Rationale: Students who are having the exploratory experience are in an excellent position to provide us with input and feedback about our services. Since EXCEL students maintain their link to Undergraduate Studies for at least two terms, they provide the perfect pool for recruitment.

Component 12: Establish a Major Mentors program.
Rationale: Upperclass students who have declared a major can serve as representatives, highlighting for Exploratory students, the decision-making process and points of pride of the respective major.

Appendix V: Retention, Graduation, and Major Change Data for Exploratory Students

First Year Retention	Fall 05	Fall 06	Fall 07	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13
Not US	72.9%	74.2%	72.8%	78.7%	80.3%	76.8%	78.0%	78.7%	82.7%
US	65.7%	67.7%	68.2%	73.7%	70.6%	68.4%	72.4%	71.9%	75.8%
All KC	**71.7%**	**73.0%**	**72.0%**	**77.8%**	**78.6%**	**75.4%**	**77.1%**	**77.6%**	**81.7%**

Six Year Graduation Rate	Fall 05	Fall 06	Fall 07	Fall 08
Not US	50.8%	53.6%	53.0%	57.1%
US	42.1%	42.1%	41.8%	44.9%
All KC	**49.4%**	**51.6%**	**51.2%**	**54.8%**

Undergraduate Studies New Full-time Kent Campus Freshmen since Fall 2005 with Percent Changing Major by the End of the Second and Third Semesters and Cumulative Earned Hours at Those Points in Time

	Fall 05	Fall 06	Fall 07	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14
Count of New KC FT EXPL FR	615	662	600	699	693	658	665	612	608	559
Percent of Students In a Major Besides EXPL By End of 1st Spring	18%	22%	26%	28%	40%	35%	43%	56%	49%	na
Average Cumulative Earned Hours By End of 1st Spring	27	27	36	27	27	27	29	30	30	na
Percent of Students In a Major Besides EXPL By End of 2nd Fall	47%	45%	49%	53%	62%	66%	79%	83%	na	na
Average Cumulative Earned Hours By End of 2nd Fall	41	41	40	41	41	42	44	44	na	na

KENT STATE
UNIVERSITY

January 2, 2015

Eboni Pringle, Ph.D.
Interim Dean
Undergraduate Studies
Kent State University

Dear Dr. Pringle:

Having reviewed the proposal summary to designate Undergraduate Studies as a College and revise the name to University College, I am writing to provide support for this action. Based on the information provided in the proposal University College appears to be a name more consistent with the mission, administrative structure, activities and responsibilities of the unit, as compared with Undergraduate Studies. Further, as the collaborative nature and resource support for the unit will remain the same as the current structure, I see no adverse effects from this change.

Thank you for the opportunity to review the proposal and I wish you success in seeking its approval.

Deborah 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 • http://www.kent.edu/business

KENT STATE
UNIVERSITY

December 17, 2014

Dr. Eboni Pringle
Interim Dean
Undergraduate Studies
Kent State University

Dear Dr. Pringle,

I am writing to indicate my support for the proposed designation of Undergraduate Studies as a College and revision of name to University College. As indicated in your proposal, the need for the proposed changes is abundantly clear.

Therefore, as Dean of the College of Education, Health and Human Services I am fully supportive of this initiative.

If there are any questions I can answer at any point in this process, please do not hesitate to let me know.

Sincerely,

Daniel F. Mahony
Dean and Professor

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
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **22-Dec-14** Curriculum Bulletin _____

Effective Date **Fall 2015** Approved by EPC _____

Department	**Office of Experiential Education and Civic Engagement**
College	**US - Undergraduate Studies**
Proposal	**Establish Policy**
Proposal Name	**Establishment of a University-Wide Cooperative Education Program**

Description of proposal:

Undergraduate Studies and the Office of Experiential Education propose establishment of a Cooperative Education Program that will provide all eligible undergraduate students on all Kent State University campuses an opportunity to augment their academic study with an approved semester of full-time, career-related employment while still remaining a full-time student. A full background, description of benefits, rationale, costs and other supporting documentation associated with the proposal is attached.

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

Starting fall 2015, the Cooperative Education Program will transition from a pilot program in Applied Engineering, Sustainability, and Technology to the Office of Experiential Education and Civic Engagement (OEECE) and be made available to 20 students from diverse majors. Subsequent to first year operations, the program will engage approximately 300 students annually and be coordinated by Undergraduate Studies, in conjunction with the students' academic college/department.

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

Offices consulted include the Bursar, Registrar, Student Financial Aid, Undergraduate Studies, Provost's Office, Curriculum Services, College of Applied Engineering, Sustainability and Technology and Career Services.

REQUIRED ENDORSEMENTS

_____ ___/___/___
Department Chair / School Director

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

Eileen J. Pringle 1/20/15
College Dean (or designee)

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

_____ ___/___/___

Cooperative Education Program Proposal

Subject Specification
To establish an area of Cooperative Education within the Office of Experiential Education and Civic Engagement (OEECE) that will provide all eligible undergraduate students on all Kent State University campuses an opportunity to augment their academic study with an approved semester of full-time, career-related employment while remaining a full-time student.

Background Information
Currently, Kent State University has secured the OMIC (Ohio Means Internships & Co-ops) grant which is an investment of state and private dollars to increase the number of internships and co-ops for employers and students in key industries to close the skills gap, increase student completion and give Ohio a competitive advantage in the global human capital talent marketplace. A **stipulation of the grant is to develop a systematic way to sustain cooperative education at Kent State University upon grant's end.** Thus, the Office of the Provost has proposed the establishment of an area to support Cooperative Education. The area housed in OEECE will enable eligible undergraduate students to augment their academic study at Kent State University with an approved semester of full-time, career-related employment while still maintaining full-time student status.

Currently, the Cooperative Education Program is being piloted through the College of Applied Engineering, Sustainability and Technology and was made available only to students with a declared major in that college. In Fall 2015, the program will be moved to Undergraduate Studies, to be administered by a dedicated position(s) and open to all eligible undergraduate students and coordinated with the students' academic college/department.

For several years, students in the Aeronautics, Applied Engineering and other majors who participate in co-ops, internships or practicums have struggled with undertaking semester-long, full-time work experiences away from campus while trying to maintain full-time student status to establish their eligibility for loan deferment and insurance, among other services/resources.

Cooperative education experiences are highly desired, selective and in the student's chosen field but typically, in order to participate in these experiences students end up taking a full-load of coursework or paying for a 12-credit internship or practicum course to keep their full-time student status.
In preparation for developing a cooperative education program, a review was conducted on cooperative education programs at 13 universities (see attachment). In addition, members of the Provost's Office conducted extensive discussions with the College of Applied Engineering, Sustainability and Technology and with administrators from the following offices: Bursar, Registrar, Controller, Career Services and Student Financial Aid.

Criteria for student participation were also established and include:

- Enrollment as a full-time student
- Admitted into a degree program (program cannot be fully online)
- Minimum cumulative 2.50 GPA at time of co-op application
- No holds on the student's record from any source (financial, academic, conduct)
- Cooperative position must directly relate to student's major or concentration
- Completion of two semesters (one semester for transfer students) at Kent State prior to the first co-op rotation

Cooperative Education Program Proposal

Rationale/Purpose

A cooperative education program brings many benefits to students, the institution and employers (see attachment). Briefly, cooperative education experiences provide students who are enrolled in courses of all types and in all disciplines with the opportunity to enhance their academic learning and maximize student growth and development. For employers co-op students are an ideal source of manpower to fill temporary needs for short-term projects and can serve as a bridge between the employer and the institution. For the institution, co-op programs attract top quality, superior, and motivated students and enhance the institution's reputation.

In order to provide the needed support for students, faculty and employer participants, an area within OEECE will be created to administer the co-op program. As a form of experiential education the placement of the area within OEECE is consistent with the goals and mission of the unit. The office/academic program coordinator will work closely with academic departments in supporting the integration between classroom learning and the cooperative education experience and serve as a liaison between students, faculty, staff and employers regarding administrative and operating requirements for the cooperative education program. The co-op service provided through OEECE will be responsible for recruiting employers, managing student co-op opportunities and conducting initial site visits; marketing the program to prospective students; etc. As mentioned, the work of the co-op area will be done in collaboration with other areas on our campuses, including but not limited to Career Services, department and college internship advisors, university foundation, etc.

Pilot Program

During the Fall 2014 semester, a pilot program of the university-wide co-op is being conducted through the College of Applied Engineering, Sustainability and Technology. Currently two students (one junior and one senior) majoring in aeronautics are participating in full-time, paid experiences. One is employed by United Airlines and the other by AECOM Technology Corporation, a global provider of professional technical and management support services to a broad range of markets, including transportation, facilities, environmental, energy, water and government. Average pay is $14/hour plus benefits.

Institutional Comparison

In preparation for the establishment of a University-wide cooperative education program a review of 13 institutions was conducted and three institutions in Ohio including Ohio University, University of Akron, and the University of Cincinnati were included in the review. In summary, most schools offered the co-operative education experience as a full-time experience and the experience was offered as a non-credit hour experience but graded as a Pass/No Pass. Most schools reporting made a notation on the student transcript and Drexel University included the name of the employing agency. Student fees associated with co-operative education experience ranged from $0 at Rochester Institute of Technology to $499 (1 credit hour) at Ohio University. The University of Cincinnati is currently reporting a fee of $465 and The University of Akron's charge is $125/semester (an increase of $70 from last year's fee). Many institutions permitted students to enroll in course work but limited hours of enrollment. For a complete report see the attached document entitled *"Co-op Other Institutions".* In addition, please refer to the attached document entitled "*Comparison of Co-Op Fees, Staffing, etc. at Four Year Selected Institutions."*

Cooperative Education and Impact on Four Year Graduation Rates

After a review of a number of universities (Drexel University, Northeastern University, West Virginia University, Clarkson University and the University of Cincinnati) offering cooperative education programs and the impact that those programs had on four year graduation rates, it was clear that a student could participate in one co-op experience without an impact on graduation. It was reported that participation in more than one co-op experience did impact the student's ability to graduate in four years. Northeastern University noted that students could even complete two experiences and complete a degree in four years. With the largest co-op program in the world, about 90% of Northeastern students participate in at least one co-op experience.

Internships and Co-Op Experiences at Kent State University
From August 2013 – December 2014 a total of 7,311 KSU students were enrolled in some form of experiential education that was labeled as either an internship or cooperative education experience (course numbers ending in "92"). Enrollment breakdown by class included 4,629 seniors, 1,749 juniors, 477 sophomores, 96 freshmen, 328 post undergraduates and 32 UNS students.

The top five rankings by KSU college/campus are:

1. Education and Human Services (2,678)
2. College of the Arts (1,334)
3. Communication and Information (749)
4. College of Business (770)
5. Arts and Sciences (743)

Budget
The proposed fee of $500 per co-op opportunity will provide foundational funding for the development of an area of Cooperative Education. Based on a projected goal of 300 participants per year, $150,000 will be generated to provide funding for a full time Co-Op Coordinator, Co-Op Program Officer, student scholarships, pre-co-op preparation and post-experience evaluation for students and operational costs.

Expenses	Amount	Notes
Co-Op Coordinator	$56,651.40	(Paygrade 5) $42,120.00*34.5%
Co-Op Program Officer	$51,079.06	(Paygrade 4) $37,977.00*34.5%
Supplies	$5,000.00	Office Supplies; Marketing; Collaborations
Site Visits	15,000.00	Site visits to develop and maintain relationships with employers; conference and general travel
Student Aid and Instructional Support	$22,269.54	Student Scholarships, preparation and post reflection and evaluation workshops
Total	$150,000.00	

The attached document entitled *Comparison of Co-Op Fees, Staffing, etc*. will highlight the fees charged by a few select institutions to operate their cooperative education programs and support our request for fees. In review of the file, you will note that the University of Toledo, Ohio University, University of Cincinnati, and Cleveland State University

Alternatives and Consequences
Under provisions from an Ohio Means Grants and Co-ops (OMIC) grant secured from the State of Ohio, Kent State University is required to **develop a systematic way to sustain cooperative education at Kent State University upon grant's end.** To comply with grant requirements it is essential that this program be established permanently at our institution. In addition, the program will make us competitive with other institutions who offer these programs as a resource/benefit to enrolled students.

Specific Recommendation and Justification
The establishment of a cooperative education program will provide grant compliance but also offer students the opportunity to secure tools critical for employment in a competitive labor market that is demanding more hands-on experience and a higher level of professionalism in the workplace. In addition, the program will potentially ensure that students take on less debt by providing meaningful, well-paid employment opportunities while maintaining full-time students status to establish eligibility for loan deferment and insurance.

Timetable and Actions Required: Once the program is approved and funding secured, a full-time coordinator will be hired to begin program planning and implementation. See attached job description.

Comparative Analysis of Cooperative Education Programs at Selected Four-Year Higher Education Institutions

Fall 2014

Institution	Co-Op Fee Yes or No	Semester Fee	Students per academic year	Professional Staff	Part-time Staff	Other Staff	Notes
Clemson University	Yes			4		1GA	All of fee goes back to Coop program for travel and administrative costs including Coop Fair (employers are not charged for participating.
Cleveland State University	(see note)	$402 (see note)					Students must take a pre-req one credit hour ($402) course before participation. Only once for entire program. Co-ops offered in four primary areas - Engineering, Computer and Info Science, Health Science and Business.
Cornell U	No		100	20		6	All engineering students
North Carolina State University	yes	$430/ semester	1,068 *	4		1	80% Engineering / 20% Business Fee is used to provide use of campus facilities to co-op students and supports co-op programs, staffing, etc. Centralized Administration
Ohio University	Yes	$499 1-credit course fee	139	2			Only engineering students. College sponsors scholarship for summer attendees. OMIC funding pays for class for 2014 and 15. No course fee or "co-op" fee. Fees collected will be recycled back into program.
Rochester Institute of Technology	No	0	3,500	20	20+ students	6	80% of students in programs that require co-op. Others can opt in. Offered for credit in dept. not standard credit - pass/fail. Students completed 5,500 assignments with nearly 2,000 companies. Students gerated more than $30 mil in employment. Served in 40 foreign countries.
University of Akron	Yes	$125		3			Primarily engineering majors. $125 fee for Engineering majors; $75 for all others. $55 goes to General service fee. $70 to College of Engineering. May do part time but then take 6 hours of classes.
University of Cincinnati	yes	$465	4,500+	45 (includes advisors)			Primarilay serves Eng., Bus, Arch., Comp. Sci., Graphic Design. Not Arts &Sciences. Working toward 2019 all ELR for campus.
University of Toledo	yes	$475	1,336 (eng)	6		1	College of Engineering student totals - does not include business students. Holding for info. Fees generated pay for office staffing and administration of program.

Coordinator Cooperative Education (pay grade 5)
Job Description
DRAFT

- Assist in the overall development of a structured and academically integrated co-operative education program
- Work with students individually and collectively to prepare for, acquire, transition to and reflect upon their co-op work experience
- Collaborate with academic units to develop new and enhance existing co-op and internship experiences in all majors on all 8 KSU campuses by meeting regularly with department internship/co-op coordinators and advisors
- Actively recruit new employers in business, industry and non-profits that will serve as internship and co-op sites for KSU students.
- Plan and implement recruitment strategies/events for students and employers
- Represent the Co-operative education program at university and other recruitment events
- Develop and serve as chairperson of a Co-operative Education Advisory Board
- Conduct research on program effectiveness, etc.
- Maintain accurate data, records, and files to track activities, achievements, participation, programs and status of students
- Develop employer events that foster engagement and increase the number of internship/co-op partners
- Supervise staff (program officer and graduate assistant)
- Develop and chair Co-op Scholarship Committee that will develop scholarship criteria and make awards
- Work closely with Office of Global Education to ensure international student participants comply with immigration regulations with regard to employment
- Other duties as assigned by supervisor

Qualifications: Bachelor's degree required. Master's degree preferred. Three years of experience in higher education. Experience in working with diverse constituents (students, employers, faculty, administration) and working with persons of varying cultures and diversity. Knowledge of Microsoft Office programs, Access, database programs and data management and analysis.

Cooperative Education – Benefits for Students, Higher Education Institutions and Employers

Benefits of Cooperative Education for Students:

- Practical experience in student's chosen field
- Apply skills and knowledge learned in the classroom to work setting
- Learn how to work in teams and adapt to different employment situations
- Provides students with a source of income to assist with tuition and living costs while in college
- Enhances the students marketability after graduation
- Enables student to explore and test interests and develop long range career plans and goals
- Explore interests and set educational, professional and personal goals for the future
- Improve their opportunities for jobs after graduation
- Work with "state of the art" equipment that may not be available in on-campus labs, etc.
- Acquire significant work experience to list on resumes and increase the value of their degrees
- Develop confidence and learn to interact professionally with workplace peers
- Develop overall maturity by strengthening resourcefulness, problem-solving skills, self-confidence, self-discipline, and sense of responsibility.
- Experience greater satisfaction and advance more quickly in their careers.
- Offers students a meaningful educational experience and puts them on the "fast-track" to a successful career;
- Builds maturity, self-responsibility, motivation, leadership and self-esteem -- all of which are value-added traits desired by leading employers;
- Tends to improve students' grades because they are better able to see the relevancy of course work to real-world situations;

In summary:

- Findings show that as a result of cooperative education and internships, students have a clearer and more specific sense of their career objectives than students in traditional college programs.
- Over 60% of all students participating in cooperative education and internships are offered full-time jobs from their coop/internship companies before graduation.
- The excitement and challenge of a cooperative/internship education experience leaves students with a sense of accomplishment and personal satisfaction as a result of the learning and goals achieved outside the classroom.
- The work component and the contributions from cooperative/internship earnings are major factors in encouraging first generation college students to pursue a college degree.

Benefits to Employers: Co-op students are an ideal source of manpower to fill temporary human resource needs during staff leaves or for short-term projects.

- Co-op programs offer year-round access to students employing co-op students can reduce future recruiting costs --- co-op employment aids in the vetting of students for future hiring of motivated and skilled employees.
- Co-op students can help create a bridge between the employer and the student's academic institution, and employers can provide valuable feedback about course curricula and content.
- Employment of co-op students gives a supervisor the opportunity to mentor bright and enthusiastic students, as well as the chance to take part in the training of their future colleagues.

Benefits to Institutions:

- Increased enrollment as co-op programs attract top quality, superior, well-motivated students.
- Co-op students who enrich the general educational community of the campus upon returning from work terms.
- Well-qualified graduates who are prepared to assume a productive role in society.
- Enhanced visibility and reputation through interactions with the community.
- Feedback from employers on the quality and relevance of program curriculum.
- Lower placement costs for graduates (career services)
- Enhances the institution's reputation and attracts students who are interested in a co-op program.
- Keeps faculty (and staff) more aware of current trends in business, industry and the non-profit sector.
- Information on current research and development in employer sectors, with opportunities for collaborative projects.

Sources: *Why Cooperative Education & Internships* – UMass Dartmouth; Canadian Association of Co-operative Education: Michigan Council for Cooperative Education

Catalog Description for Cooperative Education Program

COOPERATIVE EDUCATION PROGRAM

Students in Kent State University's Cooperative Education Program (co-op) enhance their degree program by relating theory to practice and applying what they have learned in the classroom to real-life workplace scenarios. This process of "learning by doing" increases student motivation and employability after graduation and maximizes student growth and development. Through a co-op experience, students explore career and academic options, test career choices, increase professional skills and earn money to contribute to educational expenses. Cooperative education experiences are highly desired, selective and in the student's chosen field.

Criteria for Enrollment

- Enrollment as a full-time student in the semester prior (fall/spring) to enrollment in the cooperative education program
- Admitted into a degree program (Students in a fully online program must receive their dean's permission to enroll in the Co-Op Program)
- Minimum cumulative 2.750 GPA at time of co-op application
- No holds on the student's record from any source (financial, academic, conduct)
- Cooperative position must directly relate to student's major or concentration
- Completion of two semesters (one semester for transfer students) at Kent State prior to the first co-op rotation

Special Course Fee

All students participating in a co-op experience must register for COOP 20092 (non-credit, offered through Undergraduate Studies) and pay the co-op fee. Enrollment in the course is restricted by special approval and students may only register after submission and approval of all application forms. Enrollment in the course will ensure the student is designated and reported as a full-time student and permit the student to have access to all student services and resources during the co-op semester.

INSTITUTIONAL ARTICULATION AGREEMENT AMENDMENT TO THE MEMORANDUM OF AGREEMENT BETWEEN KENT STATE UNIVERSITY AND METHODIST COLLEGE

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

It is understood by the parties that Methodist College is an accredited or equivalent institution of higher education. Verification of this claim may be found ENTER VERIFICATION INFO HERE.

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

6. All collegiate level credit transferred from Methodist College 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. Methodist 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.

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 Methodist College 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 Methodist College transfer students.

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

    Contact: Project Specialist for Articulation Agreements
    Methodist College
    Address

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

Contact: Sarah J. Malcolm, International Partnerships Manager
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.

    Methodist College will appropriately include this agreement in any listing of articulation and transfer agreements and will communicate this information through a web portal designed to disseminate transfer information to students, staff, and faculty. Other methods of communication, when appropriate, might include and are not limited to inclusion in the college catalog, program specific materials, and graduate mailings. Should materials specify and/or outline degree requirements, Methodist College 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 Methodist College transfer student.

13. 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.

14. Both institutions are committed to, and will adhere to, applicable laws, regulations, policies, and guidelines effective after the date of this agreement. **Methodist College** may learn of information, documents, data, records, or other material that is confidential in the performance of this Agreement. **Methodist College** may not disclose any information obtained by it as a result of this Agreement, without the written permission of KSU. **Methodist College** must assume that all information, documents, data, records or other material is confidential. **Methodist College** further agrees to abide by any and all pertinent federal, state and local laws and regulations. **Methodist College** affirms that it has knowledge of, understands, and complies with the Family Educational rights and Privacy Act ("FERPA").

    Methodist College's 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 **Methodist College** without the obligation of confidence; (2) is independently developed by **Methodist College**; (3) is or becomes publicly available without breach of this Agreement; (4) is rightfully received by **Methodist College** from a third party without an obligation of confidence; (5) is disclosed by **Methodist College** 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 **Methodist College** (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. **Methodist College** 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, **Methodist College** and/or KSU will not disclose or otherwise make the terms of this Agreement, other confidential materials or information of **Methodist College** or its suppliers, available to anyone except its authorized personnel for purposes related to this Agreement. **Methodist College** 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 **Methodist College** by way of protection of its own confidential information.

15. This Institutional Articulation Agreement has an initial term through June 30, YEAR. 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.

16. 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.

This agreement is effective as of: (Date)

Kent State University	Methodist College
_____	_____
Todd A. Diacon Provost & Senior Vice President for Academic Affairs	Name Title
_____	_____
Date	Date

Appendix A

KSU General Education Legend: **DIVD** Diversity-Domestic; **DIVG** Diversity-Global; **KBS** Kent Core Basic Sciences; **KCP1** Kent Core Composition I; **KCP2** Kent Core Composition II; **KFA** Kent Core Fine Arts: **KHUM** Kent Core Humanities; **KLAB** Kent Core Basic Sciences Laboratory; **KMCR** Kent Core Mathematics and Critical Reasoning; **KSS** Kent Core Social Sciences; **NCOR** Not Approved for Kent Core

APPROVED NEW EQUIVALENCIES TO BE PUT ON THE KSU TRANSFER TABLES (AND TRANSFEROLOGY)			
METHODIST COLLEGE	**Credits Taken at MC**	**KENT STATE UNIVERSITY ***	**Credits Accepted at KSU**
ACC 1800 Principles of Accounting 1	3	ACCT 23020 Introduction to Financial Accounting	3
ACC 1810 Principles of Accounting 2	3	ACCT 23021 introduction to Managerial Accounting	3
ANT 1400 Introduction to Cultural Anthropology	3	ANTH 18210 Introduction to Cultural Anthropology (DIVG, KSS)	3
BIO 1700 Biology 1 with Lab and BIO1710 Biology 2 with Lab	8	BSCI 10110 Biological Diversity (KBS, KLAB) and BSCI 10120 Biological Foundations (KBS, KLAB)	8
BIO 1700 Biology 1	4	KBS, KLAB	4
BUS 1800 Introduction to Business	3	General Elective Credit, NCOR	3
BUS 1810 Introduction to Leadership	3	MIS 34165 Dynamics of Leadership	3
CHE 1700 Chemistry in Context with Lab	4	KBS, KLAB	4
CHE 1710 College Chemistry with Lab	4	No Credit (Remedial)	0
CHE 1720 General Chemistry 1 with Lab		KBS, KLAB	
CHE 1720 General Chemistry 1 with Lab and and CHE 1730 General Chemistry 2 with Lab	8	CHEM 10050 Fundamentals of Chemistry (KBS) and CHEM 10052 Introduction to Organic Chemistry (KBS) and CHEM 10062 General Chemistry I Laboratory (KLAB)	8
COMM 1300 Public Speaking	3	General Elective Credit, NCOR	3
COMM 2000 Business Communication	3	COMM 25863 Business and Professional Communication	3
CSC 1600 Introduction to Computers with Lab	3	CS 10001 Computer Literacy	3
CSC 1610 Object-Oriented Programming 1 with Lab	4	CS 13011 Computer Science IA – Procedural Programming	4
CSC 2000 Object-Oriented Programming 2 with Lab	4	CS 13012 Computer Science IB – Object-Oriented Programming	4
CSC 2010 Programming in C++ with Lab	4	CS 13011 Computer Science IA – Procedural Programming	4
ECO 1800 Microeconomics	3	ECON 22060 Principles of Microeconomics (KSS)	3
ECO 1810 Macroeconomics	3	ECON 22061 Principles of Macroeconomics (KSS)	3
ENG 0301 Intensive English	0	No credit (Remedial)	0
ENG 1300 English for Academic Writing 1	3	ENG 11011 College Writing 1 (KCP1)	3
ENG 1310 English for Academic Writing 2	3	ENG 21011 College Writing 2 (KCP2)	3
HIS 1500 World Civilizations 1 (to 1500)	3	HIST 11050 World History: Ancient and Medieval (DIVG, KHUM)	3
HIS 1510 World Civilizations 2 (since 1500)	3	HIST 11051 World History: Modern (DIVG, KHUM)	3
LAW 2000 Business Law	3	FIN 26074 Legal Environment of Business	3
MAT 1600 College Algebra	3	MATH 11010 Algebra for Calculus (KMCR)	3
MAT 1610 Concepts of Calculus	3	MATH 11012 Intuitive Calculus (KMCR)	3
MAT 1620 Pre-Calculus	4	MATH 12001 Algebra and Trigonometry (KMCR)	4
MAT 1630 Calculus 1	4	KMCR	4
MAT 1640 Calculus 2	4	KMCR	4
MAT 1630 Calculus 1 and MAT 1640 Calculus 2	8	MATH 12002 Analytic Geometry and Calculus I (KMCR) and MATH 12003 Analytic Geometry and Calculus II	8
MAT 2000 Calculus 3 with Lab	5	MATH 22005 Analytic Geometry and Calculus III	5
MAT 2010 Differential Equations	3	MATH 32044 Introduction to Differential Equations	3
MKT 2000 Principles of Marketing	3	MKTG 25010 Principles of Marketing	3
MUS 1500 Music Appreciation	3	MUS 22111 The Understanding of Music (KFA)	3
PHI 1500 Introduction to Philosophy	3	PHIL 11001 Introduction to Philosophy (DIVG, KHUM)	3
PHI 1510 Ethics	3	DIVG, KHUM	3

METHODIST COLLEGE	Credits Taken at MC	KENT STATE UNIVERSITY	Credits Accepted at KSU
PHY 1700 College Physics with Lab	4	KBS, KLAB	4
PHY 2000 General Physics 1 with Lab	4	PHY 23101 General University Physics I	4
PHY 2010 General Physics 2 with Lab	4	PHY 23102 General University Physics II	4
POL 1400 American Government	3	POL 10100 American Politics (DIVD, KSS)	3
PSY 1400 General Psychology	3	PSYC 11762 General Psychology (DIVD, KSS)	3
PSY 2000 Social Psychology	3	PSYC 31532 Social Psychology	3
PSY 2010 Developmental Psychology	3	PSYC 20651 Child Psychology (KSS)	3
PSY 3000 Abnormal Psychology	3	PSYC 40111 Abnormal Psychology	3
REL 2000 World Religions	3	REL 11020 Introduction to World Religions (DIVG, KHUM)	3
REL 2010 Bible Knowledge	3	General Elective Credit, NCOR	3
SER 1300 Service Learning	2	General Elective Credit, NCOR	2
SOC 1400 Introduction to Sociology	3	SOC 10250 Introduction to Sociology (DIVD, KSS)	3
STA 2000 Statistical Methods with Lab	4	MATH 30011 Basic Probability and Statistics	4
THR 1500 Foundations of Acting	3	THEA 11303 The Art of Acting	3

* Direct course equivalencies were approved by the appropriate Kent State University academic department chair or school director and college associate dean between April and October 2014. Non-equivalencies that met the Kent Core were approved by the Kent State University Office of Curriculum Services. Courses listed are effective as of August 2015 and subject to change.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **12-Nov-14** Curriculum Bulletin _____

Effective Date **Spring 2015** Approved by EPC _____

Department	**Applied Engineering**		
College	**AT - Applied Engineering...Technology**		
Degree	**BS - Bachelor of Science**		
Program Name	**Technolgy**	Program Banner Code	**AT-BS**
Concentration(s)	**Technology Education**	Concentration(s) Banner Code(s)	**TECH-TEDL**
Proposal	**Temporarily suspend admissions**		

Description of proposal:

Technology Education filed dormancy paperwork to the OBR back in January of 2012. The College of AEST decided to temporarily suspend the program and filed the required paperwork (including a list of students to 'teach out').

At some ~~a~~point in the future the program was reopened (around Fall 2013) for admission but there is no record of filing paperwork w/OBR to reopen the program and the OBR does not have anything. (reactivation did go to EPC)

It is important to note that with OBR a program's status as active or dormant (or closed) is separate from the OBR program review process. Program reviews can dictate whether a program is allowed to be active, but the program dormancy paperwork and designation is separate ~~of~~ from a program review.

Paperwork to request program review by the OBR was submitted early in 2014 and in May word was received that the program reviewers did not have sufficient evidence to make a decision, and additional paperwork was resubmitted on September 1, 2014. Because of this the College requests the suspension of admissions of new students in this program until the results of the program review are received; if it comes back approved, then a petition to the OBR to re-activate the program will be made in case there is sufficient evidence that there is enough student interest in the program. If the program is not reviewed favorably then paperwork to inactivate the program will be sent to EPC.

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

Current total credit hours: **120** 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):

No effect

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

College of Education Health and Human Studies

REQUIRED ENDORSEMENTS

_____ 12/12/14

Department Chair / School Director

Campus Dean (for Regional Campuses proposals)	____/____/____
D. Richmond Nettey College Dean (or designee)	12/12/2014
Dean of Graduate Studies (for graduate proposals)	____/____/____
Provost and Senior Vice President for Academic Affairs (or designee)	____/____/____

Proposal Summary to Temporarily Suspend Admission [BS in Technology-Technology Education Licensure]

Full explanation of why the temporary suspension of admission to the program is being proposed:

The Technology Education concentration within the Bachelor in Science program in Technology filed dormancy paperwork to the Ohio Board of Regents (OBR) back in January of 2012. The College of AEST decided to temporarily suspend the program and filed the required paperwork to suspend admissions (including a list of students to 'teach out').

At some point in the future the program was reopened (around Fall 2013) for admission but there is no record of filing paperwork to reopen the program and the OBR does not have any information about that.

It is important to note that with the OBR a program's status as active or dormant (or closed) is separate from the OBR program review process. Program reviews can dictate whether a program is allowed to be active, but the program dormancy paperwork and designation is separate of a program review.

Paperwork to request program review by the OBR was submitted early in 2014 and in May word was received that the program reviewers did not have sufficient evidence to make a decision and additional paperwork was resubmitted on September 1, 2014. Because of all this the College requests the suspension of admissions of new students in this program until the results of the program review are received; if it comes back approved, then a petition to the OBR to re-activate the program will be made in case there is sufficient evidence that there is enough student interest in the program. If the program is not reviewed favorably then paperwork to inactivate the program will be sent to EPC and the OBR.

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:

TECH 41003 Methods and Organization in Technology Education
TECH 41052 Technology and Engineering for K to 8 STEM
TECH 41051 Foundations and Contemporary Theories on Technology Education
TECH 46031 Student Teaching
TECH 49525 Inquiry into Professional Practice

Effect on current students enrolled in the program, faculty, staff and active courses:

There is only one student enrolled in the program in his fourth year as an undergraduate at the present time. The student has been advised to finish in the present academic year or transfer to another program.

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:

There are no impacts on library, facilities and equipment used in the program. No budget commitments have been done related to this program in the last few years.

Term and year when it is anticipated that it will end (no temporary suspension of admission may exceed three years):

Spring of 2015.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **13-Nov-14** Curriculum Bulletin _____

Effective Date **Fall 2015** Approved by EPC _____

Department	**Teaching, Learning and Curriculum Studies**
College	**EH - Education, Health and Human Services**
Degree	**BSE - Bachelor of Science in Education**
Program Name	**Trade and Industrial Education** Program Banner Code **TIED**
Concentration(s)	Concentration(s) Banner Code(s)
Proposal	**Temporarily suspend admissions**

Description of proposal:

This action will temporarily suspend admission into the BSE TIED major for a period of three years. Students may still qualify for teacher licensure through the CTTE certificate and a bachelor's degree may be earned through the BS Educational Studies major.

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

Current total credit hours: **120** Proposed total credit hours

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

No impact.

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

Educational Studies

REQUIRED ENDORSEMENTS

Alexa L Sandmann _____ 11/24/14

Department Chair / School Director

_____ ___/___/___

Campus Dean (for Regional Campuses proposals)

Joanne Arhar _____ 12/16/14

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
B.S.E. Trade and Industrial Education

Full explanation of why the temporary suspension of admission to the program is being proposed:
Currently, the Bachelor of Science Education Trade and Industrial Education [BSE TIED] major is available to serve the needs of teachers who complete a Career-Technical Education (CTE) license via an alternative pathway. This group of teachers completes undergraduate courses (approved by the Ohio Department of Education-ODE) which may lead to CTE licenses in specific occupational areas. For students wishing to pursue a bachelor degree, the TIED major is articulated with the licensure coursework.

However, in recent years, there has been an increase in the numbers of students switching from the BSE TIED to the B. S. Educational Studies [EDST] major in order to gain their bachelor's degree. The EDST major is designed for those who wish to function in education or health and human services settings and reflects a consideration for the nature of the setting in which individuals will work, the particular skills and competencies required in such careers, and the nature of the particular function which characterizes the option. The EDST curriculum targets the individual needs of each student and therefore, has more flexibility to accommodate CTE students who are seeking a bachelor's degree. As a result, enrollment in TIED is dwindling and the viability of the major is questionable.

It is important to note that the ODE approved coursework for CTE licensure is encompassed in the Career-Technical Teacher Education (Post-Secondary/Post-Master's) certificate requirements. Students who either do not want or already have a bachelor's degree may qualify to apply for licensure by completion of the CTTE certificate. The combination of this certificate with the BS EDST has the potential of satisfying the needs of students who want both licensure and a degree.

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:
CTTE 36020 *Occupational Experience: Technology* (12 cr) and CTTE *36021 Occupational Experience: Manipulative* (12 cr) will be inactivated because they do not function as real courses. They have been serving as placeholders to document successful passage of the NOCTI trades test. There are two parts to the exam, written and performance, with a maximum of 24 credits awarded towards the bachelor's degree. These courses will be replaced with non-course credit-by-exam designation (CTTE 3XXX) on student transcripts.

All other courses will remain active and will be available for students. Although admission into the major is being suspended, students will take the courses to fulfill certificate and individualized BS EDST major requirements.

Effect on current students enrolled in the program, faculty, staff and active courses:

Since courses will continue to be offered, the few students currently enrolled in the major may either finish their BSE TIED degree or change their major to EDST. This option will be communicated through advising. The CTTE faculty and the program coordinator for EDST will work closely to ensure the correct program requirements are prescribed for this student population.

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:
No impact

Term and year when it is anticipated that it will end (no temporary suspension of admission may exceed three years):
Our request is to suspend admissions to the BSE TIED degree for three years (fall 2015-fall 2018). At that time we will reevaluate the status of the program and either reactivate or eliminate it. There are possible licensure changes at the state level which may result in a greater need for the program in the near future.

Timetable and Actions Required: *The proposal will go through the required curriculum approval process with changes to take effect fall 2015. The following is the anticipated schedule:*

Approval by CTTE faculty: November 10, 2014
Approval by EDST: November 10, 2014
Approval by TLC SCC: November 20, 2014
Presented to EHHS CCC for approval:
Presented to EPC for approval:

KENT STATE
UNIVERSITY

January 14, 2015

Therese Tillett
Director, Curriculum Services
Kent State University
208 Schwartz Center
Kent, OH 44242

Dear Ms. Tillett:

This letter is in response to Catherine Hill's recent inquiry regarding the following two-year degree programs offered at Kent State University at Geauga's Regional Academic Center in Twinsburg, Ohio:

- Associate of Applied Business, Computer Technology
- Associate of Applied Business, Business Management Technology
- Associate of Science
- Associate of Arts

As noted on the attached document, the only change that has taken place since 1996 is the physical location of an approved additional location within the same city effective Fall Semester, 2012. Noted in this document to HLC is that the Academic Center will continue to offer the entire Associate Degree in Nursing program, the degrees listed above, the Bachelor of Technical and Applied Studies (approved to be offered as a fully online program), and Master of Public Health – Health Policy and Management. This information is reiterated in the report to HLC dated 2/27/2013 by Dr. Mary Hricko.

On March 19 – 20, 2013, HLC conducted a multi-location visit to Kent State University which included a visit to the Regional Academic Center in Twinsburg. In its report to President Lefton dated May 24, 2013, the HLC reported that *"the pattern of operations at the locations visited appears to be adequate and no further review or monitoring is necessary."*

Furthermore, Kent State University works in close collaboration, cooperation and partnership with its community college partners as evidenced by numerous articulation agreements, thus the duplication of degrees is not a concern with partnering institutions.

I trust this letter will serve as confirmation of Kent State University's approval to offer the aforementioned degree programs. Please do not hesitate to contact me if additional information is needed or questions arise.

Sincerely,

Jarrod Tudor
Interim Dean

Attachment

Geauga Campus
14111 Claridon-Troy Road • Burton, Ohio 44021
440-834-4187 • Fax: 440-834-8846

Regional Academic Center
2745 Creekside Drive • Twinsburg, Ohio 44087
330-888-6400 • Fax: 330-888-6301

http://www.geauga.kent.edu

TO: Educational Policies Council

FROM: Senior Vice President and Provost Todd A. Diacon

SUBJECT: Agenda for Monday, 16 February 2015
3:20 p.m., Governance Chambers, 2nd floor of Kent Student Center

DATE: Tuesday, 10 February 2015

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 the Office of Curriculum Services by Friday, 13 February 2015, to ensure that the materials are available at the meeting for review.

JOINT EDUCATIONAL POLICIES COUNCIL

ACTION ITEMS

1. Approval of minutes of 26 January 2015.
   Attachment 1

Office of the Provost *(presented by Associate Provost Melody J. Tankersley)*

2. Revision of grading polies and procedures to update language, clarify practice and bring consistency with other policies.
   Effective Fall 2015 | Attachment 2

UNDERGRADUATE EDUCATIONAL POLICIES COUNCIL

ACTION ITEM

Associate and Assistant Deans Committee *(presented by Associate Dean William T. Willoughby)*

1. Revision of undergraduate minors policy to address residence, upper-division credit, major/minor combinations and associate degree students.
   Effective Fall 2015 | Attachment 3

LESSER ACTION ITEMS

College of the Arts

School of Music

1. Revision of course requirements for the Music Technology [MUST] minor. Revision includes increasing the credit hours—from 3 to 4—for MUS 11121; and reducing music elective hours—from 8 to 7. Minimum total credit hours to program completion are unchanged at 23.
   Effective Fall 2015

UNDERGRADUATE EPC *continued*

LESSER ACTION ITEMS *continued*

College of Communication and Information

School of Journalism and Mass Communication

2. Revision of course requirements for the Advertising [ADV], Journalism [JNL], Public Relations [PR] and Digital Media Production [DMP] majors within the Bachelor of Science [BS] degree. Revision includes restricting non-equivalent transfer courses from applying toward a specific degree requirement (72 hours outside the journalism and mass communication discipline) without prior advisor evaluation and approval. Minimum total hours to program completion are unchanged at 124 for all four majors.
   Effective Fall 2015

GRADUATE EDUCATIONAL POLICIES COUNCIL

ACTION ITEMS

College of Arts and Sciences *(presented by Associate Dean Janis H. Crowther)*

Department of Geography

1. Establishment of Master of Geographic Information Science [MGIS] degree, to be offered 100 percent online only. The Geographic Information Science [GIS] major comprises three concentrations: CyberGIS [GISC], Environmental Geographic Information Science [GISE], Geographic Information Science and Health [GISH]. Including in proposal is establishment of 10 courses and revision to three courses. Minimum total credit hours to program completion are 32.
   Effective Fall 2015 | Attachment 4: Proposal, Catalog, Letters of Support
2. Establishment of Geographic Information Science [C611] post-baccalaureate certificate, to be offered 100 percent online only. Minimum total credit hours to program completion are 17.
   Effective Fall 2015 | Attachment 5

LESSER ACTION ITEM

College of Business Administration

Department of Management and Information Systems

1. Reactivation and revision of name and course requirement for the Operations Management [OPMG] concentration in the Business Administration [BAD] major within the Doctor of Philosophy [PHD] degree. The concentration has been suspended since fall 2013. The concentration's new name is Supply Chain Management [SCM]. Course revision includes replacing required MIS 84047, MIS 84266 with MIS 84291, MIS 84011; removing elective MIS 74018; and requiring MIS 84012, MIS 84015, formerly electives. Minimum total credit hours to program completion are unchanged at 67.
   Effective Fall 2015

COURSE CHANGES

Course Changes Effective Fall 2015

ACCT 43092 Accounting Internship (3) ..... Revise

ACCT 53020 Corporate Accounting (3) ..... Revise

ACCT 63092 Internship (3) ..... Revise

GEOG49078 Geographic Information Science and Hazards (3) to:
Geographic Information Science and Environmental Hazards ..... Revise

GEOG49082 CyberGIS (3) ..... Inactive

GEOG59078 Geographic Information Science and Hazards (3) to:
Geographic Information Science and Environmental Hazards ..... Revise

GEOG59082 CyberGIS (3) to:
69082 ..... Revise

GEOG69004 Analysis of Spatial Data (3) to:
Quantitative Methods in Geography ..... Revise

GEOG69007 Spatiotemporal Analytics (3) ..... New

GEOG69073 Geographic Information Science: Global Health (3) ..... New

GEOG69074 Geographic Information Science: Spatial Analysis for Health Geography (3) .. New

GEOG69079 Environmental Geographic Information Science (3) ..... New

GEOG69083 Geodatabases (3) ..... New

GEOG69164 Cartographic Design (4) ..... New

GEOG69231 Environmental Remote Sensing (3) ..... New

GEOG69392 Practicum in Geographic Information Science (6) ..... New

GEOG79004 Analysis of Spatial Data (3) to:
Quantitative Methods in Geography ..... Revise

GEOG79078 Geographic Information Science and Hazards (3) to:
Geographic Information Science and Environmental Hazards ..... Revise

GEOG79082 CyberGIS (3) ..... Revise

IAKM 41095 Special Topics in Information Architecture and
Knowledge Management (1-3) ..... New

JMC 46052 Advanced Broadcast News Practices (3) to:
Advanced Broadcast Reporting ..... Revise

JMC 56052 Advanced Broadcast News Practices (3) to:
Advanced Broadcast Reporting ..... Revise

NURS 10050 Introduction to Professional Nursing (1) to:
10060 Introduction to Professional Nursing Practice (3) ..... Revise

Course Changes Effective Fall 2015 *continued*

NURS 20025 Pharmacology and Alternations in Physiological Functioning I (3)..... New

NURS 30025 Pharmacology and Alternations in Physiological Functioning II (3) ..... New

NURS 31010 Application of Statistical Findings for Evidence-Based Practice in Nursing (3)Revise

NURS 33035 Nursing of Adults Across the Lifespan (9)..... New

NURS 35060 Critical Thinking and Test Taking Skills (2) ..... New

NURS 35065 Students Helping Students: A Student Mentoring Course (2)..... New

NURS 40075 Information and Patient Care Technology for Professional Nursing Practice to:
Information and Patient Care Technology for Healthcare Professionals (3) .... Revise

NURS 40872 Introduction to Nursing Research (3) to:
Introduction to Evidence Based Practice ..... Revise

NURS 45060 NCLEX Review Preparation (2) ..... New

NURS 60045 Pathophysiology for Advanced Practice Nurses (3) to:
Pathophysiology for the Advanced Practice Registered Nurse ..... Revise

NURS 60210 Adult Gerontology Clinical Nurse Specialist II (3)..... Revise

NURS 80045 Pathophysiology for Advanced Practice Nurses (3) to:
Pathophysiology for the Advanced Practice Registered Nurse ..... Revise

NURS 80210 Adult Gerontology Clinical Nurse Specialist II (3) ..... Revise

PEB 13041 Hardcore Abs (1) ..... Revise

Update to 17 November 2014 EPC Agenda

CCS 00215 Introduction to Communication Skills (3)..... New
Course title reported incorrectly

Update to 26 January 2015 EPC Agenda

BMRT 36415 Customer Service Technology (3) to:
Customer Service..... Revise
Revision of course title was omitted from item

ENOL 24600 Intermediate Enology – Harvest and Crush (2)..... New
Course reported incorrectly as revision of VIN 24600

FDM 10023 Fashion Visuals Laboratory (2)..... New
Course number reported incorrectly as FDM 10021

FDM 10033 Fashion Fabrics Laboratory (2) ..... New
Course number reported incorrectly as FDM 10031

FDM 10053 Introduction to Fashion Technology Laboratory (2)..... New
Course number reported incorrectly as FDM 10051

GEOG32091 Environmental Studies and Sustainability (2)..... New
Course number reported incorrectly as GEOG 32075

Update to 26 January 2015 EPC Agenda *continued*

PH 20000 Public Health Professional Practice I (1) ..... New
Course number reported incorrectly as PH 21000

PH 30000 Public Health Professional Practice II (1) ..... New
Course number reported incorrectly as PH 31000

PH 40000 Public Health Professional Practice III (1) ..... New
Course number reported incorrectly as PH 41000

VIN 24600 Intermediate Enology (3)..... Inactive
Revision of subject, credit hours and title reported incorrectly; course is being inactivated

Agenda prepared by the Office of Curriculum Services

Educational Policies Council
Minutes of the Meeting
Monday, 26 January 2015

Ex-Officio Members present (or represented): Provost Todd A. Diacon; Faculty Senate Chair Donna (Lee) L. Fox-Cardamone; Deans Sonia A. Alemagno, James L. Blank, James K. Bracken, John R. Crawford, AnnMarie LeBlanc, Donald F. Palmer, Eboni J. Pringle, Robert G. Sines, Douglas L. Steidl, Mary Ann P. Stephens; Senior Associate Dean Vincent J. Hetherington**;** Associate Deans Joanne M. Arhar, Janis H. Crowther, Cathy L. Du Bois (representing Deborah F. Spake), John (Jack) R. Graham, Catherine E. Hackney, LuEtt J. Hanson, I. Richmond Nettey, Cynthia R. Stillings, William T. Willoughby; Assistant Dean Elizabeth A. Sinclair (representing Deborah F. Spake); Director Robert A. Walker; Senior Academic Program Director Tracey M. Motter (representing Barbara A. Broome)

Ex-officio Members not present (or represented): Dean Wanda E. Thomas; Assistant Dean Thomas E. Klingler

Faculty Senate-Appointed Representatives present: Professors Thomas Janson, Kathryn A. Kerns, Roberto M. Uribe-Rendon, Donald L. White; Associate Professors Christopher A. Was, Linda L. Williams

Faculty Senate-Appointed Representatives not present: Professors Richard Feinberg, Fred T. Smith; Associate Professor William C. Ward III; Assistant Professor Terrence L. Uber

Council Representatives present (or represented): Professors Michael W. Chunn, Ann F. Jacobson, David H. Kaplan; Associate Professors Thomas W. Brewer, Robert E. Cimera, Michael Ensley, John A. Marino, Jayaram (Jay) Muthuswamy, Athena Salaba, Jonathan F. Swoboda; Assistant Professors Tina D. Bhargava, John C. Duncan, Mary A. Mooney, David (Blake) Stringer; Lecturer Timothy A. Roberts (representing Danielle S. Coombs)

Council Representatives not present (or represented): Associate Professors Pamela K. Evans, Eric D. Johnson, Denice Sheehan; Assistant Professors Jonathan P. Fleming, Debra S. Shelestak, Belinda S. Zimmerman

Observers present: Graduate Student Senate Vice Executive Chair Fritz W. Yarrison

Observers not present: Undergraduate Student Government Academic Affairs Director Michelle A. Crisler

Consultants and Guests present: Susan M. Augustine, Jane A. Cox, Keiran J. Dunne, Anna L. Gosky, Mary Ann Haley, Jennifer S. Kellogg, Alyssa S. Kyff, Laura G. Leff, Mark L. Lewis, Yza Y. Melvin, Jennifer N. McDonough, Stephen A. Mitchell, Alexander W. Moore, O. Felix Offodile, Katherine (Katie) J. Smith, Kathleen J. Spicer, Linnea A. Stafford, Melody J. Tankersley, Therese E. Tillett, Andrew M. Tonge, Jonathan B. VanGeest, Sean L. Veney, Whitney E. Wenger, Hiroshi Yokoyama, Kathy M. Zarges

Provost Todd A. Diacon called the meeting to order at 3:23 p.m., on Monday, 26 January 2015, in the Governance Chambers of the Kent Student Center. He introduced Jennifer N. McDonough, associate vice president for academic operations and administration, to EPC members and welcomed her to Kent State and to the meeting.

Joint EPC Action Item 1: Approval of minutes of 17 November 2014.

Dean Donald F. Palmer moved for approval of the minutes, which was seconded by Associate Dean William T. Willoughby. The motion passed unanimously.

Joint EPC Discussion Item 1: 3342-3-02 University Policy on Instructors in Courses Carrying Academic Credit.

Associate Provost Melody J. Tankersley thanked EPC members for responding to her request for votes via e-mail on 22 December 2014 regarding the hiring of a foreign citizen to teach a distance education course while continuing to reside in the home country.

She explained that the University Policy on Instructors in Courses Carrying Academic Credit (3342-3-02) requires that instructors of record for all coursework carrying academic credit must have an official university appointment. Kent State does not have the administrative capability to hire foreign citizens as employees in these international locations and, therefore, the university must enter into independent contractor arrangements with them. Policy requires that when the university hires independent contractors as instructors, the unit must ask for approval of the Educational Policies Council and the provost as an exception for this hire.

The School of Digital Sciences sought to hire an independent contractor for spring 2015, and via e-mail, a clear majority of votes were approvals, and the independent contractor was hired.

Associate Counsel Michael R. Pfahl provided an overview of the legal issues that complicate the hiring of foreign citizens to serve as instructors of record for Kent State University courses. Associate Provost Tankersley added that EPC members were not making a personnel decision regarding a specific individual, but rather voting for or against the university entering into an independent contractor agreement with a foreign citizen.

In response to a question raised by an EPC member, Provost Diacon explained that this policy pertains only to hiring individuals who are living in another country at the time they are teaching a Kent State course. After more discussion about the policy—including a clarification that the issues related to the policy do not affect faculty appointments or hiring at Kent State's Florence, Italy, location—Provost Diacon and Associate Provost Tankersley thanked EPC members for their involvement in the discussion.

Graduate EPC Action Item 1: Establishment of Master of Geographic Information Science [MGIS] degree, to be offered 100 percent online only. The Geographic Information Science [GIS] major comprises three concentrations: CyberGIS [GISC], Environmental Geographic Information Science [GISE], Geographic Information Science and Health [GISH]. Included in proposal is establishment of 10 courses and revision to three courses. Minimum total credit hours to program completion are 32.

This item was withdrawn with no discussion.

Graduate EPC Action Item 2: Establishment of Geographic Information Science [C611] post-baccalaureate certificate, to be offered 100 percent online only. Minimum total credit hours to program completion are 17.

This item was withdrawn with no discussion.

Graduate EPC Action Item 3: Inactivation of Financial Engineering [FEM] major within the Master of Science [MS] degree, jointly offered by the Department of Finance and the Department of Mathematical Sciences. Admission to this program has been suspended since fall 2012.

Associate Dean Cathy L. Du Bois presented the item. Admission to the jointly offered program was suspended in 2012. All students admitted to the major prior to 2012 have graduated or otherwise left the program. When admission to the program was suspended, a non-tenure track faculty member was dismissed; there are no additional faculty ramifications.

Associate Dean Janis H. Crowther moved for approval of the item, which was seconded by Associate Professor Christopher A. Was. With no questions or discussion, the item passed unanimously.

Graduate EPC Action Item 4: Establishment of Ohio Superintendent's Licensure [C850] post-master's certificate to be offered 100 percent online only. Minimum total credit hours to program completion are 18.

Associate Dean Catherine E. Hackney presented the item. Students currently complete a collection of courses in order to obtain licensure as a superintendent in the state of Ohio, and this proposal would formalize this program as a certificate to allow the college to better track these students and market more effectively the program as an option offered 100 percent online.

Associate Dean Hackney made a motion to approve item. Associate Dean Joanne M. Arhar seconded the motion, and members passed it unanimously with no questions or discussion.

Graduate EPC Action Item 5: Revision of major name for the Counseling and Human Development Services [CHDS] major within the Doctor of Philosophy [PHD] degree. The name changes to Counselor Education and Supervision [CES]. Included in the proposal are revision to course requirements (lesser action item) that adds CES 88294 (formerly CHDS 88294) as required, and increases the internship experience, from 3 to 6 credits. Minimum total credit hours to program completion increase, from 81 to 87.

Associate Professor Jane A. Cox explained that the proposal to change the name of the doctoral major will align the program with the terminology used in the field and for accreditation of counselor education and supervision programs nationwide.

A motion for approval was made by Professor Michael W. Chunn and seconded by Associate Dean Willoughby. The item was passed unanimously with no questions or discussion.

Graduate EPC Action Item 6: Establishment of Advanced Pedagogy in Physical Education and Sport [APPES] major within the Master of Education [MED] degree. The program will be offered 100 percent online only through collaboration with the University of Wollongong in New South Wales, Australia. Students will apply and be admitted to one university and complete half the coursework (6 courses) at each university. Minimum total credit hours to program completion are 36.

Professor Stephen A. Mitchell stated that the University of Wollongong is a strong institution with which to partner, and that he is confident there will be students who are interested in completing this master's degree program in order to obtain credentials to advance in their careers. He clarified

that the proposed major does not lead to educator licensure, nor will an educator license be required for admission to the program.

Associate Dean Hackney moved for approval of the item, which was seconded by Associate Dean Cynthia R. Stillings. With no questions or discussion, the item passed unanimously.

With no further questions, discussion or announcements for the graduate council, Provost Todd A. Diacon asked for a motion to conclude the graduate portion of the joint meeting. Associate Professor Thomas W. Brewer moved to conclude the graduate portion of the joint meeting, which was seconded by Professor Kathryn A. Kerns. With no additional questions or discussion, the motion passed unanimously.

Undergraduate EPC Action Item 1: Revision of Not Permitted to Continue policy to clarify the process, procedures and communication for undergraduate students who have been deemed ineligible by their academic unit to continue in their declared degree program. Included in proposal is establishment of Degree Pathway Alternatives [DPA] non-degree undergraduate [NDUG] program.

Dean Eboni J. Pringle introduced the item on behalf of the EPC Ad Hoc Committee for Academic Policies. In February 2013, EPC approved the establishment of a university policy for students who are not permitted to continue in their academic programs. The Not Permitted to Continue policy is in place to support the success of students who have not been able to earn or maintain the minimum cumulative or major GPA required for their academic program, but have earned the minimum 2.000 cumulative GPA required to be considered "in good standing" at the university and are not subject to dismissal from the institution.

After EPC approved the policy's establishment, the EPC Ad Hoc Committee revisited the policy to develop a process, procedures and communication for undergraduate students who have been deemed ineligible by their academic unit to continue in their declared degree program. The EPC Ad Hoc Committee consulted with academic units and identified three general areas of implementation: (1) student notification of policy; (2) processing and review of affected students; and (3) process for students who are deemed not permitted to continue.

Students not permitted to continue in their current major will be advised to take action and voluntarily move to another major. If they do not take action voluntarily, they will be moved administratively to a new non-degree program called Degree Pathway Alternatives. Dean Pringle added that the goal of the policy, however, is to provide multiple touch points, forcing conversations with students about academic progress, so that the Degree Pathway Alternatives non-degree program is truly a last resort.

Dean Pringle moved for approval of the item, which was seconded by Dean Palmer.

After much discussion, a friendly amendment was accepted to remove the following sentence from the proposed policy language (page 4, paragraph 3) regarding students who have been moved to the Degree Pathway Alternatives program: "They will be encouraged to seek out private loans to fund college expenses until they enroll in a degree- or certificate-granting program."

An EPC member asked if Kent State currently employs enough advisors to meet the needs of students affected by the Not Permitted to Continue policy. Dean Pringle responded that additional advisors were hired by units to meet the demands of required advising, and that units will be able to manage this new policy without additional staff.

With no additional questions or discussion, EPC members passed the motion unanimously.

Undergraduate EPC Action Item 2: Report from the Diversity Subcommittee of the University Requirements Curriculum Committee.

Dean Palmer explained that the proposal is the result of the University Requirements Curriculum Committee (URCC) five-year review of the university diversity requirement. The URCC requests a charge from EPC to carry out the following recommendations from the 13 October 2014 Diversity Subcommittee Report to URCC:

(1) Investigate the distinction between domestic and global diversity;
(2) Encourage inclusion of curriculum/activities that would promote interaction with difference and actions to negotiate/overcome difference

Beyond the scope of the study, but relevant to consider in a review of the diversity requirement are the following recommendations:

(3) Review the current diversity criteria for relevance in the 21st century;
(4) Write learning outcomes rather than criteria so that it would be possible to assess student growth.

The URCC proposes that the eeport is presented to college curriculum committees for their review and approval. Each college curriculum committee will then submit its recommendation to EPC regarding the approval of the four recommendations in the Diversity Committee Report, and the recommendation that URCC carry out the four recommendations.

An EPC member asked if the URCC collaborated with the Division of Diversity, Equity and Inclusion when creating the proposed recommendations; Dean Palmer responded that the division was not involved, but that it would be a beneficial unit to consult moving forward.

He then made a motion for EPC to approve charging the URCC to carry out the following recommendations as made in the Diversity Subcommittee Report. The motion was seconded by Associate Dean Arhar.

An EPC member asked if the URCC considered eliminating the diversity requirement. She voiced her opinion that there has been a proliferation of diversity-related courses at the university. Dean Palmer indicated that recommendation (3) addresses the EPC member's question. Current diversity criteria will be reviewed for relevance in light of the progress made integrating diversity education into the curriculum.

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

Undergraduate EPC Action Item 3: Designation of Experiential Learning Requirement status for all study abroad and study away activities (course or non-course)—including NSE 10095 (National Student Exchange) and OIA 10095 (Study Abroad)—that are sanctioned by the university.

Anna L. Gosky, interim director of the Office of Experiential Education, presented the item, which would extend an unobstructed pathway to meet the Experiential Learning Requirement (ELR) for students who participate in study abroad and study away. When the ELR was first introduced, study abroad and study away were discussed as activities that should be designated under the umbrella of experiential learning. Interim Director Gosky stated that students who participate in study abroad and study away are often experiencing different cultures and learning about different traditions, which meets the guidelines of experiential learning.

Dean Palmer moved for approval of the item, which was seconded by Assistant Professor Tina D. Bhargava. Provost Diacon added that this proposal is an attempt to reduce the bureaucracy students face when attempting to seek ELR status for their study abroad and study away experiences. With no additional questions or discussion, the item passed unanimously.

Undergraduate EPC Action Item 4: Designation of Kent Core status to the following course in the additional category: MCLS 20000 Global Literacy and Cultural Awareness (3); course number will be revised to MCLS 20001.

Associate Dean Mary Ann Haley stated that the proposal to designate Kent Core status in the additional category to the course is supported by the Office of Global Education and is contingent on the course being approved for inclusion in the state-wide Ohio Transfer Module as an interdisciplinary course (humanities and social sciences).

Dean James L. Blank moved for approval of the item, which was seconded by Associate Dean Arhar.

An EPC member requested that the item be tabled until a determination is made as to whether the course is approved for the Ohio Transfer Module. Another EPC member voiced his option that faculty should be more critical of courses that are proposed to be designated with Kent Core status.

After a general discussion about the Kent Core, Provost Diacon asked the College of Arts and Sciences to clarify which courses proposed to be given Kent Core designation are new courses, and which courses are existing courses that are being revised due to state, programmatic or other influences. Associate Dean Mary Ann Haley provided a brief review of Undergraduate EPC Action Items 4, 5, 6, 7, and differentiated between the new courses and existing courses. Provost Diacon summarized that MCLS 20000 would effectively be an addition to the Kent Core, as opposed to courses listed Undergraduate EPC Action Items 5, 6 and 7 that are based on existing Kent Core courses.

Associate Professor Linda L. Williams moved to table the item until the course has been reviewed for inclusion in the Ohio Transfer Module, so that the group is able to make a more informed decision. Her motion was seconded by Faculty Senate Chair Donna (Lee) L. Fox-Cardamone. Provost Diacon said that the item would return to EPC for a vote after review for inclusion in the Ohio Transfer Module.

An EPC member asked if all Kent Core courses must be approved for inclusion in the Ohio Transfer Module. Therese Tillett, director of curriculum services, responded in the negative, but added that the Ohio Board of Regents has expressed concerns to her about the number of courses in the Kent Core that are not part of the Ohio Transfer Module. [Note: of the 124 courses with Kent Cores status, 25 (20 percent) presently are not in the Ohio Transfer Module.]

An EPC member asked if tabling the item will remove any chance for the course to be included in the Kent Core for fall 2015, even if approved for inclusion in the Ohio Transfer Module at a later date. Director Tillett responded that the next submission for Ohio Transfer Module courses is in March, and she may not hear about the status of submissions until April or May. However, if the course was successfully approved at every level, the Office of Curriculum Services can add the Kent Core attribute to the course at any time prior to final grades being entered and the course rolled to academic history.

With no additional questions or discussion, EPC members unanimously voted to table the item.

Undergraduate EPC Action Item 5: Designation of Kent Core status to the following three new courses in the basic sciences category: BSCI 21010 Anatomy and Physiology I (4); BSCI 21020 Anatomy and Physiology II (4); and CHEM 10055 Molecules of Life (3).

Associate Dean Haley informed members that the proposed courses were developed at the request of the College of Nursing, which is in the process of revising its program's curriculum. She explained most other nursing programs require anatomy and physiology courses, and the college's adoption of these new BSCI courses will match the convention of nursing programs nationwide and streamline the credit transfer process for students.

Provost Diacon asked for clarification from Associate Dean Haley that these courses were the content equivalents of current Kent Core courses, tweaked slightly to meet the needs of students enrolled in the College of Nursing.

Senior Academic Program Director Tracey M. Motter, representing Dean Barbara A. Broome, moved for approval of the item, which was seconded by Dean Blank. Senior Academic Program Director Motter stated that these course revisions in the College of Nursing were proposed in order to ensure students are better prepared for advanced content, and to bring requirements for the College of Nursing in line with other nursing programs throughout the country.

Provost Diacon asked again for clarification that these courses are the functional equivalents of Kent Core courses that are already in existence. Senior Academic Program Director Motter responded that the courses are equivalent.

With no additional questions or discussion, the item passed unanimously.

Undergraduate EPC Action Item 6: Designation of temporary Kent Core status to AS 10095 Special Topics: Molecules of Life (3) in the basic sciences category. The course is the pilot version of CHEM 10055, which will be offered fall 2015 (see item 5 above).

Senior Academic Program Director Tracey M. Motter said that designation of temporary Kent Core status to AS 10095 Special Topics: Molecules of Life will ensure that College of Nursing students currently enrolled in the course will be able to graduate without having to take an extra Kent Core course. She then seconded Dean Palmer's motion for approval of the item. Members passed the item with no questions or discussion.

Undergraduate EPC Action Item 7: Designation of Kent Core status to the following four new courses in the mathematics and critical reasoning category: MATH 10771 Basic Mathematical Concepts I Plus (5); MATH 10772 Modeling Algebra Plus (5); MATH 10774 Algebra for Calculus Stretch II (3); and MATH 10775 Algebra for Calculus Plus (4).

Associate Dean Mary Ann Haley explained that the four proposed courses will serve as alternative pathways to existing Kent Core mathematics courses for students who earn a minimum 22 ACT mathematics sub score, but do not achieve the minimum score on the ALEKS math placement assessment required to move forward into the course(s) of their choice. The Ohio Board of Regents established uniform statewide standards and college testing thresholds for remediation-free status in mathematics for undergraduate students who earn a minimum 22 ACT mathematics sub score.

Acknowledging that a 22 ACT mathematics sub score does not necessarily mean a student is prepared for college-level mathematics courses, the Department of Mathematical Sciences created new courses that build background material into college-level courses, and these new courses serve as the alternative pathways for students who demonstrate that they need additional preparation during the math placement process. Students who successfully complete the new courses will do so with the same content knowledge as their counterparts who successfully complete the equivalent conventional courses.

Professor Andrew M. Tonge added that these courses were successfully piloted in fall 2014. The rate of A, B and C grades for students enrolled in MATH 20095 Special Topics: Modeling Algebra Plus was 80 percent, which was higher than the rate of A, B and C grades for the equivalent conventional course, MATH 11009 Modeling Algebra.

Provost Diacon asked for clarification that the proposal is requesting these four new courses to be designated as courses that can be used to fulfill the Kent Core mathematics requirement, as they are the functional equivalents of existing Kent Core mathematics courses. Professor Tonge stated that the learning outcomes for the new courses are the same as the learning outcomes for the equivalent conventional courses; students are given the same final exams.

Dean Palmer moved for approval of the item, which was seconded by Dean Blank. With no additional questions or discussion, the item passed unanimously.

Undergraduate EPC Action Item 8: Authorization of dean of Undergraduate Studies to approve non-course Experiential Learning Requirement (ELR) applications for all undergraduate students; and authorization of any full-time faculty member to approve and supervise non-course ELR applications. The full-time faculty member does not need to have an appointment in the student's major department.

Interim Director Gosky introduced the item, which was designed to reduce the obstacles students encounter when seeking approval for non-course Experiential Learning Requirement (ELR) experiences. Currently, students are required to obtain signatures from a faculty member, the faculty member's department chair and the dean of the faculty member's college to evidence approval for an experience to meet the ELR. This proposal seeks to introduce a new process for approval of these non-course experiences. Students would be able to meet with any full-time faculty member to approve a non-course ELR application; the eean of Undergraduate Studies would also be authorized to approve non-course ELR applications for all undergraduate students.

Dean Palmer motion for approval of the item was s seconded by Dean Eboni J. Pringle.

Provost Diacon stated that this proposal is another attempt to reduce the bureaucracy that students encounter when seeking approval for their experiences. Dean Pringle added that faculty members often voiced that they did not have the expertise they felt was necessary in order to authorize certain non-course experiences, such as substantial campus leadership roles, as meeting the ELR. Associate Provost Tankersley explained that this proposal would establish the Office of Experiential Education within the Division of Undergraduate Studies as the support center for non-course ELR experiences, which would reduce the challenges that students face when seeking faculty authorization for experiences that are not affiliated with an academic course.

With no additional questions or discussion, the item passed unanimously.

Undergraduate EPC Action Item 9: Establishment of Aerospace Engineering [AERS] major within the Bachelor of Science [BS] degree to be offered at the Kent Campus. Minimum total credit hours to program completion are 128.

Interim Dean Robert G. Sines presented the item and stated that the proposed program would be the first Aerospace Engineering major to be offered at a state-supported institution in Northeast Ohio. He then moved the item for approval, seconded by Assistant Professor David (Blake) Stringer.

An EPC member asked if the college had the faculty resources necessary to support the proposed major. Interim Dean Sines responded that the college has the faculty resources necessary, but that they are also undergoing a search for one additional faculty member.

EPC members passed the item unanimously with no additional questions or discussion.

Undergraduate EPC Action Item 10: Establishment of Aviation Management [AVMN] minor to be offered at the Kent Campus. Minimum total credit hours to program completion are 15.

Interim Dean Sines stated that two concentrations of the Aeronautics [AERN] major within the College of Applied Engineering, Sustainability and Technology require physical examinations, and the proposed minor would give students enrolled in those concentrations an opportunity to explore an additional area in the event that they lose their physical certifications.

Interim Dean Sines moved for approval of the item, which was seconded by Assistant Professor David (Blake) Stringer. With no questions or discussion, the item was passed unanimously.

Undergraduate EPC Action Item 11: Establishment of Safety, Quality and Lean in Manufacturing [SQL] minor to be offered at the Kent Campus. Minimum total credit hours to program completion are 18.

Interim Dean Sines introduced the item. With no questions or discussion, the item was passed unanimously.

Undergraduate EPC Action Item 12: Establishment of History and Philosophy of Science [HPS] minor to be offered at the Kent Campus. Minimum total credit hours to program completion are 18.

David W. Odell-Scott, associate dean and director of the Center for Comparative and Integrative Programs, stated that the multidisciplinary minor will include new and existing courses taught by faculty members from the departments of History and Philosophy.

Dean Blank moved for approval of the item, which was seconded by Assistant Professor Bhargava. The item was passed unanimously with no questions or discussion.

Undergraduate EPC Action Item 13: Establishment of World Literature and Cultures [WLC] minor to be offered at the Kent and Stark campuses. Minimum total credit hours to program completion are 18.

Associate Dean Odell-Scott said the proposed multidisciplinary minor was developed using existing coursework and faculty expertise. Dean Blank's motion for item approval was seconded by Assistant Professor Tina D. Bhargava and passed unanimously by members with no questions or discussion.

Undergraduate EPC Action Item 14: Establishment of Italian Studies [ITST] minor to be offered at the Kent Campus. Minimum total credit hours to program completion are 18.

Dean Blank explained that the minor was designed to augment students' experiences at Kent State's Florence, Italy, location, although it also will be fully available to students at the Kent Campus who do not study abroad. He then moved the item for approval, which was seconded by Professor David H. Kaplan and passed unanimously with no questions or discussion.

Undergraduate EPC Action Item 15: Establishment of General Business [GBUS] major within the Bachelor of Business Administration [BBA] degree to be offered on-ground at the Kent Campus. They last two years of the program may be taken 100 percent online, in addition to on-ground, for completer students. Minimum total credit hours to program completion are 120.

Assistant Dean Elizabeth A. Sinclair explained the dual rationales for the proposed major: (1) the needs of students who are undecided within the College of Business Administration and (2) the needs of students who have left Kent State without earning a degree. The college currently offers a non-degree Business Undeclared program, which is an option for students who enter the college unsure of the discipline in which they'd like to specialize. The proposed major would allow students who are undecided or have not yet identified a focus within the college explore areas of specialization within a degree-granting program. Additionally, students who do not eventually choose select a specific discipline in which to focus their studies will be able to graduate with the General Business major.

The proposed major will utilize existing faculty appointments and existing courses to create an opportunity for the college to offer a flexible major that also enables students to return and earn a degree after completing the required coursework, regardless of the business discipline in which they began their studies. Students will be able to complete the last two years of the program 100 percent online, or on-ground. She added that the proposed major would meet the same rigorous accreditation standards as the other majors in the college.

Assistant Dean Sinclair moved for approval of the item, which was seconded by Assistant Professor Bhargava. With no questions or concerns, the item passed unanimously.

Undergraduate EPC Action Item 16: Revision of academic structure, from Division of Undergraduate Studies to University College.

Dean Eboni J. Pringle explained that when the Division of Undergraduate Studies was formed in 1994, there was little emphasis on supporting undecided students, and more focus on serving students enrolled in other units in various ways. In recent years, the university has placed a higher priority on recruitment, retention and graduation, and the Division of Undergraduate Studies has responded by more fully addressing the needs to exploratory students with an established curriculum and process for students to successfully transition into a major of their choice.

Dean Pringle said that current literature indicates undecided and exploratory students often feel as though they are considered "second-class citizens" by their institutions, and this proposal seeks to communicate the normality of the process this population experiences on their way to becoming degree-seeking students. Changing the name of the unit will serve to communicate to students the value of their choice to explore numerous degree options, and also that they will receive the same amount and level of academic support as degree-seeking students.

Dean Pringle moved to approve the item, which was seconded by Dean AnnMarie LeBlanc.

An EPC member asked about the choice of the name "University College." Dean Pringle responded that the name "University College" is used by other institutions and will be recognizable to students. She also clarified that the structure of the unit will not change, and that the unit will not offer academic majors. The cost of changing the unit name is minimal and can be absorbed within the current operating budget.

An EPC member asked about having one college that does not offer majors. Dean Pringle responded that the Honors College also does not offer majors. Another EPC member asked if other colleges in the state are adopting this nomenclature. Dean Pringle responded that two Ohio institutions, Ohio University and Wright State University, also use the name "University College".

With no additional questions or concerns, the item passed unanimously.

Undergraduate EPC Action Item 17: Formalization of Cooperative Education Program, which was piloted fall 2014 through the College of Applied Engineering, Sustainability and Technology.

Interim director Gosky introduced the item, which would offer all Kent State undergraduate students the opportunity to augment their academic study with an approved semester of full-time, program-related employment, while still maintaining full-time student status. Effective fall 2015, it will transition to the Division of Undergraduate Studies, which will work in conjunction with participating students' academic colleges to coordinate cooperative education experiences.

Dean Pringle moved for approval of the item, which was seconded by Dean LeBlanc. Associate Provost Tankersley explained to members that while field-based and internship experiences are built into program curricula as required courses for graduation, cooperative education experiences are partnerships between students and industry that allow students to explore their chosen fields through full-time employment on- or off-campus with a particular company. Students participating in the program will register for COOP 20092 Cooperative Education, which carries no academic credit or grade; students will earn either the mark "Complete" or the mark "Not Complete". Associate Provost Tankersley highlighted that while many other universities utilize similar programs to support students' cooperative experiences, Kent State's decision to offer the Cooperative Education Program at the university level (not housed within specific units) extends the opportunity for all students, not just those enrolled in programs that typically require or recommend cooperative education experiences.

An EPC member asked for clarification about minimum and maximum time frames for the proposed program. Associate Provost Tankersley responded that the minimum amount of time a student can participate in the Cooperative Education Program is one semester, but that extensions are permitted. The EPC member also stated that students enrolled in highly-sequenced majors may experience difficulty participating in the proposed program and returning to where they left off in their studies. Associate Provost Tankersley responded that students in some highly-sequenced majors, like teacher education, already have a great deal of intensive, field-based experiences built into their program requirements; it is expected that students who do not have these types of experiences built into their major will be those most likely to take advantage of the proposed program.

Additionally, Provost Todd A. Diacon and Associate Provost Tanskersly clarified that students who take advantage of the proposed program may extend their total time to graduation, but that students who participate in cooperative education experiences are often hired by the company providing the experience or a similar company directly after graduation. Provost Diacon noted that this phenomenon might not occur without the connections made during these types of opportunities.

Interim Dean Sines added that the pilot program has been very successful in the College of Applied Engineering, Sustainability and Technology. With no additional questions or concerns, EPC members passed the item unanimously.

Professor Donald L. White moved to adjourn the meeting, which was seconded by Faculty Senate Chair Fox-Cardamone. The meeting ended at 5:44 p.m.

Respectfully submitted,

Katie J. Smith
Academic Program Coordinator, Curriculum Services
Office of the Provost

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **1-Feb-15** Curriculum Bulletin _____

Effective Date **Fall 2015** Approved by EPC _____

Department

College **PR - Provost**

Proposal **Revise Policy**

Proposal Name **Grading Policies and Procedures**

Description of proposal:

Proposal seeks to revise the Grading Policies and Procedures as published in the University Catalog. Revisions update language, clarify practice and bring consistency with other policies.

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

Aligns deadlines and nomenclature with other academic policies.

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

University Registrar, Bursar, Transfer Center, Institutional Research, Student Financial Aid, Associate and Assistant Deans Committee, Graduate Studies Administrative Advisory Committee

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REQUIRED ENDORSEMENTS

_____ ____/____/____

Department Chair / School Director

_____ ____/____/____

Campus Dean (for Regional Campuses proposals)

_____ ____/____/____

College Dean (or designee)

_____ ____/____/____

Dean of Graduate Studies (for graduate proposals)

_____ ____/____/____

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

Proposal Summary
Revision of the Grading Policies and Procedures

SUBJECT SPECIFICATION

This proposal seeks to revise the grading policies and procedures as published in the University Catalog to update language, clarify practice and bring consistency with other policies.

BACKGROUND INFORMATION

In fall 2014, the offices of the University Registrar and Curriculum Services undertook a full review of Kent State's grading policies and procedures. Assisting the offices in the review and recommended changes were the Associate and Assistant (A&A) Deans Committee and the Graduate Studies Administrative Advisory Committee (GSAAC), as well as staff from the offices of the Bursar, Transfer Center, Institutional Research and Student Financial Aid.

The intention with the review was not to change current policies and procedures for determining and granting academic grades, but to ensure that the published policies reflected current practices and regulations, and to resolve nomenclature conflicts and other discrepancies that occurred when the Undergraduate Catalog and the Graduate Catalog were merged to form the University Catalog in 2010. Many of the changes are considered house-keeping items to bring the policies up to date.

The changes are highlighted on page 3-7. Below is a summary:

- Separate the listing of academic grades (e.g., A, B, C) from administrative marks (e.g., IP, IN) to highlight the difference between grades (determined by faculty based upon appraisal and evaluation of student performance in completing requirements of a course) and marks (assigned when a letter grade is not appropriate).

- Select one word—"superior" to define the A (4.000) grade no matter the level of the course. Currently, "excellent" is used for undergraduate courses and "superior" for graduate courses.

- Make clear that that the grade descriptive refers to what is assigned to a student in the type of course, and not to the type of student in the course.

- Clarify that a D grade is designated as passing and a U (Unsatisfactory) grade is designated as failing. Current language states a D grade for students in undergraduate courses is "unsatisfactory, but passing," a contraction of terms.

- Distinguish the F grade, which is earned, from the SF (Stopped Attending–Fail) and NF (Never Attended–Fail) marks, which are assigned to students who stopped attending or never attended class—all still are considered failing and counted in the students' GPA.

- Update the S (Satisfactory) grade definition to correct the translation to "passing," rather than "average or superior attainment," which was accurate for graduate courses decades ago and never updated when the U grade began to count in the graduate GPA. In addition, language more appropriate for curriculum guidelines (or not following current practices) is removed.

- Describe further the purpose and consequences of the AU (Audit) mark and that prior departmental approval is required before a student may select the option. Remove duplicated statements and the outdated sentence that faculty can enter a W (Withdrawal) mark on the grade rooster for auditing students who stopped attending (process is done through Registrar's Office).

- Add new marks CP (Complete) and NP (Not Complete) for cooperative education program; and existing marks CR (Credit) for alternative credit programs, T for student exchange programs and TR (Transfer) for credit accepted from other institutions.
- Clarify that all administrative marks are not counted toward the GPA, with the exception of the SF and NF marks.
- Revise the timing of the IN (Incomplete) mark for undergraduate course to align with the one for graduate courses and with the withdrawal deadline. Changes from current 12 weeks to between course withdrawal deadline and end of the classes. Allow a university-approved designee to initiate an IN request on behalf of a student. Align the IN default grade deadline for graduate courses with other graduate policies deadlines. Emphasize the issuance of the IN mark constitutes a contract between student and faculty.
- Update the IP (In Progress) mark to include efforts other than thesis, dissertation, research and individual investigation that require additional time beyond a semester, and that the mark is terminal if the student does not complete the requirements for the course.
- Add language to the NR (Not Reported) mark to reflect existing practice that a grade must be given to a required course before a degree or certificate can be granted.
- Remove language from the SF mark that advises faculty to assign a grade if the student stopped attending after the course withdrawal deadline. Per Title IV regulations, Kent State must adjust financial aid for a student who stopped attending a course at any point in the term; therefore, it is imperative to record last attendance, even if after 10 weeks.
- Note that a course receiving the AU, NF or SF mark is not counted toward a student's course load for financial aid and other purposes.
- Establish a grade change deadline of either three consecutive terms after the grade was submitted or before the student's degree is posted to his/her academic record, whichever comes first. Exceptions are changes to the IN, IP, NR marks and College of Podiatric Medicine courses (the latter have an earlier deadline).

ALTERNATIVES AND CONSEQUENCES

The alternate to the proposed changes is retaining outdated grading policies and procedures in the University Catalog, which does not support the university's objectives of clarity, consistency and transparency with academic policies.

SPECIFIC RECOMMENDATION AND JUSTIFICATION

The recommendation is to update the grading policies and procedures as listed on pages 3-7 to reflect current practices and procedures.

ACTIONS REQUIRED AND ANTICIPATED TIMELINE

Associate and Assistant Deans Committee.....reviewed 14 October & 9 December 2014
Graduate Studies Administrative Advisory Committee.....reviewed 13 November 2014
Educational Policies Council.....approval sought 16 March 2015
Faculty Senate.....approval sought 13 April 2015
Implementation.....fall 2015 University Catalog

Revisions to 2014 Grading Policies and Procedures (Marked-Up Version)

The transcript is an accurate and complete historical record of work attempted at the university. Changes to transcript entries that alter the enrollment history of a student are not to be made.

Academic Grades ~~and Administrative Marks~~

~~Student proficiency in coursework is recorded by t~~The following ~~letter~~ grades~~:~~ are determined and assigned by faculty based upon appraisal and evaluation of student performance in completing requirements of a course:

A (4.000) Denotes ~~"excellent scholarship" for undergraduate students and~~ "superior scholarship." ~~for graduate students~~

A- (3.700)

B+ (3.300)

B (3.000) Denotes "good performance" for students in undergraduate ~~students~~ courses and "average performance" for students in graduate ~~students~~ courses.

B- (2.700)

C+ (2.300)

C (2.000) Denotes "fair or average performance" for students in undergraduate ~~students~~ courses and "below average performance" for students in graduate ~~students~~ courses.

C- (1.700)

D+ (1.300)

D (1.000) Denotes "poor (~~unsatisfactory~~ but passing) performance" for students in undergraduate ~~students~~ courses and "far below average performance" for students in graduate ~~students~~ courses.

F (0.000) Denotes failure of the student's overall performance. This grade is earned and is not used for students who never attended or stopped attending the course (see NF and SF marks in Administrative Marks section below).

S The grade S (Satisfactory) denotes passing performance, and is used for courses where S/U grading, rather than letter grading, is permitted ~~satisfactory completion of in a course for which a regular grade is inappropriate~~. ~~Satisfactory work is interpreted as average or superior attainment.~~ The credit hours are awarded, but ~~are not considered~~ the grade is not counted in computing grade point averages~~, but w~~. Work earning an S grade may be applied toward meeting degree requirements. ~~For graduate students, the U grade, along with the S grade (see above) are the only grades to be used for thesis (6xx99), dissertation (8xx99), workshops and courses involving internship/practicum. The instructor intending to use the S and U grades in a course other than these must do so exclusively and only where permitted. The instructor will announce this intent to the particular class at the beginning of the course and note it on the course syllabus.~~

U The grade U (Unsatisfactory) denotes failing ~~unsatisfactory~~ performance and is used for courses where S/U grading, rather than letter grading, is permitted ~~in a course for which a regular grade is inappropriate~~. This grade is earned and is not used for students who never attended or stopped attending the course (see NF and SF marks in Administrative Marks section below). Credit hours are recorded as ~~credit hours~~ attempted, and the grade is ~~will be~~ counted as an F (zero quality points) in computing grade point averages. ~~For graduate students, the U grade, along with the S grade (see above) are the only grades to be used for thesis (6xx99), dissertation (8xx99), workshops and courses involving internship/practicum. The instructor intending to use the S and U grades in a course other than these must do so exclusively and only where permitted. The instructor will announce this intent to the particular class at the beginning of the course and note it on the course syllabus.~~

Comment [TET1]: Separated academic grades from administrative marks.

Comment [TET2]: Added more definition.

Comment [TET3]: Since excellent or superior mean basically the same thing, just chose one.

Comment [TET4]: Revised "student" to "course" throughout document to clarify that descriptive refers to the grade for of all students in the type of course, not the type of student in the course.

Comment [TET5]: Remove contraction; Unsatisfactory is defined in grade policy as "failing"

Comment [TET6]: We have been asked by other universities to translate S and U marks to letter grade (for universities that don't have S/U grading).

This statement was in the Graduate Catalog for decades. However, by this interpretation, does that mean that a faculty evaluation that equals B- or worse should be given a U grade? That conflicts with U grade definition of failing.

At one time, many years ago, the statement also noted that Unsatisfactory meant work below average (which would be a C grade). That part of the statement was removed when the U mark began to be counted as F grade in GPA.

If the U mark is interpreted universally as equal to F grade, then the S mark should be interpreted as equal to any grade above an F.

Comment [TET7]: Statements have been in the catalog since the early 70s. They are more curriculum policies, rather than student policies. However, a review of graduate internship courses show that approx. 57% are letter graded. The Curriculum Guidelines state letter or S/U grade allowed for internship; while S/U and IP only allowed for thesis and dissertation.

Comment [TET8]: Distinguishes F grade from SF and NF marks

Comment [TET9]: See S grade definition above.

Revisions to 2014 Grading Policies and Procedures (Marked-Up Version)

Y The grade Y denotes a passing grade ~~in undergraduate pass/fail courses or~~ in undergraduate courses in which students have elected the pass/fail grading option. The credit hours are awarded, but the grade is not counted ~~are not considered~~ in computing grade point averages.*

Z The grade Z denotes failing performance ~~in undergraduate pass/fail courses or~~ in undergraduate courses in which students have elected the pass/fail grading option. The credit hours are recorded as attempted, and the grade is ~~are~~ not ~~considered~~ counted in computing grade point averages.*

* Refer to the Pass/Fail Grade policy in the University Catalog for conditions governing the acceptability of pass/fail grades at Kent State.

Comment [TET10]: We don't have designated pass/fail courses.

Administrative Marks

Comment [TET11]: Separated academic grades from administrative marks

The following administrative marks are assigned when a letter grade is not appropriate.

AU The mark AU (Audit) denotes ~~that students have registered to audit a course~~ enrollment in a course without benefit of a grade or credit, typically for purposes of self-enrichment and academic exploration. Students may audit ~~without credit~~ any course subject to space availability and prior departmental approval. ~~An audited course is not counted as part of the course load, but students~~ To audit a course, students must go through registration procedures and be assessed ~~pay the normal~~ registration fees. An audited course cannot be applied toward a student's degree or certificate. ~~For graduate students, an audited course may not be counted as fulfilling the minimum course load requirements.~~ An instructor may impose whatever attendance requirements deemed necessary upon the students registered for audit. The students must be informed of these requirements at the beginning of the semester. Failure to meet such attendance requirements subjects the students to being withdrawn from the course by the instructor. ~~This will be accomplished by the instructor's insertion of the mark W for the students on the final grades list.~~ The AU mark is not counted in computing grade point averages.*

Comment [TET12]: Added more definition.

Comment [TET13]: Want to stress that department needs to first approve registration.

Comment [TET14]: What is abnormal?

Comment [TET15]: Applies to all students; moved to footnote.

Comment [TET16]: Faculty need to contact Registrar's Office; cannot enter W mark on their own (this is not a new process).

CP The mark CP (Complete) denotes completion of requirements for registered course COOP 20092 Cooperative Education. The CP mark is not counted in computing grade point averages.

Comment [TET17]: New mark for co-op course.

CR The mark CR (Credit) denotes credit hours, but not letter grade, earned through successful completion of an alternate credit program (e.g., exam credit, trade competency or other non-institutional credit). The CR mark is not counted in computing grade point averages.

Comment [TET18]: Existing mark.

IN The ~~administrative~~ mark ~~of~~ IN (Incomplete) may be given to students who—due to extenuating circumstances—are unable to complete the required work between the course withdrawal deadline and the end of classes ~~due to extenuating circumstances~~. The timeline shall be adjusted appropriately for summer sessions and flexibly scheduled courses.

To be eligible, undergraduate students currently must be earning a minimum D grade, ~~currently passing~~ and ~~have completed at least 12 weeks of the semester. G~~graduate students currently must be ~~currently~~ earning a minimum C grade ~~or better grade and are unable to complete the required work between the course withdrawal deadline and the end of classes. The timeline shall be adjusted appropriately for summer sessions and flexibly scheduled courses~~. Appropriate documentation is ~~generally~~ required to support the extenuating circumstance. The student or university-approved designee must initiate the request for the IN ~~Incomplete~~ mark from the instructor, and it is the responsibility of the student to arrange to make up the incomplete work.

~~Incomplete grades must be made up within one semester (not including summer sessions) for undergraduate students, one calendar year for graduate students and three months for College of Podiatric Medicine students.~~

Instructors are required to complete and submit an Incomplete Mark Contract ~~Form~~ to their department chair/school director at the time grades are assigned. This form includes justification for awarding the Incomplete, describes the work to be completed for the course and specifies the grade to be assigned if the work is not completed (default grade). A copy of the Incomplete Mark Contract ~~Form~~ is provided to the student.

The IN ~~Incomplete~~ mark ~~grades will~~ is not ~~be~~ counted in the computation of grade point averages;

Comment [TET19]: Aligns deadline with withdrawal deadline for all courses; currently, UG courses have until 12 weeks; GR courses have until withdrawal deadline.

Comment [TET20]: Specifies what "passing" means; consistent with GR statement.

Comment [TET21]: E.g., umbuds; there are times the student is unable to request.

Comment [TET22]: Duplicate of last paragraph.

Revisions to 2014 Grading Policies and Procedures (Marked-Up Version)

when ~~until~~ the work is completed, ~~at which time~~ an appropriate grade will be assigned based on the instructor's evaluation of the work submitted and a new grade point average computed.

Unless the course is completed or an extension is granted, the IN ~~Incomplete~~ mark ~~grades~~ automatically will ~~automatically~~ lapse to the default grade designated on the Incomplete Mark ~~Form~~ Contract at the earliest of one of the following: (1) the default date designated on the Incomplete Mark Contract; or (2) at the end of one semester for undergraduate courses, ~~students and~~ at the end of three consecutive terms ~~one year~~ for graduate courses ~~students~~ and at the end of three months for College of Podiatric Medicine courses.

IP The mark ~~grade~~ IP (In Progress) may be given to students to indicate that work is in progress toward a thesis, dissertation, research, individual investigation or a similar effort that requires additional time beyond a semester. ~~and that a final~~ A grade will be given when the work is completed. The IP mark ~~grade~~ can be utilized only in designated courses and is not ~~used~~ counted in computing grade point averages. ~~For graduate students, an IP grade is used for thesis (6xx99) or dissertation (8xx99) courses during those semesters in which a student is in the process of completing a thesis or dissertation.~~ The IP mark ~~grade when given for thesis registration~~ remains a terminal mark ~~grade~~ if the student does not complete the requirements for the course ~~changes from a thesis option in the master's degree to another degree option~~. For courses required for a ~~the~~ degree or certificate, a ~~final~~ grade must be given before the credential may ~~a degree can~~ be granted.

M The mark ~~grade~~ M (Missing) was used until 1980. It is similar to the NF and SF marks ~~grades~~ (see below) and counts as an F grade (zero quality points) in computing grade point averages.

NC The mark NC (Not Complete) denotes requirements have not been completed for registered course COOP 20092 Cooperative Education. The NC mark is not used in computing grade point averages.

NF The mark ~~grade~~ NF (Never Attended–Fail) denotes that the student neither attended any ~~one~~ class session nor formally withdrew from the course. The NF mark ~~grade~~ counts as an F grade (zero quality points) in computing grade point averages.* In the case of undergraduate courses taken pass/fail, the NF mark ~~grade~~ will be changed to a Z (fail) grade.

NR The ~~A~~ mark NR (Not Reported) indicates the instructor did not submit a grade. The NR mark is not counted in computing grade point averages. For courses required for a degree or certificate, a grade must be given before the credential can be granted.

SF The mark ~~grade~~ SF (Stopped Attending–Fail) denotes that the student stopped attending the course and did not formally withdraw. The SF mark ~~grade~~ counts as an F grade (zero quality points) in computing grade point averages and must be accompanied by a date of last attendance in the course.* Faculty who cannot determine the exact date of last attendance may use the date of the last academic activity in which students participated. ~~SF grades are not appropriate for students who stop attending after the course withdrawal deadline. After that time, the grades should be based on student performance in the completion of course requirements.~~ In the case of undergraduate courses taken pass/fail, the SF mark ~~grade~~ will be changed to a Z (fail) grade.

T The mark T denotes student participation in a national or international academic exchange program and is not counted in computing grade point averages.

TR The mark TR (Transfer) denotes accepted transfer coursework and is not counted in computing grade point averages.

W The mark W (Withdrawal) denotes that the student has withdrawn from the university or from any individual course without evaluation. For courses ~~students~~ in the College of Podiatric Medicine, this mark is given to students who withdraw prior to midterm exams.** The W mark is not ~~used~~ counted in computing grade point averages.

WF The mark WF (Withdrawal–Fail) is used by the College of Podiatric Medicine to denote that the student has withdrawn from the university or from any individual course/rotation with failing status after seven weeks of course instruction.** The WF mark is not ~~used~~ counted in computing grade point averages.

Comment [TET23]: Aligns deadline with other graduate policy deadlines (e.g., leave of absence).

Comment [TET24]: Existing practice.

Comment [TET25]: This policy affects all students given an IP, not just ones registered for thesis.

Comment [TET26]: New mark for co-op course.

Comment [TET27]: Existing practices.

Comment [TET28]: Per Title IV regulations, we must adjust financial aid for a student who stopped attending a course; therefore, we need to know the date of last attendance, even if after 10 weeks.

Comment [TET29]: Existing mark

Comment [TET30]: Existing mark.

Revisions to 2014 Grading Policies and Procedures (Marked-Up Version)

WP The mark WP (Withdrawal–Pass) is used by the College of Podiatric Medicine to denote that the student has withdrawn from the university or from any individual course/rotation with passing status after seven weeks of course instruction.** The WP mark is not ~~used~~ counted in computing grade point averages.

* A course receiving the AU, NF or SF mark is not applied toward a student's course load for financial aid and other purposes.

** Please refer to the College of Podiatric Medicine section in the University Catalog for procedures for withdrawal.

Comment [TET31]: Per Title IV regulations, we must adjust financial aid for a student who never attended a course or earned a grade for which student received aid.

Grade/Mark-to-Grade Change Policy

With the exception of the IN, IP and NR marks, o~~O~~nce grades or marks are submitted, they are final and will not be changed except in cases of administrative error. Grades will not be changed by allowing the students to do additional work (e.g., retaking exams; redoing papers; submitting extra credit papers, reports~~, etc.~~) or by using criteria other than those applied to all students in the class.

In the event of a possible administrative error, the students must contact the instructor as soon as possible following the awarding of the grade.~~*~~ If the instructor is not available, the department/school chair/director should be contacted.

Grade appeals for reasons other than administrative error must follow established policy and procedures for student academic complaints, see policies 4-02.3 for Kent Campus and 8-01.4 for regional campuses in the University Policy Register (www.kent.edu/policyreg).

Approved grade change requests for reasons other than removal of the IN, IP and NR marks must be submitted no later than the end of three consecutive terms after the grade was submitted or before the student's degree is posted officially to the permanent academic record, whichever comes first.* No challenge will be considered or adjustment made after that period. Deadline for removing the IN mark is noted in the Administrative Marks section above.

Comment [TET32]: New policy. Kent State has no deadline; therefore, a grade change can be initiated years later, which is not the norm. A review of 24 institutions (Ohio public and KSU benchmark), showed 75% disclosed a grade deadline. Of those, the deadline to appeal a grade ranged from 10 days to three years after the grade was assigned.

* Request for a grade change in the College of Podiatric Medicine for posted scores (e.g., didactic exams, quizzes, lab practicals), course or rotation grades or other forms of evaluation must be submitted within seven calendar days of posting or receipt. All grade change requests for reasons other than removal of an F grade or an IN ~~(incomplete)~~ mark must be submitted within the first two weeks of the succeeding academic term. No challenge will be considered or adjustment made after that period.

Grade Point Average

Quality points are awarded on the following scale:

- Each hour of A equals 4.000 points
- Each hour of A- equals 3.700 points
- Each hour of B+ equals 3.300 points
- Each hour of B equals 3.000 points
- Each hour of B- equals 2.700 points
- Each hour of C+ equals 2.300 points
- Each hour of C equals 2.000 points
- Each hour of C- equals 1.700 points
- Each hour of D+ equals 1.300 points
- Each hour of D equals 1.000 point
- Each hour of F equals 0.000 points
- Each hour of NF equals 0.000 points
- Each hour of SF equals 0.000 points
- Each hour of U equals 0.000 points

Revisions to 2014 Grading Policies and Procedures (Marked-Up Version)

A grade point average is determined by dividing the total number of points earned by the number of quality hours taken. Totals are extended to three decimal points and are not rounded up.

As an example, assume a student has completed 30 credit hours with a grade distribution of 3 hours of A, 3 hours of B, 3 hours of B-, 15 hours of C, 4 hours of D and 2 hours of F.

3 hours of A at 4 points per hour	12.000
3 hours of B at 3 points per hour	9.000
3 hours of B- at 2.7 points per hour	8.100
15 hours of C at 2 points per hour	30.000
4 hours of D at 1 point per hour	4.000
2 hours of F at 0 points per hour	0.000
Total Points	**63.100**

Dividing 63.100 by 30, a grade point average of 2.103 is obtained, which is slightly above a C average. Cumulative averages are computed by dividing the total quality points by the total quality hours. Grades of S, Y and Z are not included in grade point average.

Grade Reports

Final grades are reported at the close of each academic term and become a part of the students' permanent records. Grades are available in FlashLine.

Midterm Evaluation

A midterm (seventh week) evaluation is completed for all undergraduate freshmen. Midterm results are available to advisors and college/school/campus deans and will be used for counseling purposes when achievement is considered unsatisfactory (i.e., D or F quality). This evaluation will not be included as part of the students' academic transcripts. The midterm evaluation is available to freshmen in FlashLine.

Transcripts

Comment [TET33]: Existing policy, listed in graduation policies in Catalog

The integrity of academic transcripts is fundamental to the validity of coursework and degrees certified by the university. Therefore, all student transcript entries (grades and other notations) are finalized when the degree is officially posted to the permanent academic record following the effective date of graduation (visit the University Registrar website for the degree-posting deadline).

Revisions to 2014 Grading Policies and Procedures (Clean Version)

The transcript is an accurate and complete historical record of work attempted at the university. Changes to transcript entries that alter the enrollment history of a student are not to be made.

Academic Grades

The following grades are determined and assigned by faculty based upon appraisal and evaluation of student performance in completing requirements of a course:

A (4.000) Denotes “superior scholarship.”

A- (3.700)

B+ (3.300)

B (3.000) Denotes “good performance” for students in undergraduate courses and “average performance” for students in graduate courses.

B- (2.700)

C+ (2.300)

C (2.000) Denotes “fair or average performance” for students in undergraduate courses and “below average performance” for students in graduate courses.

C- (1.700)

D+ (1.300)

D (1.000) Denotes “poor (but passing) performance” for students in undergraduate courses and “far below average performance” for students in graduate courses.

F (0.000) Denotes failure of the student’s overall performance. This grade is earned and is not used for students who never attended or stopped attending the course (see NF and SF marks in Administrative Marks section below).

S The grade S (Satisfactory) denotes passing performance and is used for courses where S/U grading, rather than letter grading, is permitted. The credit hours are awarded, but the grade is not counted in computing grade point averages. Work earning an S grade may be applied toward meeting degree requirements.

U The grade U (Unsatisfactory) denotes failing performance and is used for courses where S/U grading, rather than letter grading, is permitted. This grade is earned and is not used for students who never attended or stopped attending the course (see NF and SF marks in Administrative Marks section below). Credit hours are recorded as attempted, and the grade is counted as an F (zero quality points) in computing grade point averages.

Y The grade Y denotes a passing grade in undergraduate courses in which students have elected the pass/fail grading option. The credit hours are awarded, but the grade is not counted in computing grade point averages.*

Z The grade Z denotes failing performance in undergraduate courses in which students have elected the pass/fail grading option. The credit hours are recorded as attempted, and the grade is not counted in computing grade point averages.*

* Please refer to the Pass/Fail Grade policy in the University Catalog for conditions governing the acceptability of pass/fail grades at Kent State.

Revisions to 2014 Grading Policies and Procedures (Clean Version)

Administrative Marks

The following administrative marks are assigned when a letter grade is not appropriate.

AU The mark AU (Audit) denotes enrollment in a course without benefit of a grade or credit, typically for purposes of self-enrichment and academic exploration. Students may audit any course subject to space availability and prior departmental approval. To audit a course, students must go through registration procedures and be assessed registration fees. An audited course cannot be applied toward a student's degree or certificate. An instructor may impose whatever attendance requirements deemed necessary upon the students registered for audit. The students must be informed of these requirements at the beginning of the semester. Failure to meet such attendance requirements subjects the students to being withdrawn from the course by the instructor. The AU mark is not used in computing grade point averages.*

CP The mark CP (Complete) denotes completion of requirements for registered course COOP 20092 Cooperative Education. The CP mark is not counted in computing grade point averages.

CR The mark CR (Credit) denotes credit hours, but not letter grade, earned through successful completion of an alternate credit program (e.g., exam credit, trade competency or other non-institutional credit). The CR mark is not counted in computing grade point averages.

IN The mark IN (Incomplete) may be given to students who—due to extenuating circumstances—are unable to complete the required work between the course withdrawal deadline and the end of classes. The timeline shall be adjusted appropriately for summer sessions and flexibly scheduled courses.

To be eligible, undergraduate students currently must be earning a minimum D grade, and graduate students currently must be earning a minimum C grade. Appropriate documentation is required to support the extenuating circumstance. The student or university-approved designee must initiate the request for the IN mark from the instructor, and it is the responsibility of the student to arrange to make up the incomplete work.

Instructors are required to complete and submit an Incomplete Mark Contract to their department chair/ school director at the time grades are assigned. This form includes justification for awarding the Incomplete, describes the work to be completed for the course and specifies the grade to be assigned if the work is not completed (default grade). A copy of the Incomplete Mark Contract is provided to the student.

The IN mark is not counted in the computation of grade point averages; when the work is completed, an appropriate grade will be assigned based on the instructor's evaluation of the work submitted and a new grade point average computed.

Unless the course is completed or an extension is granted, the IN mark automatically will lapse to the default grade designated on the Incomplete Mark Contract at the earliest of one of the following: (1) the default date designated on the Incomplete Mark Contract; or (2) at the end of one semester for undergraduate courses, at the end of three consecutive terms for graduate courses and at the end of three months for College of Podiatric Medicine courses.

IP The mark IP (In Progress) may be given to students to indicate that work is in progress toward a thesis, dissertation, research, individual investigation or a similar effort that requires additional time beyond a semester. A grade will be given when the work is completed. The IP mark can be utilized only in designated courses and is not counted in computing grade point averages. The IP mark remains a terminal mark if the student does not complete the requirements for the course. For courses required for a degree or certificate, a grade must be given before the credential may be granted.

M The mark M (Missing) was used until 1980. It is similar to the NF and SF marks (see below) and counts as an F grade (zero quality points) in computing grade point averages.

NC The mark NC (Not Complete) denotes requirements have not been completed for registered course COOP 20092 Cooperative Education. The NC mark is not used in computing grade point averages.

Revisions to 2014 Grading Policies and Procedures (Clean Version)

NF The mark NF (Never Attended–Fail) denotes that the student neither attended any class session nor formally withdrew from the course. The NF mark counts as an F grade (zero quality points) in computing grade point averages.* In the case of undergraduate courses taken pass/fail, the NF mark will be changed to a Z (fail) grade.

NR The mark NR (Not Reported) indicates the instructor did not submit a grade. The NR mark is not counted in computing grade point averages. For courses required for a degree or certificate, a grade must be given before a degree can be granted.

SF The mark SF (Stopped Attending–Fail) denotes that the student stopped attending the course and did not formally withdraw. The SF mark counts as an F grade (zero quality points) in computing grade point averages and must be accompanied by a date of last attendance in the course.* Faculty who cannot determine the exact date of last attendance may use the date of the last academic activity in which students participated. In the case of undergraduate courses taken pass/fail, the SF mark will be changed to a Z (fail) grade.

T The mark T denotes student participation in a national or international academic exchange program and is not counted in computing grade point averages.

TR The mark TR (Transfer) denotes accepted transfer coursework and is not counted in computing grade point averages.

W The mark W (Withdrawal) denotes that the student has withdrawn from the university or from any individual course without evaluation. For courses in the College of Podiatric Medicine, this mark is given to students who withdraw prior to midterm exams.** The W mark is not counted in computing grade point averages.

WF The mark WF (Withdrawal–Fail) is used by the College of Podiatric Medicine to denote that the student has withdrawn from the university or from any individual course/rotation with failing status after seven weeks of course instruction.** The WF mark is not counted in computing grade point averages.

WP The mark WP (Withdrawal–Pass) is used by the College of Podiatric Medicine to denote that the student has withdrawn from the university or from any individual course/rotation with passing status after seven weeks of course instruction.** The WP mark is not counted in computing grade point averages.

* A course receiving the AU, NF or SF mark is not applied toward a student's course load for financial aid and other purposes.

** Please refer to the College of Podiatric Medicine section in the University Catalog for procedures for withdrawal.

Grade/Mark-to-Grade Change Policy

With the exception of the IN, IP and NR marks, once grades or marks are submitted, they are final and will not be changed except in cases of administrative error. Grades will not be changed by allowing the students to do additional work (e.g., retaking exams; redoing papers; submitting extra credit papers, reports) or by using criteria other than those applied to all students in the class.

In the event of a possible administrative error, the students must contact the instructor as soon as possible following the awarding of the grade. If the instructor is not available, the department/school chair/director should be contacted.

Grade appeals for reasons other than administrative error must follow established policy and procedures for student academic complaints, see policies 4-02.3 for Kent Campus and 8-01.4 for regional campuses in the University Policy Register (www.kent.edu/policyreg).

Approved grade change requests for reasons other than removal of the IN, IP and NR marks must be submitted no later than the end of three consecutive terms after the grade was submitted or before the student's degree is posted officially to the permanent academic record, whichever comes first.* No challenge will be considered or adjustment made after that period. Deadline for removing the IN mark is noted in the Administrative Marks section above.

Revisions to 2014 Grading Policies and Procedures (Clean Version)

* Request for a grade change in the College of Podiatric Medicine for posted scores (e.g., didactic exams, quizzes, lab practicals), course or rotation grades or other forms of evaluation must be submitted within seven calendar days of posting or receipt. All grade change requests for reasons other than removal of an F grade or an IN mark must be submitted within the first two weeks of the succeeding academic term. No challenge will be considered or adjustment made after that period.

Grade Point Average

Quality points are awarded on the following scale:

- Each hour of A equals 4.000 points
- Each hour of A- equals 3.700 points
- Each hour of B+ equals 3.300 points
- Each hour of B equals 3.000 points
- Each hour of B- equals 2.700 points
- Each hour of C+ equals 2.300 points
- Each hour of C equals 2.000 points
- Each hour of C- equals 1.700 points
- Each hour of D+ equals 1.300 points
- Each hour of D equals 1.000 point
- Each hour of F equals 0.000 points
- Each hour of NF equals 0.000 points
- Each hour of SF equals 0.000 points
- Each hour of U equals 0.000 points

A grade point average is determined by dividing the total number of points earned by the number of quality hours taken. Totals are extended to three decimal points and are not rounded up.

As an example, assume a student has completed 30 credit hours with a grade distribution of 3 hours of A, 3 hours of B, 3 hours of B-, 15 hours of C, 4 hours of D and 2 hours of F.

3 hours of A at 4 points per hour	12.000
3 hours of B at 3 points per hour	9.000
3 hours of B- at 2.7 points per hour	8.100
15 hours of C at 2 points per hour	30.000
4 hours of D at 1 point per hour	4.000
2 hours of F at 0 points per hour	0.000
Total Points	**63.100**

Dividing 63.100 by 30, a grade point average of 2.103 is obtained, which is slightly above a C average. Cumulative averages are computed by dividing the total quality points by the total quality hours. Grades of S, Y and Z are not included in grade point average.

Grade Reports

Final grades are reported at the close of each academic term and become a part of the students' permanent records. Grades are available in FlashLine.

Midterm Evaluation

A midterm (seventh week) evaluation is completed for all undergraduate freshmen. Midterm results are available to advisors and college/school/campus deans and will be used for counseling purposes when achievement is considered unsatisfactory (i.e., D or F quality). This evaluation will not be included as part of the students' academic transcripts. The midterm evaluation is available to freshmen in FlashLine.

Transcripts

The integrity of academic transcripts is fundamental to the validity of coursework and degrees certified by the university. Therefore, all student transcript entries (grades and other notations) are finalized when the degree is officially posted to the permanent academic record following the effective date of graduation (visit the University Registrar website for the degree-posting deadline).

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **1-Feb-15** Curriculum Bulletin _____

Effective Date **Fall 2015** Approved by EPC _____

Department **Associate and Assistant Deans Committee**

College

Proposal **Revise Policy**

Proposal Name **Minors Policy**

Description of proposal:

Proposal seeks to revise the Minors Policy as published in Curriculum Guidelines and include it in the 2015 University Catalog. Revisions are to (1) allow students in an associate degree major to declare a minor; (b) decrease the upper-division requirement, from 9 to 6 hours; (c) require minimum 50 percent of the minor's total coursework to be earned at Kent State; and (d) establish a double-counting limitation that entails 6 credits hours in the minor to be unique to the declared major or other minor.

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

When/if this proposal is approved, any policy or program that is below the established minimum will need to be revised by fall 2016.

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

Assistant and associate deans and advisors for each college

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 Minor Policy

SUBJECT SPECIFICATION

This proposal seeks to revise the policy governing undergraduate minors and publish it in the University Catalog.

BACKGROUND INFORMATION

The policy regarding an undergraduate minor, as published in the Curriculum Guidelines, has been relatively unchanged for decades. However, the university has greatly grown since then, leading to issues that the policy did not address or were open to interpretation. Examples include fielding requests from associate degree-seeking students to declare a minor (policy is silent) and trying to understand "discipline" in the restriction *"students may not pursue a minor and a major in the same discipline,"* when the minor may not carry the same name or reside in the same department much less same college as the major, yet it contains the same courses.

These issues were brought to the Associate and Assistant (A&A) Deans Committee, which charged a subcommittee to examine the policy and make recommendations. The subcommittee comprised the following members:

- Joanne Arhar, professor and associate dean, Education, Health and Human Services
- Mary Ann Haley, assistant professor and associate dean, Arts and Sciences
- Richmond Nettey, associate professor and associate dean, Applied Engineering, Sustainability and Technology
- Gail Rebeta, university registrar
- Liz Sinclair, assistant dean, Business Administration
- Katie Smith, academic program coordinator, Curriculum Services
- Mary Southards, assistant dean, Stark Campus
- Cynthia Stillings, professor and associate dean (interim), The Arts
- Therese Tillett, director, Curriculum Services
- Bill Willoughby, associate professor and associate dean, Architecture and Environmental Design
- Kathy Zarges, academic program director, Education, Health and Human Services

Once convened, the committee reviewed Kent State's policy against minor policies at 32 other four-year universities, including Ohio public and Kent State benchmark universities (appendix A). Members also examined the structure of the university's 144 active undergraduate minors (appendix B) and the top 25 minors and top 25 minor/major combinations in terms of enrollment and graduation (appendix C).

From that review, the committee focused on the following items for discussion and decision.

1. Minimum total hours required for a minor.
2. Amount of coursework applied toward a minor that must be taken in residence at Kent State.
3. Requirement of upper-division coursework in a minor.
4. Allowance (or restriction) of double-counting courses for both a declared major and minor.
5. Allowance (or restriction) of associate degree-seeking students to declare a minor.

The primary objective of the subcommittee was to construct a policy that provides a standardization and baseline of minimum requirements that is representative of and attainable for a university with such diverse program offerings.

1. Minimum total hours required for a minor.

Since 1991, the policy has stated that a minor *"normally contains between 18 and 25 credit hours."* Prior to 1991, the policy used the word *"should,"* rather than *"normally."* In 2012, the stipulation *"a minor is minimum 12 credit hours"* was added to align the policy with a directive from the Ohio Board of Regents.

The subcommittee discussed the appropriate amount of coursework that constitutes formalized study in an academic area and appears as a separate credential on a student's transcript. Members agreed that while subjective, depending on the area of specialization and level of coursework applied, five or more courses (approximately 15+ hours) is fitting. From the review of Kent State minors, it appeared that academic units agreed, with all minors having 15 or more hours, with the exception of one (see below).

Review of Kent State's 144 active minors:

- Lowest hours:
  - 12 (International Business for Business Majors)
  - 15 (Aviation Management)
  - 16 (Unmanned Aircraft Systems)
- Highest hours:
  - 42 (Education)
  - 32 (Sports Medicine)
  - 30 (Paralegal Studies)
- Average hours: 21
  - # of minors with 18 hours: 42
  - # of minors with 19+ hours: 99

Review of 32 four-year universities:

- 1 requires 12 hours
- 13 require 15 hours
- 1 requires 17 hours
- 14 require 18 hours
- 1 requires 24 hours
- 2 listed no required minimum

The required credit hours for the International Business for Business Majors minor may be higher than 12 depending on the student's foreign language proficiency. This minor is specific to business majors and comprises courses not required in the major. The same minor for non-business majors requires a minimum of 23 hours.

The committee recommends keeping the minimum requirement at 12 credit hours. The current policy aligns with Ohio Board of Regents' requirement, and 98 percent of Kent State minors are 18 or more hours, falling within the range of *"normally."*

2. Amount of coursework applied toward a minor that must be taken in residence at Kent State.

Residence is defined as academic credit earned at a university. Kent State's residence requirement is 30 hours for a bachelor's degree, 15 hours for an associate degree and 50 percent total required hours for a certificate. There is no residence requirement for minors, thereby theoretically allowing students to use most or all transfer/transient coursework or alternative credit toward earning a Kent State credential without taking Kent State courses.

Of the 32 four-year universities reviewed, 12 listed a residence requirement:

- 4 require minimum 50 percent
- 3 require minimum 9 hours
- 3 require minimum 6 hours (all upper-division for one institution)
- 1 requires that maximum 6 hours can be transfer coursework
- 1 states residence requirement is determined by department

Subcommittee members agreed there should be a residence requirement and that it should align with the one for Kent State certificates—*minimum 50 percent of the total required hours in residence*—as the total hours for both types of programs are similar in total hours.

3. Requirement of upper-division coursework in a minor.

The current policy requires minors to include minimum 9 upper-division hours. Previously (before 1991), the 9 upper-division hours were a recommendation. However, the policy has not been enforced as 25 minors (18 percent) have less than 9 credits of upper-division required.

Review of Kent State's 144 active minors:

Upper-division requirement	Number of minors
0 hours	2
3-5 hours	3
6-7 hours	20
9+ hours	119

Half of the 32 universities reviewed (16) listed an upper-division hour requirement:

Upper-division requirement	# of universities
1 course	1
2 courses	1
⅓ total hours	1
6 hours	5
9 hours	7
12 hours	1*

* Certificates are minimum 24 hours.

This area received the most discussion, within both the A&A Deans Committee and the subcommittee. Proponents for eliminating the upper-division requirement argued that minors serve different purposes—some minors offer depth in one subject, while other minors offer breadth of inter/multidisciplinary study—and it may disadvantage students to lose that flexibility.

Proponents for retaining the upper-division requirement debated that, as a subset of or an addition to a major, a minor should have meaningful content and build aptitude in an academic area, which is found in upper-division coursework.

The conclusion from the subcommittee's examination is that an upper-division requirement allows for a student to achieve competency in an academic study and should be retained. However, members recommend reducing the requirement, from 9 to 6 upper-division hours. The rationale for the reduction includes concerns that upper-division courses are not offered frequently, which may delay time to graduation, and the fact that most upper-division courses have prerequisites that may make it difficult for non-majors to satisfy.

4. Allowance (or restriction) of double-counting courses for both a declared major and minor.

The policy states that *"Students may not pursue a minor and a major in the same discipline."* That statement makes sense in a simplified example of not allowing a student in the chemistry major to declare the chemistry minor. It gets complicated, though, when determining combinations that span departments and colleges—for example, the integrated social studies major with economics concentration paired with the economics minor.

If the purpose of the minor, as indicated in the policy, is "*to provide formalized guidance to students in selecting courses in a field or content area that is outside the major,"* having all the coursework in a minor subsumed in a major does not fit that objective. Nor does it make sense to allow a student to earn two different Kent State credentials for the same coursework.

Of the other 32 universities reviewed, 27 universities have a written policy on double-counting courses toward both a major and a minor. Twelve of those universities (44 percent) are as ambiguous as Kent State in wording and write more about prohibiting a major and minor in the same field/discipline/name/department, than about duplication of courses or content.

Of the remaining 15 universities:

- 6 allow no double counting at all
- 1 requires 15 unique hours
- 2 require 12 unique hours
- 2 require 9 unique hours
- 1 requires 8 unique hours
- 1 requires 6 unique hours
- 1 requires maximum ⅓ of minor coursework to overlap with major
- 1 allows full double-counting

The subcommittee recommends that Kent State adopt the restriction of minimum 6 credit hours unique to course requirements for any major or other minor the student is pursuing. Members also recommend keeping the original language—*"Students may not pursue a minor and a major in the same discipline."*—as it may be possible for a student to fulfill the unique hours but still select an unauthorized major/minor combination. Therefore, the language allows academic units to continue to approve or disapprove a combination depending on the nature of the disciplines involved.

There are several majors where the full curriculum for a minor has been embedded as requirement for graduation with the bachelor's degree. Typically, with these, the name of the major or concentration is similar to the name of the minor, if not identical. Program areas will not be required to change their curriculum when/if this proposed requirement is approved; however, students will no longer be allowed to declare the minor if it does not contain 6 hours unique to the major.

5. Allowance (or restriction) of associate degree-seeking students to declare a minor.

Over the past several years, students in associate degrees have been requesting to declare a minor. The policy governing minors, however, is silent on this matter. Most likely that is because it was not an issue to be decided when the policy was created in the 1980s. Back then, bachelor's degrees and coursework were offered only at the Kent Campus, and associate degrees and courses were offered only at the regional campuses.

Kent State's eight campuses operate differently today with more partnerships and student mobility. Presently, 27 bachelor's degrees and 37 undergraduate minors are offered fully at the regional campuses, and students have many opportunities to enroll in online courses from any campus. In summer 2009, 26 courses were offered online from the Kent Campus. In summer 2014, that number had grown to 258, an 892-percent increase in five years.

As the policy did not address the pairing of associate degree majors and undergraduate minors, decisions have been inconsistently made. A review of awarded minors uncovered that seven students in associate degree programs graduated with a minor over the past 17 years. Yet, other associate degree students have been denied when requesting a minor.

Most of the 32 other universities reviewed do not offer an associate degree. A question put out on a registrar listserv elicited few responses, and the ones that did were mixed, with some denying associate degree students from declaring a minor (mainly due to the upper-division requirement in the minor) and others permitting it or recently changing their regulations to permit.

Committee members believe the statement in the policy that a minor "*enables a student to make an inquiry into a discipline or field of study or to investigate a particular theme"* should be applicable to students in Kent State's nearly 30 associate degree majors. For example, students in the associate degree in nursing may benefit by having a minor in applied conflict management; students studying viticulture for the associate degree may enhance their employment opportunities with a minor in business.

However, the committee recommends that the policy not extend to students in the Associate of Arts and Associate of Science degrees or the Associate of Technical Study degree–individualized program. These degrees do not have a major, or a specialized course of study; therefore, declaring a minor does not fit with the intention to allow students to investigate a field or content area outside the major.

ALTERNATIVES AND CONSEQUENCES

The alternate to the proposed recommendations is retaining the current policy as it stands, which does not represent today's Kent State with its large amount of programmatic offerings and student movement across campuses. The consequences are inconsistent, imprecise and arbitrary decision-making regarding associate degree students, major/minor combinations, residence and upper-division content.

SPECIFIC RECOMMENDATION AND JUSTIFICATION

The recommendation of the subcommittee of the Associate and Assistant Deans Committee is to revise the minors policy to (a) allow students in an associate degree major to declare a minor; (b) decrease the upper-division requirement, from 9 to 6 hours; (c) require minimum 50 percent of the minor's total coursework to be earned at Kent State; and (d) establish a double-counting limitation that entails 6 credits hours in the minor to be unique to the declared major or other minor.

Program faculty and academic units have the prerogative to require more upper-division coursework and more hours in residence than the proposed university minimum, as well as to prohibit outright specific major/minor combinations, but they cannot require less. When/if this proposal is approved, any policy or program that is below the established minimum will need to be revised by fall 2016.

Proposed changes to the current minor policy:

> *An academic minor is a curriculum component, smaller than the major, which 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 contains between 18 and 25 credit hours, with ~~at least 9~~ a minimum of 6 of those hours being upper-division credit and a minimum 50 percent of the total hours in residence. Minors are sponsored by the unit that offers the courses in that discipline.*
>
> *Students in a bachelor's or an applied associate degree (e.g., AAB, AAS) or the Associate of Technical Study, of which there is a major, may declare a minor. Students in a generalist associate degree (e.g., AA, AS, ATS–Individualized Program) may not declare a minor.*
>
> *Students may not pursue a minor and a major in the same discipline. A minimum of 6 credit hours in the minor must be outside of the course requirements for any major or other minor the student is pursuing.*
>
> *Students must formally declare a minor, similar to the process by which they declare the major.*

ACTIONS REQUIRED AND ANTICIPATED TIMELINE

Associate and Assistant Deans Committee..... approved 10 February 2015
Educational Policies Council..... approval sought 16 February 2015
Faculty Senate..... approval sought 16 March 2015
Implementation..... published in fall 2015 University Catalog

REQUIREMENTS FOR MINOR PROGRAMS AT OTHER UNIVERSITIES

Institution	Min. total credits	Min. UD credits	Min. credits residence	Double counting with other programs	Associate-seeking?
American Univ.	min 18	9	9	12 unique credits	
Arizona State Univ.	15	9		Inappropriate (major/minor) combinations include (but would not be limited to) ones in which an excessive number of courses in the minor are simultaneously being used to fulfill requirements of the student's major.	
Bowling Green State Univ.	15			15 hours that cannot be applied toward the student's principal area of study or another minor	
Defiance College	18		50%	9 unique credits for 2nd minor	Yes
George Mason Univ.	"usually" 15-21		6	8 unique credits	
Iowa State Univ.	15	6	6	9 unique credits	
Kansas State Univ.	15		max 6 transfer credits	…study in an area outside their major curriculum. Courses forming a minor may be used to satisfy the general requirements of a major curriculum, including free electives.	No
Miami University	18			Courses used to satisfy the requirements for one minor may also be used to satisfy the requirements for another minor or major.	No
Norfolk State Univ.	15-18	9	6 (UD)	Not in same discipline (i.e., same prefix)	
North Carolina State Univ.	15			A student cannot obtain a minor in their major.	
Northern Illinois Univ.	18			A student may not take a minor offered by the department of his or her major unless this is specifically permitted in the description of the minor	
Ohio State Univ.	12-18	6 (no 1000-level)		12 unique credits	
Ohio Univ.	15-24	2 courses			No
Penn State Univ.	18-21	6 (400)			No
Stanford Univ.	18-36			Students may not overlap (double-count) courses for completing major and minor requirements, unless overlapping courses constitute introductory skill requirements or overlapping courses enable the student to meet school requirements (for example, for a major within the School of Engineering and a minor). Only Engineering has school requirements for its undergraduate majors.	n/a
Univ. at Albany, SUNY	18-24	9		If the student with a single, non-combined, non-departmental major has only one minor, the same course may not be used to fulfill the requirements of both the major and the discrete minor, i.e., no "double counting" between the major and minor is allowed.	n/a
Univ. of Connecticut				The same course may be used to meet both major and minor course requirements unless specifically stated otherwise in a major or minor.	n/a
Univ. of Cincinnati	18-36	1 course	50%	No student may use a minor title that is the same as the title of the student's major.	
Univ. of Georgia	15-18	9		Minor must be comprised of coursework "in a field of study other than the student's major"; the University curriculum Committee "has determined that if a course satisfied a major requirement it cannot also be used" to satisfy a minor requirement.	
Univ. of Maine				Normally no more than one third of the requirements for the minor can overlap with the major requirements.	No

REQUIREMENTS FOR MINOR PROGRAMS AT OTHER UNIVERSITIES

Institution	Min. total credits	Min. UD credits	Min. credits residence	Double counting with other programs	Associate-seeking?
Univ. of Maryland	15-24	9		No more than six credits (or two courses) may be applied to satisfy both the requirements of a minor and a major program. No course may be used to satisfy the requirements of more than one minor.	n/a
Univ. of North Carolina at Greensboro	15		9	Minor must be outside his or her major area of study	
Univ. of North Texas	18	6			
Univ. of Oregon	24	12	by dept.	Some minors or second majors may be used to satisfy part of one group requirement. Students should consult their advisors for more information.	n/a
Univ. of Southern Mississippi	18				
Univ. of Texas at Arlington	18	6		In a case where the student wishes to pursue a minor comprised of courses within the same college as that which offers his/her major program of study, the student and his/her advisor will propose a program of study/list courses for approval by the dean of the college.	
Univ. of Toledo	18-22		9	Students completing a minor cannot use courses from their minor to satisfy requirements in the major.	
Univ. of Washington	25-35 (quarters) 17-23 (semesters)		50%	Although you cannot major and minor in the same program at the same time, some majors and minors include courses from more than one department. In such cases you may overlap, but the amount of overlap might be restricted. For example, some Religion courses may count toward the Comparative History of Ideas minor. If you minor in Comparative History of Ideas and major in Comparative Religion, you may count these courses toward both your minor and your major with no restriction. However, the Diversity minor restricts overlap with your major to 10 credits.	n/a
West Chester University	18-30		50%		
West Virginia Univ.	15	9		Students may not earn a minor in the same field as their major. Courses required for completion of the student's major may be applied to completion of a minor so long as that minor is not in the same field (i.e., offered by the same academic unit) as the major. Courses required for completion of one minor may be applied to completion of a second minor should such requirements overlap.	No
Western Michigan Univ.	15			Courses elected to satisfy requirements in one major and/or minor may not be counted again to satisfy requirements in another major and/or minor.	
Youngstown State Univ.	18	1/3		A minor is intended to contrast with or deepen the major or General Education and is to be taken in a discipline other than that of the major. In approved interdisciplinary minors, courses from the student's major discipline can be counted in the minor provided that the same courses are not counted toward the major.	

REQUIREMENTS FOR MINOR PROGRAMS AT OTHER UNIVERSITIES

AMERICAN UNIVERSITY
http://www.american.edu/provost/undergrad/undergrad-rules-and-regulations.cfm#9

A minor requires a minimum of 18 credit hours, at least 9 of which must be earned in residence at American University. At least 9 credits must be earned in upper-level courses in the minor. At least 12 hours of the minor must be outside of the course requirements for any major or other minor the student is pursuing. A grade of C or better is required for each course used to satisfy the minor.

Students who decide to declare a minor field of study are expected to declare their minor no later than one year prior to the intended date of graduation, usually 90 credits earned at American University or the end of the junior year.

ARIZONA STATE UNIVERSITY
https://provost.asu.edu/index.php?q=Establish_a_Minor

A minor is an approved, coherent focus of academic study in a single discipline, other than the student's major, involving substantially fewer hours of credit than a corresponding major. Certain major and minor combinations may be deemed inappropriate either by the college or department of the major or minor. Inappropriate combinations include (but would not be limited to) ones in which an excessive number of courses in the minor are simultaneously being used to fulfill requirements of the student's major.

A minor:

- Requires a minimum of 15 semester hours of which at least 9 semester hours must be upper division
- Is not intended for students pursuing a major in the department which offers the minor

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BOWLING GREEN STATE UNIVERSITY
http://www2.bgsu.edu/catalog/Acad_policies/Acad_policies8.html

A "minor" represents a student's commitment to a body of knowledge separate from the student's principal area of study ("principal area of study" refers to a major, specialization, or—in those cases where a named degree is the sole transcript designation—a named degree). In recognition of this distinction, a minor will include a minimum of 15 hours that cannot be applied toward the student's principal area of study or another minor.

Any particular minor may or may not be available to a student, depending on the student's principal area of study. In those cases where the courses in the principal area of study overlap broadly with the courses in the minor, such that there are not 15 hours in the minor different from the courses in the principal area of study, that minor cannot be taken in the context of that principal area of study (e.g., students may not major and minor in the same discipline). Substitutions to course requirements for a minor are the jurisdiction of the program offering the minor.

By contrast, a "specialization" is a requirement for a set of courses representing a sub-discipline within a major or named degree. "Degree," "major," "specialization," and "minor" are all official transcript designations. Other designations, such as concentration, emphasis, option, cognate, or track, do not appear on students' transcripts; they represent unofficial groupings of courses within a principal area of study.

DEFIANCE COLLEGE
http://www.defiance.edu/registrar/documents/dc-undergrad-catalog-13-14.pdf

A minor is an approved course of study which consists of a minimum of 18 hours of course work. Most minors are designated by departments that offer majors. Please view the specific minor requirements within the major descriptions of this catalog. At least half of the total hours prescribed in a minor must be completed in residence at Defiance College. Students who choose to complete a minor must take the prescribed courses as listed in the minor description. Students who choose to complete a second minor must take a minimum of nine additional hours of courses in the secondary minor that also do not apply to general education courses, major(s) requirements, or the primary minor the student is completing. The change of major/minor/advisor form is available in the Registrar's Office or online at:www.defiance.edu/pages/RC_download_forms.html

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REQUIREMENTS FOR MINOR PROGRAMS AT OTHER UNIVERSITIES

GEORGE MASON UNIVERSITY
http://catalog.gmu.edu/content.php?catoid=25&navoid=4846&hl=minors&returnto=search

Students may elect minor programs of study in addition to major fields by submitting a completed Minor Declaration (Undergraduate) form to the Office of the University Registrar. Minors usually require between 15 and 21 credits of study, at least 8 of which must be applied only to that minor and may not be used to fulfill requirements of the student's major, concentration, an undergraduate certificate, or another minor. Students must complete at least 6 credits in their minor at Mason and achieve a minimum 2.00 GPA in courses applied to the minor. Students interested in a minor should consult the appropriate departmental sections in this catalog. Note that these are university minimum requirements; individual programs may have higher standards and/or more restrictive requirements.

IOWA STATE UNIVERSITY
http://catalog.iastate.edu/collegescurricula/#minorstext

Requirements for an undergraduate minor are specified by many departments and programs in the university; a record of completion of such requirements appears on a student's transcript. Lists of undergraduate minors offered by each college appear in the college description. Credits used to meet the minor requirements may also be used to satisfy the credit requirement for graduation and to meet credit requirements in courses numbered 300 or above. Some students may have to exceed the graduation credit requirement set by their college in order to meet the requirements of both the minor and the curriculum/major.

All minors require at least 15 credits, including at least 6 credits taken at Iowa State University in courses numbered 300 or above. The minor must include at least 9 credits that are not used to meet any other department, college, or university requirement. Courses taken for a minor may not be taken on a pass-not pass basis. Specific requirements and/or restrictions are available from the department or program offering the minor.

KANSAS STATE UNIVERSITY
http://www.k-state.edu/registrar/a_r/#MINORS

Undergraduate minors provide students an opportunity to emphasize study in an area outside their major curriculum. Courses forming a minor may be used to satisfy the general requirements of a major curriculum, including free electives. Students are not required to complete a minor to graduate.

Students who declare and complete all requirements for a minor as part of a baccalaureate degree will receive official recognition on their academic records when the degree is posted. Undergraduate students interested in completing one or more minors should consult their advisor. Additional counsel should be sought from the minor program director. Students are encouraged to seek advice and information about potential areas of emphasis early in their academic planning.

Students who wish to complete a minor after a baccalaureate or during or after an advanced degree has been awarded by Kansas State University must reapply to Admissions as a non degree student to add a minor. Students with baccalaureate or advanced degrees from another accredited college or university should consult the minor program director about the availability of the minor to non-K-State graduates.

- Policy Questions
- Admission procedures

A minor requires completion of at least 15 designated hours of course work. Faculty in departments offering minors have specified courses that enable students to acquire moderate expertise in their discipline. No more than six hours of transfer courses may be used for a minor. Prerequisites and requisites associated with minors must be followed, and students must earn the minimum GPA set by the minor program.

For more information on specific minors, consult individual department course listings and the minor program director.

REQUIREMENTS FOR MINOR PROGRAMS AT OTHER UNIVERSITIES

MIAMI UNIVERSITY
http://www.units.miamioh.edu/reg/bulletins/GeneralBulletin2014-2015.pdf

A minor is a second field of study taken along with a major. Taking a minor is optional. This is a specific program that may widen your primary area of interest or increase your career opportunities. Most minors require fewer hours than majors—all require at least 18 semester hours in a specified program. Minors may be offered within one department or across several departments. Minors are offered in many fields of study. A list of minors is in the General Information chapter; requirements for each minor are included in each division's chapter. To earn a minor, these are the minimum requirements (some minors require more):

- Notify the chief departmental advisor or chair of the interdepartmental committee that you want to enroll in the minor.
- You must have a 2.00 grade point average (GPA) for all courses in a minor. Some minor programs may require a higher GPA.
- All courses taken for minor must be for a grade, not for credit/no-credit, unless exceptions are stated.
- When you apply for graduation, you must indicate on your application that you are receiving a certain minor. A minor can only be awarded with a bachelor's degree. You may have more than one minor. All minors you complete are noted on your academic record. Courses used to satisfy the requirements for one minor may also be used to satisfy the requirements for another minor or major. Not all major programs allow students to record certain minors, and some minors are open only to certain majors. Check with your advisor for more information.

NORFOLK STATE UNIVERSITY
https://www.nsu.edu/Assets/websites/policies/30-39/30.004-Undergraduate-Minor-Program-Policy.pdf

Norfolk State University provides an opportunity for undergraduate, degree-seeking students to pursue studies in a minor. A minor may be established in a field of study offered at Norfolk State University. The minor may be chosen to complement the major, to provide recognition of study in a second academic area, to meet an area of interest by the student, or to increase job opportunities upon graduation. A minor is discipline-based, that is, the department or program that houses the minor defines its content. Undergraduate students may elect to complete a minor. Like a major, it is a focused area of study; however, a minor in a discipline is more narrow or restricted in scope. Fewer course credits are required than in the major field of study. A minor is not required to earn an undergraduate degree.

Procedures

I. Criteria for Establishing a Minor

   A. The minor must be in a single discipline area (prefixes) offered at Norfolk State University and must be established through the regular curriculum approval process.

   B. A minor is to consist of a minimum of 15 semester hours and a maximum of 18 semester hours.

   C. At least 9 semester hours must be upper division credits in the minor.

   D. A minimum of 6 semester hours in upper division credits in minor requirements must be taken in residency.

   E. Each minor must include a core which is a common requirement for all students. A core is defined as a set of courses required of all students or courses taken from a designated list of choices within required categories

   F. At least 9 semester hours of the credits meeting the requirements of the minor must be graded on the A-F scale.

   G. Students may not earn both a major and minor in the same discipline (i.e., same prefix).

   H. A grade of 'C' must be earned in all courses meeting the requirements for the minor.

   I. Prerequisites for any required courses in the minor must be met.

II. Criteria for Declaring a Minor

   A. Students may declare a minor and consult with their advisor at any time but no later than the time to submit an application for graduation.

REQUIREMENTS FOR MINOR PROGRAMS AT OTHER UNIVERSITIES

B. All applicable University, school and departmental (major and minor) policies and procedures must be followed. Appropriate paperwork must be completed in a timely manner and must meet applicable deadlines.

C. In order for the minor to appear on a student's transcript, the minor must be listed on the application for graduation.

D. If the student has completed the minor as structured by the curriculum, there is no need for the signature of a minor advisor on the degree audit. However, course substitutions, or the application of transfer courses for which there is no direct University equivalency, must be approved by an advisor from the minor department.

III. Internal Process for Declaring a Minor

A. Program proposals must be initiated by a department, program or school in the University. Following approval at the school level, proposals are processed through the regular curriculum approval and program review procedures of the University in the same manner as other new and revised curricular programs.

B. Program proposals must be submitted in the format prescribed for proposing new and revised curricula.

C. The sponsoring department or program must designate a faculty member who will be responsible for coordinating the program. As may be appropriate, this may be the department head.

D. A Curriculum Sheet must be prepared.

E. The program must meet University program assessment and program review guidelines. A program assessment plan must be prepared. Annual program assessment reports are to be prepared and submitted in accordance with School and University policies and guidelines.

F. All approved minor programs must be described in the University Catalog.

G. Program approval is needed before literature regarding the program is published and circulated. Literature must have the approval of the department head and dean.

NORTH CAROLINA STATE UNIVERSITY
http://oucc.ncsu.edu/academic-minors

- *Departmental Minor:* A department may develop one or more minors within disciplines offered in that department. Usually the departmental minor includes only courses from one discipline.
- *Inter-Departmental Minor:* A minor may be developed by different departments by faculty who teach in the disciplines most relevant to the particular minor. Each inter-departmental minor will be administered by a departmental representative in which the majority of the required courses are taught.
- The number of hours required for a minor is at the discretion of the department or college offering the minor but must be at least 15 hours. Required courses for the minor must be at the undergraduate level. Prerequisite courses which are needed will be in addition to the hours required for the minor.
- A minor shall be completely optional for a student and cannot be required by an academic program.
- A student cannot obtain a minor in their major.
- Only students who have matriculated into a major are eligible for a minor.
- Students cannot complete a minor after graduating.
- Any student seeking a minor must consult with the minor coordinator on a plan of work and should file a copy of this plan with the major advisor as soon as the minor is declared. The student should submit a Declare a Minor form signed by their minor coordinator and submit the form to Registration and Records as soon as possible but no later than the end of the regular registration period one semester prior to the semester of graduation. Not declaring the minor in a timely manner may result in recognition of the minor NOT appearing on student's final transcript.
- Successful completion of the minor will be noted on the transcript upon graduation.
- Courses constituting the minor may be used to satisfy General Education requirements as applicable.

REQUIREMENTS FOR MINOR PROGRAMS AT OTHER UNIVERSITIES

NORTHERN ILLINOIS UNIVERSITY
http://catalog.niu.edu/content.php?catoid=10&navoid=268#acad_prob_and

A student may declare a minor at any time by completing a "Minor Request" form in the office of the department offering the minor. A student may not take a minor offered by the department of his or her major unless this is specifically permitted in the description of the minor.

http://catalog.niu.edu/content.php?catoid=10&navoid=266

In order for the university to record on a student's transcript that a minor was successfully completed during the student's undergraduate program, the student must attain a minimum cumulative GPA of 2.00 in all courses taken in the minor at NIU.

OHIO STATE UNIVERSITY
https://asccas.osu.edu/files/ASC_CurrAssess_Operations_Manual.pdf

1. A minor consists of a minimum of 12 and a maximum of 18 semester credit hours at the 2000 level and above, with at least 6of the semester hours at the upper-division level. Upper-division courses are defined as all ASC courses at the 3000 level or above, Philosophy 2500, all courses taught by departments in mathematical and physical sciences at the 2000 level and above (except for courses numbered 2194), and any foreign language course taught in the language at the 2000 level and above.
2. 1000-level courses cannot be counted toward the hours in theminor.
3. No more than three semester credit hours of coursework graded Satisfactory/Unsatisfactory may count toward the minor. Also, no more than three semester credit hours of X193 (individual studies) coursework may be included in the minor. A student is permitted to count up to 6 total hours of transfer credit and/or credit by examination.
4. Prerequisites should be none or few. Any necessary prerequisites should be clearly spelled-out in the curricular proposal and on the advising sheets.
5. No grade below a C-will be permitted in courses constituting the minor. The minimum overall cumulative point-hour ratio of the minor shall be 2.00. Courses taken on a Pass/Non-Pass (PA/NP) basis may not be applied to the minor.
6. A student may not take a major and a minor in the same subject, unless such combination has been expressly approved by the ASC Curriculum Committee and the ASC Faculty Senate. Each minor completed must contain a minimum of 12 hours distinct from the major and/or additional minors (i.e., if a minor requires more than 12 credit hours, a student is permitted to overlap those hours beyond 12 with the major or with another minor).
7. A student is permitted to overlap up to 6 credit hours between the GE and a minor.
8. Once a student's minor program form is on file in the college office, any changes must be approved by the departmental (minor) advisor or a college/school counselor (depending on the minor)
9. Minors must be declared at least one term prior to a student's intended graduation term, and students are encouraged to file the minor program earlier whenever possible.

OHIO UNIVERSITY (SENT FROM OU AS PDF)

Academic Minor programs at Ohio University:

1. Provide a significant academic experience within a single discipline a. Minimum of 15 semester credits, maximum of 24 semester credits
2. Are open to any student pursuing a baccalaureate program at the University
3. Must include at least 2 courses at the junior level or above
4. Are administered by a single academic unit and generally consist of courses from that unit.

REQUIREMENTS FOR MINOR PROGRAMS AT OTHER UNIVERSITIES

PENNSYLVANIA STATE UNIVERSITY
http://bulletins.psu.edu/undergrad/programs/minors/

A minor is defined as an academic program of at least 18 credits that supplements a major. A minor program may consist of course work in a single area or from several disciplines, with at least 6 but ordinarily not more than half of the credits at the 400-course level. Total requirements are to be specified and generally limited to 18 to 21 credits. Entrance to some minors may require the completion of a number of prerequisites, including courses, portfolios, auditions, or other forms of documentation that are not included in the total requirements for the minor. All courses for the minor require a grade of C or higher.

STANFORD UNIVERSITY
http://exploredegrees.stanford.edu/undergraduatedegreesandprograms/#minortext

Students completing a bachelor's degree may elect to complete one or more minors in addition to the major. Minors must be officially declared by students no later than the deadline for their application(s) to graduate, according to declaration procedures developed and monitored by the Registrar. Earlier deadlines for declaration of the minor may be set by the offering school or department. Satisfactory completion of declared minors is noted on the student's transcript after degree conferral.

A minor is a coherent program of study defined by the department or degree program. It may be a limited version of a major concentration or a specialized subset of a field. A minor consists of no fewer than six courses of 3 or more units to a maximum of 36 units of letter-graded work, except where letter grades are not offered. Departments and degree programs establish the structure and requirements of each minor in accordance with the policy above and within specific guidelines developed by the deans of schools. Programs which do not offer undergraduate degrees may also make proposals to their cognizant deans to establish a minor. Requirements for each minor are described in the individual department or program listings in this bulletin.

Students may not overlap (double-count) courses for completing major and minor requirements, unless:

1. Overlapping courses constitute introductory skill requirements (for example, introductory math or a foreign language), or
2. Overlapping courses enable the student to meet school requirements (for example, for a major within the School of Engineering and a minor). Currently, only the School of Engineering has school requirements for its undergraduate majors.

UNIVERSITY AT ALBANY, SUNY
http://www.albany.edu/undergraduate_bulletin/minors.html

A minor consists of 18–24 graduation credits which must include a minimum of 9 graduation credits of "advanced coursework" (defined as coursework requiring at least one prerequisite course and/or courses at or above the 300 level).

No student may use a minor title that is the same as the title of the student's major.

Only the following are acceptable minor titles to appear on the academic record:

- "Combined with Major" for approved combined major and minor programs
- Titles approved by the Curriculum Committee or by the Interdisciplinary Studies Committee of the Undergraduate Academic Council
- "Interdisciplinary" if approved by the Interdisciplinary Studies Committee of the Undergraduate Academic Council

A student is required to complete a minor if the student has only one major and that major is neither an approved "combined major and minor" nor an approved "departmental major."

If the student with a single, non-combined, non-departmental major has only one minor, the same course may not be used to fulfill the requirements of both the major and the discrete minor, i.e., no "double counting" between the major and minor is allowed.

However, if that student has two or more minors, the same course may be "double counted" toward the major and one of the minors. ("Double counting" among minors is never allowed.)

REQUIREMENTS FOR MINOR PROGRAMS AT OTHER UNIVERSITIES

Students not Required to Complete a Minor: A student with two or more majors or a major that is either an approved "combined major and minor" or an approved "departmental major" is not required to have a discrete minor, but the student may elect to have one or more minors listed on the academic record.

If the student does elect one or more minors, the same course may be "double counted" toward the major (or even more than one of the majors) and toward the minor.

Similarly, if the student in a "combined major and minor program" elects one or more minors, the same course may be "double counted" toward the "minor" requirements of the combined major and toward one of the minors. Naturally, students in a combined major and minor program who complete one or more discrete minors nevertheless must complete all requirements in the combined major program.

Multiple Minors: Students may declare two or more minors. For a student with two or more minors, a specific course that is applicable to more than one of the minors may be applied toward each of the minors to which it is applicable. No more than three courses can be utilized by multiple minors. Additionally, courses may be applied to one of the minors and to one (or more) of the applicable majors.

UNIVERSITY OF CINCINNATI
http://www.uc.edu/content/dam/uc/provost/docs/academicplanning/newcertprogram/1.1%29%20Guidelines%20for%20Ug%20Certificates%20and%20Minors%209-7-10.pdf

Minors represent a broad but solid foundation in a subject. They generally include a subset of an academic major and are intended for matriculated students.

- 18-36 semester credit hours (and may entail additional prerequisite or co-requisite coursework not included in this count)
- Generally include a core and one or more tracks
- Need not require capstone courses or experiences
- Should require at least one course be at 3000 level or above
- May include course grade or overall GPA requirements to begin or earn minor
- May include residency requirements of no more than 50% of the credit hour requirement
- Are approved following college governance procedures
- Different "version" of a minor are not permissible on different campuses.
- Tracked via DPAs and transcripted

UNIVERSITY OF CONNECTICUT
http://catalog.uconn.edu/minors/

A minor is available only to a matriculated student currently pursuing a baccalaureate degree. While not required for graduation, a minor provides an option for the student who wants an academic focus in addition to a major. Unless a higher standard is noted in the description of a specific minor program, completion of a minor requires that a student earn a C (2.0) grade or better in each of the required courses for that minor. The same course may be used to meet both major and minor course requirements unless specifically stated otherwise in a major or minor. Substitutions are not allowed. A plan of study for the minor; signed by the department or program head, director, or faculty designee; must be submitted to the Degree Audit Office during the first four weeks of the semester in which the student expects to graduate. The minor is then recorded on the student's final transcript.

UNIVERSITY OF GEORGIA
http://www.bulletin.uga.edu/HTMLFiles/m_minors_Listing.html

A minor must contain 15 to 18 semester hours of course work, with at least 9 hours of upper division course work, in a field of study other than the student's major. Courses taken to satisfy Core Areas I through V may not be counted as course work in the minor. Courses taken in Core Area VI may be counted as course work in the minor. The intent of establishing minor fields of study is to offer students

the opportunity to broaden their education through the minor field. The selection of a minor field of study should be made to fulfill this goal.

The department shall make available to students the requirements for the minor--the total number of hours required, along with the enumeration of any particular courses that are mandated or excluded, residency requirements (if any) for the minor courses, and grade requirements for minor courses if those requirements differ from the general University standard for credit (a D as the minimum passing grade). The University Curriculum Committee has determined that if a course satisfies a major requirement it cannot also be used to satisfy course requirements in the minor field of study.

A student may select a minor in consultation with his or her advisor. The student may then consult an advisor in the minor field who can inform the student of remaining requirements for the minor. When the student has met the requirements for the minor, the advisor in the minor field will then certify that fact to the student's dean. The completed minor will be recorded on the student's permanent transcript, but not on the diploma. For students completing a minor after graduation, the statement shall appear on the transcript in chronological order following the courses taken subsequent to graduation. A student must be enrolled at the time a minor is approved by the Board of Regents, or subsequent to that date, to receive credit for the minor. A student may have more than one minor.

UNIVERSITY OF MAINE
http://umaine.edu/upcc/terminology/

Minors are sets of courses designed to provide a student with substantial knowledge of a subject area outside of their major course of study. A minor is available to any degree-matriculated student as long as the program of study for the minor does not significantly overlap with the student's major course of study. The unit or units involved will determine how much overlap is appropriate at the time of declaration. Normally no more than one third of the requirements for the minor can overlap with the major requirements, there is no penalty.

Minors are normally awarded at the same time a degree is conferred. Students who complete their baccalaureate but not their minor(s) requirements by graduation will be allowed to return to the university to complete the minor as long as the following criteria are met:

1. The student has declared the minor by the time of graduation; and
2. The student completes the requirements within a two-year period of the awarding of the accompanying baccalaureate degree

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UNIVERSITY OF MARYLAND
http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1585/s/1505

Minors afford students the opportunity to pursue a limited but structured concentration in a coherent field of study outside their major. The minor may be a truncated version of a major or a distinctive intellectual subset of a discipline. Minors are not offered in every field of study. Students should inquire with departments for current availability of minors or see individual listings on this site.

The structures of minors vary in detail, but, with rare exceptions, they all require no fewer than 15 and no more than 24 credits with at least 9 credits in upper division courses (300-level or above). No more than six credits (or two courses) may be applied to satisfy both the requirements of a minor and a major program. No course may be used to satisfy the requirements of more than one minor. All courses taken for a minor must be completed with a minimum grade of "C-". A minimum C (2.00) cumulative grade point average across all courses used to satisfy the minor is also required.

To ensure appropriate academic advising, students who wish to pursue a minor should inform both the college responsible for their major and the unit offering the minor as early as possible, but in no case later than one full academic year before the expected date of graduation. When a student has completed all requirements for the minor, the unit offering the minor shall notify the student's college, which verifies that the student has met all requirements and officially notifies the Registrar's Office. The completion of a minor is posted on the student's official transcript only when the student completes all requirements for the bachelor's degree.

REQUIREMENTS FOR MINOR PROGRAMS AT OTHER UNIVERSITIES

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
http://uncg.smartcatalogiq.com/en/2014-2015/Undergraduate-Bulletin/University-Requirements/Definitions-of-Academic-Program-Terminology/Minors

A minor is a formalized curricular sequence taken by a student outside his or her major area of study. Programs that can be taken as minors are described following descriptions of the major and second major. A minimum of 15 hours in a department is required to complete an area of study as a minor. Several areas of study can be taken only as minors. See individual programs for details.

http://uncg.smartcatalogiq.com/en/2014-2015/Undergraduate-Bulletin/Academic-Regulations-Policies/Steps-to-Graduation/Residence-Requirements

All students must complete at least 31 semester hours in residence at UNCG for the degree, 12 of which must be in the major field and 9 of which must be in the minor if a minor is sought. After enrollment, Extension credit and Correspondence courses offered by UNCG are considered residence credit; however, credit earned by special examination is not considered residence credit.

UNIVERSITY OF NORTH TEXAS
http://catalog.unt.edu/content.php?catoid=3&navoid=98#Minor

A minor requires at least 18 semester hours in a given subject, including 6 hours of advanced work. Specific course sequences for a minor are determined by the department offering the minor. Not all degrees require a minor.

UNIVERSITY OF OREGON
http://uocatalog.uoregon.edu/bachelorrequirements/

Unless specified by a particular department, a minor is not required for a bachelor's degree. Students choosing to complete a minor must earn a minimum of 24 credits, including 12 in upper-division work. Minor requirements, including residency, are listed under department headings. A minor may be awarded only at the time a bachelor's degree is conferred.

UNIVERSITY OF SOUTHERN MISSISSIPPI
http://catalog.usm.edu/content.php?catoid=9&navoid=514#Minor_Field_Requirements

In addition to the major, the student may (or, if required by his or her major program, must) also choose a minor field of specialization. The minimum hours required for a minor are 18 semester hours in which the student must maintain the minimum university GPA for minor courses. The specific requirements for each discipline's minor are indicated in the appropriate description in this *Bulletin*. Since advisement for the minor is conducted by the minor discipline, the student should consult with the faculty of the minor discipline.

UNIVERSITY OF TEXAS AT ARLINGTON
http://wweb.uta.edu/catalog/content/general/degree_program_requirements.aspx

A minor requires at least 18 semester hours in a given program, including six hours of advanced work. Specific course sequences for a minor are determined by the program offering the minor. Since some undergraduate degree programs do not offer minors, students should consult an advisor in their program of study.

In a case where the student wishes to pursue a minor comprised of courses within the same college as that which offers his/her major program of study, the student and his/her advisor will propose a program of study/list courses for approval by the dean of the college.

In a case where the student wishes to pursue a minor which includes one or more courses offered by a different college from that which offers his/her major program of study, the student and his/her advisor will propose a program of study/list of courses for approval by both (a) the dean of the college which offers his/her major, and (b) the dean of the college which offers the minor courses.

In either case, the approved minor program of study will be forwarded to the Office of Admissions, Records and Registration for verification and notation on the student's transcript.

REQUIREMENTS FOR MINOR PROGRAMS AT OTHER UNIVERSITIES

UNIVERSITY OF TOLEDO
http://www.utoledo.edu/catalog/2015catalog/undergraduate/docs/2014-2015%20College%20of%20Communication%20and%20the%20Arts%20UndergraduateCatalogFINAL.pdf

Many College of Communication and the Arts departments offer minors, and there are interdisciplinary minors in the College as well. Departmental requirements for particular minors are given in later sections of the catalog under Programs of Study. Students wishing to pursue minors should consult with their primary program Advisers and then with an Adviser in the Tri-College Student Services office. Not all minors can be added to all degree programs. Courses selected for the minor must be chosen from courses acceptable for credit toward a major in that department. In meeting requirements for some majors, work in the minor may be accepted as fulfilling the 18 hours of related courses, but only with the approval of the student's major Adviser. Students completing a minor cannot use courses from their minor to satisfy requirements in the major. No more than six hours of courses taken for minor credit may be applied to the total College of Communication and the Arts distributive requirements. A minimum GPA of 2.0 is required in the minor. Students must complete a minimum of 18 hours for a minor; at least nine of those hours must be completed at The University of Toledo.

http://www.utoledo.edu/catalog/2015catalog/undergraduate/docs/LLSS%20Undergraduate%20Catalog%202014-2015%20updated%20sept%20FINAL.pdf

Many College of Languages, Literature, and Social Sciences departments offer minors. Departmental requirements for particular minors are given in later sections of the catalog under Programs of Study. Students wishing to pursue minors should consult with their primary program Advisers and then with an Adviser in the Languages, Literature, and Social Sciences college office. Not all minors can be added to all degree programs. Courses selected for the minor must be chosen from courses acceptable for credit toward a major in that department. In meeting requirements for some majors, work in the minor may be accepted as fulfilling the 18 hours of related courses, but only with the approval of the student's major Adviser. Students completing a minor cannot use courses from their minor to satisfy requirements in the major. No more than six hours of courses taken for minor credit may be applied to the total College of Languages, Literature, and Social Sciences distributive requirements. A minimum GPA of 2.0 is required in the minor. Credit hours required for minor vary from 18 to 22 hours, depending on the minor.

At least nine of those hours must be completed at The University of Toledo.

UNIVERSITY OF WASHINGTON
http://www.washington.edu/uaa/advising/majors-and-minors/list-of-undergraduate-minors/

Minors offer you a way to explore a department or interdisciplinary theme with less commitment of time than a major. Where a major requires at least 50 credits, most minors require only 25 to 35 credits.

Because the courses in your minor can also count toward general education requirements, if you plan carefully you may be able to complete one or two minors within the 180 credits required for your degree.

Minors are optional. You may earn up to three minors as part of each degree completed. Postbaccalaureate students (students who have already earned a bachelor's degree) may not be awarded a minor.

Requirements to declare a minor:

- Any undergraduate student with at least sophomore standing (45 credits completed) who is declared in a major may declare a minor. An *exception* to the rule that you must have 45 credits and a major in order to declare a minor is Marine Biology; you may declare a minor in Marine Biology at any time.
- There are no departmental admission requirements for minors at UW-Seattle.
- Only the adviser in your major department can sign off to declare a minor; this is to ensure you meet university satisfactory progress requirements.
- You are strongly encouraged to meet with the minor adviser to discuss the subject matter of the minor and your plans for completing of the minor.

Credits required to earn a minor:

- Most minors require 25-35 credits. In some cases, background requirements will increase this total.

REQUIREMENTS FOR MINOR PROGRAMS AT OTHER UNIVERSITIES

- Most minors require a minimum of 50% or 15 credits (whichever is greater) must be completed in residence at the UW campus granting the minor.

Grades:

- Most minors require a minimum 2.00 GPA for the courses taken to complete a minor.
- Some minors may require a minimum grade in each course taken for the minor. In such cases, the course-grade minimum is specified as part of the minor requirements, as listed in the General Catalog.
- If a course-grade minimum and GPA minimum is not specified, any passing numerical grade and minor gpa is acceptable.
- Courses taken S/NS may not be counted toward a minor.

Majors and minors:

- You may not complete a major and a minor in the same program at the same time.
- Once you complete a major, you may not ever earn a minor in that program.
- Any undergraduate may declare any minor at UW-Seattle; there are no departmental admission requirements for minors at UW-Seattle. Declaring a minor, however, is not a backdoor route toward entering a major. If a department has admission requirements for the major, you must apply and meet those requirements even if you have already declared a minor in that field.
- You may have a major in one college and a minor in another. You will complete the general education requirements of the college of your major; you are not required to meet the general education requirements of the college of your minor.
- You may have a major in the Evening Degree Program and a minor in the UW-Seattle day program, or vice versa. However, since there are limitations for Evening Degree Program students on taking day classes, students in this program should consult with their adviser on possible minor options.
- You may combine a major on one UW campus (Seattle, Bothell, Tacoma) with a minor from another campus. Cross-campus minors are declared via the Change of Major/Minor form, submitted to your home campus (not the campus offering the minor). You must be careful, however, to meet UW's residence requirement: at least 45 of the final 60 credits must be completed at the campus granting the degree. For more information see Cross-Campus Registration.

Overlaps allowed:

- Although you cannot major and minor in the same program at the same time, some majors and minors include courses from more than one department. In such cases you may overlap, but the amount of overlap might be restricted. For example, some Religion courses may count toward the Comparative History of Ideas minor. If you minor in Comparative History of Ideas and major in Comparative Religion, you may count these courses toward both your minor and your major with no restriction. However, the Diversity minor restricts overlap with your major to 10 credits. Be sure to check the minor requirements to determine how much overlap with your major is allowed.
- Courses in your minor may also count, as appropriate, toward foreign language, Q/SR, writing, and Areas of Knowledge requirements, without restriction.

Postbaccalaureate students

- Postbaccalaureate students (students who have already earned a bachelor's degree) may not be awarded a minor.

Advising:

- General questions about minors can be answered by your major department adviser or by a premajor adviser, but you are strongly encouraged to meet with a minor adviser to talk about the subject matter of the minor and your plans for competing the minor.

Applying to graduate:

- Your degree application must list any minors you plan to complete. Your major adviser will run a DARS audit for your minor and include it with your graduation application.

REQUIREMENTS FOR MINOR PROGRAMS AT OTHER UNIVERSITIES

- Once you have declared a minor and have included it on your degree application, you must complete that minor or drop it officially, or you will not graduate. This protects you from being graduated when your actual intent is to continue on in order to complete the minor.
- If you want to add a minor after your graduation application has been submitted, see your adviser, who will update your application and notify the Graduation and Academic Records Office. You may not add a minor after the graduation application deadline — the third Friday of the quarter in which you plan to graduate — unless at the same time you postpone your graduation date to a later quarter.

Certifying completion of a minor:

- Minors will be posted on your transcript.
- A minor must be awarded at the same time a bachelor's degree is awarded.

WEST CHESTER UNIVERSITY OF PENNSYLVANIA
http://www.wcupa.edu/_information/official.documents/undergrad.catalog/acpolpro.htm#minors

Students who have enough flexibility in their major curriculum to fulfill the requirements of a minor must fill out and submit a minor selection application to the Office of the Registrar. To enroll in a minor field of study, students must have the permission of both their major and their proposed minor departments. Admission to the minor does not guarantee admission to the major. Students must complete 18 to 30 hours of courses selected in consultation with the minor program adviser. At least 50 percent of minor course work must be taken at West Chester. Also, beginning with students entering in the fall 1993 semester, students must earn a minimum GPA of 2.00 in the set of courses taken for a minor in order to receive transcript recognition of that minor. Certain minor programs may require a higher minimum GPA. Students should consult with the minor program adviser.

WEST VIRGINIA UNIVERSITY
http://catalog.wvu.edu/undergraduate/minors/

Requirements for a minor are set by the academic unit offering the minor and must include at least fifteen hours of course work, with a minimum of nine hours at the upper division level (course numbers 300 or above). Units offering a minor may require specific courses and/or may require a minimum performance standard for courses taken to fulfill minor requirements (e.g., "a GPA of 2.0 across courses counted toward the minor is required" or "a grade of 'C' or higher must be earned in all courses counted toward the minor"). Courses in the minor may not be taken pass/fail.

Students may not earn a minor in the same field as their major. Students completing the MDS degree may not earn a minor in the same field as any of their MDS concentration areas. Courses required for completion of the student's major may be applied to completion of a minor so long as that minor is not in the same field (i.e., offered by the same academic unit) as the major. Courses required for completion of one minor may be applied to completion of a second minor should such requirements overlap.

Students majoring in World Languages may complete a foreign language minor that is not in the same area of emphasis as their major.

The establishment of academic minors does not change the College of Arts and Sciences policy that no more than forty-two hours in one department subject and no more than sixty hours from a department with more than one subject may be counted toward the minimum hours required for graduation.

Note: Minors are only awarded at the time of the conferral of a baccalaureate degree.

WESTERN MICHIGAN UNIVERSITY
http://catalog.wmich.edu/content.php?catoid=9&navoid=400

The student must complete a major with a minimum of 24 hours and, if required by the curriculum, a minor with a minimum of 15 hours. Specific departmental major and minor requirements may exceed these minimums; please refer to the departmental sections in this catalog that identify the specific major or minor requirements. Students interested in the elementary and secondary education curricula should refer to both the departmental sections and to the College of Education section that list the major and minor requirements for elementary and secondary teaching curricula. **Courses elected to satisfy**

requirements in one major and/or minor may not be counted again to satisfy requirements in another major and/or minor. Some students may be excused from the requirement of declaring a regular major and/or minor field if they satisfy the requirements of their curriculum as set forth in the catalog, or that curriculum as modified by substitutions approved through normal channels.

Major and Minor Requirements

A **major** is a sequence of related courses totaling a *minimum* of twenty-four hours. A **minor** is a sequence of related courses totaling a **minimum** of fifteen hours. However, since not all majors and minors require the same number of hours, students should consult the departmental advisor to be assured of the requirements.

1. The student's major and minor will be the subject specialization, such as mathematics or accounting.
2. Departmental requirements for a number of majors and minors are listed elsewhere in this catalog. Where requirements are not specified, students should consult the departmental advisors for approval of a major or minor program as soon as possible but not later than the student's reaching junior status.
3. Most candidates for a degree must complete a major and a minor. There are some exceptions, which the student's advisor will explain.
4. In certain cases "group" majors and "group" minors are permitted. The student's academic advisor can explain the circumstances.
5. Under certain conditions General Education courses may be counted toward major and minor requirements. (See departmental requirements.)
6. The following courses are not to be counted as satisfying major and minor requirements:
    a. Required professional courses in education.
    b. Required courses in general physical education.
7. A combination of foreign language courses, or of English or American Literature courses with a foreign language, is not a permissible method of constructing a major or minor.
8. Mathematics courses may not be counted towards a science (physics, geography, or chemistry) major or minor sequence, but may be required to satisfy curricula requirements.
9. Courses elected to satisfy requirements in one major and/or minor may not be counted again to satisfy requirements in another major and/or minor.
10. Only approved majors and minors listed in the catalog can be placed on a student record.

YOUNGSTOWN STATE UNIVERSITY
http://www.ysu.edu/ebulletin/general-information/graduation-requirements

A minor is an intellectual venture that broadens and deepens the student's intellectual growth. An intellectual framework and coherence are evident in the scope and sequence of the minor course of study. A minor is intended to contrast with or deepen the major or General Education and is to be taken in a discipline other than that of the major. In approved interdisciplinary minors, courses from the student's major discipline can be counted in the minor provided that the same courses are not counted toward the major. Each student must complete a minor, unless the student has a combined major or is enrolled in a professional or technical curriculum that does not require a delineated minor. Check with an academic advisor for specific information.

A minor consists of at least 18 hours of an approved set of courses. All grades in the minor must be "C" or better. Courses taken under the Credit/No Credit option may not be counted toward the minor. Upper-division courses must comprise at least 1/3 of the credit hours in the minor. An individualized minor may be developed and approved through the Individualized Curriculum Process (ICP). Transfer students may also use the ICP process for approval of a minor course of study. An official minor is designated on the student's transcript at the time the degree is awarded.

Each department develops the specific pattern or sequence of courses for any minor(s) it offers. However, the department in which the student receives the major is responsible for certifying that a student has completed a minor. Certification will be guided by the description of minors published in the *Undergraduate Bulletin*. For a list of minors and their requirements see Minors offered by College.

KENT STATE UNDERGRADUATE MINORS

College	Dept	Minor Name	Min. Hours	Upper-Division Hours
AE	ARCH	Architectural History	21	12
AE	ARCH	Architectural Studies	19	12
AE	ARCH	Historic Preservation	21	12
AS	ANTH	Anthropology	21	9
AS	AS	Economics	18	12
AS	BSCI	Biological Sciences	22	6
AS	CACM	Applied Conflict Management	21	12
AS	CCIP	Ancient, Medieval and Renaissance Studies	21	15
AS	CCIP	History and Philosophy of Science	18	12
AS	CCIP	Jewish Studies	18	6
AS	CCIP	Latin American Studies	18	6
AS	CCIP	Lesbian, Gay, Bisexual and Transgender Studies	21	9
AS	CCIP	Paralegal Studies	30	15
AS	CCIP	Religion Studies	18	6
AS	CCIP	Studies in Globalization, Identity and Space	21	9
AS	CCIP	Women's Studies	21	13
AS	CCIP	World Literature and Cultures	18	12
AS	CHEM	Chemistry	25	7
AS	CS	Computer Science	20	9
AS	ENG	English	21	9
AS	ENG	Writing	23	14
AS	GEOG	Climatology	25	12
AS	GEOG	Geographic Information Science	23	13
AS	GEOG	Geography	24	9
AS	GEOG	Urban Studies and Planning	18	15
AS	GEOL	Geology	21	6
AS	HIST	History	24	12
AS	MATH	Applied Mathematics	24	6
AS	MATH	Mathematics	26	6
AS	MCLS	American Sign Language	21	21
AS	MCLS	Arabic	22	22
AS	MCLS	Business French	23	23
AS	MCLS	Business German	21	21
AS	MCLS	Business Russian	21	21
AS	MCLS	Business Spanish	21	21
AS	MCLS	Chinese	26	26
AS	MCLS	Classics	18	7
AS	MCLS	French	23	23
AS	MCLS	German	18	18
AS	MCLS	German Studies	18	18
AS	MCLS	Greek	18	6
AS	MCLS	Italian	18	18
AS	MCLS	Italian Studies	18	9
AS	MCLS	Japanese	26	26
AS	MCLS	Latin	18	6
AS	MCLS	Russian	18	18
AS	MCLS	Russian Studies	21	21
AS	MCLS	Spanish	21	21
AS	PAS	African Studies	18	6
AS	PAS	Pan-African Studies	21	12

KENT STATE UNDERGRADUATE MINORS

College	Dept	Minor Name	Min. Hours	Upper-Division Hours
AS	PHIL	Health Care Ethics	24	12
AS	PHIL	Philosophy	21	9
AS	PHY	Physics	22	11
AS	POL	Political Science	21	12
AS	POL	Pre-Law	21	12
AS	PSYS	Psychology	21	12
AS	SOC	Criminology and Justice Studies	24	15
AS	SOC	Sociology	21	12
AT	AEST	Aircraft Dispatch	25	11
AT	AEST	Aviation Management	15	15
AT	AEST	Aviation Weather	24	15
AT	AEST	Computer Engineering Technology	24	18
AT	AEST	Construction Management	18	12
AT	AEST	Electronic Technology	19	14
AT	AEST	Flight Technology	24	11
AT	AEST	Innovation	19	15
AT	AEST	Liquid Crystal and Display Engineering	23	12
AT	AEST	Safety, Quality and Lean in Manufacturing	18	15
AT	AEST	Sustainability	19	10
AT	AEST	Technology	24	3
AT	AEST	Unmanned Aircraft Systems	16	13
BU	ACCT	Accounting	21	12
BU	BUSN	Business	21	3
BU	BUSN	International Business for Business Majors	12	6
BU	BUSN	International Business for Non-Business Majors	24	9
BU	BUSN	Joint Military Studies	18	6
BU	ECON	Economics	18	12
BU	FIN	Finance	24	15
BU	MEKN	Entrepreneurship for Business Majors	19	6
BU	MEKN	Entrepreneurship for Non-Business Majors	19	9
BU	MEKN	Marketing	18	9
BU	MIS	Computer Information Systems	18	9
BU	MIS	Healthcare Systems Management for Business Majors	18	15
BU	MIS	Healthcare Systems Management for Non-Business Majors	18	12
BU	MIS	Human Resources Management	18	15
BU	MIS	Management for Business Majors	18	15
BU	MIS	Management for Non-Business Majors	18	6
CA	ART	Accessories	21	12
CA	ART	Art History	21	12
CA	ART	Crafts	21	0
CA	ART	Fine Art	21	0
CA	ART	Textiles	21	15
CA	FDM	Fashion Media (for FM majors)	24	9
CA	MUS	Audio Recording	23	6
CA	MUS	Jazz Studies	21	21
CA	MUS	Music	21	6
CA	MUS	Music Technology	23	5
CA	MUS	World Music	24	12
CA	THDN	Costume Design and Technology	20	9
CA	THDN	Dance	20	9

KENT STATE UNDERGRADUATE MINORS

College	Dept	Minor Name	Min. Hours	Upper-Division Hours
CA	THDN	Dance Accompaniment	18	10
CA	THDN	Lighting Design and Technology	20	9
CA	THDN	Scene Design	20	9
CA	THDN	Scenic Technology	20	9
CA	THDN	Theatre and Social Change	20	15
CA	THDN	Theatre Management	20	9
CA	THDN	Theatre Performance	20	9
CA	THDN	Theatre Sound	20	9
CI	COMM	Communication Studies	18	12
CI	COMM	Global Communication	21	15
CI	COMM	Health Communication	18	9
CI	COMM	Interpersonal Communication	18	9
CI	COMM	Organizational Communication	18	9
CI	COMM	Public Communication	18	9
CI	JMC	Advertising	21	12
CI	JMC	Digital Media Production	21	12
CI	JMC	Fashion Media (for JMC majors)	24	15
CI	JMC	Media Literacy	21	9
CI	JMC	Photojournalism	22	9
CI	JMC	Public Relations	18	9
CI	JMC	Visual Journalism	22	12
CI	VCD	Design	21	9
CI	VCD	Information Design	18	12
CI	VCD	Photo Illustration	18	6
DS	DSCI	Digital Sciences	18	9
EH	EDUC	Education	42	24
EH	FLA	Event Planning	23	10
EH	FLA	Hospitality Management	24	15
EH	FLA	Park Management	18	9
EH	FLA	Recreation Management	19	7
EH	FLA	Sport Administration	21	18
EH	FLA	Tourism Management	18	12
EH	HS	Community Health Education	26	14
EH	HS	Human Sexuality	21	12
EH	HS	Sports Medicine	32	17
EH	LDES	Gerontology	21	15
EH	LDES	Human Development and Family Studies	18	9
EH	LDES	Nonprofit Studies	18	9
EH	TLC	Athletic Coaching	25	22
PH	PH	Public Health	21	12
RE	RE	Computer Design, Animation and Game Design	24	9
RE	RE	Computer Forensics and Security	18	9
RE	RE	Help Desk Support	19	9
RE	RE	Software Development	19	9

TOP 25 ENROLLED MINORS (BASED ON AVERAGES)

MINOR	2010F	2011F	2012F	2013F	2014F	NOTES
1. Marketing	218	226	325	397	447	
2. Psychology	190	197	280	302	302	
3. Business	82	91	150	225	253	
4. Education	181	180	168	124	121	
5. Photo Illustration	95	115	119	107	113	
6. Writing	91	73	97	105	110	
7. Sociology	75	68	80	106	103	
8. International Business	36	65	102	125	103	Split into two (biz/non-biz) fall 2013
9. Fine Art	72	92	101	90	74	Formerly Studio Art pre-fall 2010
10. Pre-Law	62	75	74	82	93	
11. Management	66	44	57	88	121	Split into two (biz/non-biz) fall 2011
12. Political Science	61	61	85	61	44	
13. Criminology and Justice Studies	49	46	59	64	77	Formerly Justice Studies pre fall 2011
14. Entrepreneurship	11	36	59	73	82	Split into two (biz/non-biz) fall 2011
15. Chemistry	19	41	71	55	71	
16. Finance	26	41	49	70	63	
17. Spanish	40	45	56	55	53	
18. History	39	55	51	50	41	
19. Athletic Coaching	45	50	31	39	61	
20. Human Development and Family Studies	n/a	n/a	3	49	80	Established fall 2012
21. Fashion Media	n/a	n/a	4	43	85	Established fall 2012
22. Human Resource Management	29	42	46	44	53	
23. Design	50	48	38	35	39	
24. American Sign Language	8	34	66	61	40	
25. Public Relations	27	37	49	52	43	

TOP 25 AWARDED MINORS (BASED ON AVERAGES)

MINOR	2010	2011	2012	2013	2014	NOTES
1. Marketing	168	215	203	226	215	
2. Psychology	84	75	82	122	114	
3. Business	63	66	46	62	83	
4. Management	116	42	38	28	32	Split into two (biz/non-biz) fall 2011
5. Education	47	47	46	51	36	
6. Sociology	42	38	31	32	42	
7. International Business	18	17	27	50	57	Split into two (biz/non-biz) fall 2013
8. Writing	35	32	25	29	37	
9. Photo Illustration	20	21	35	41	35	
10. Political Science	30	30	23	35	25	
11. History	32	16	18	27	24	
12. Fine Art	17	19	21	27	30	Formerly Studio Art pre-fall 2010
13. Pre-Law	20	10	29	17	15	
14. Criminology and Justice Studies	19	19	17	17	15	Formerly Justice Studies pre fall 2011
15. Chemistry	9	10	14	23	29	
16. Human Resource Management	10	16	20	17	15	
17. Nonprofit Studies	17	24	19	6	11	Formerly certificate pre fall 2012
18. Entrepreneurship	7	5	18	13	27	Split into two (biz/non-biz) fall 2011
19. Computer Information Systems	6	11	27	8	9	
20. Economics	8	11	16	9	15	
21. Finance	7	14	10	15	13	
22. Art History	13	15	11	10	8	
23. Athletic Coaching (tied with 22)	9	14	15	12	7	
24. Communication Studies (tied with 22)	17	6	9	9	16	
25. Organizational Communication	n/a	n/a	n/a	7	15	Established fall 2011

TOP 25 ENROLLED MINOR / MAJOR PAIRINGS (BASED ON AVERAGES)

MINOR	MAJOR	2010F	2011F	2012F	2013F	2014F
1. Marketing	Fashion Merchandising	57	56	111	180	223
2. Psychology	Nursing	50	51	72	82	84
3. Photo Illustration	Visual Communication Design	56	73	72	66	59
4. Education	Music Education	64	75	67	54	45
5. Writing	English	52	47	52	56	50
6. Marketing	Business Management	59	53	54	36	43
7. Education	Art Education	56	47	46	31	33
8. Business	Sports Administration	10	14	33	58	60
9. Fashion Media	Fashion Merchandising	n/a	n/a	2	29	65
10. Sociology	Psychology	26	28	27	46	33
11. Marketing	Advertising	32	33	26	28	28
12. Criminology and Justice Studies	Psychology	23	24	24	35	40
13. Psychology	Criminology and Justice Studies	19	20	33	24	33
14. Psychology	Speech Pathology and Audiology	16	15	27	34	32
15. Athletic Coaching	Physical Education	21	23	19	22	31
16. Finance	Accounting	9	18	26	34	26
17. Fine Art	Art Education	20	34	33	19	6
18. Chemistry	Biology	6	18	33	23	28
19. Business	Integrated Health Studies	7	11	24	36	26
20. Human Development and Family Studies	Psychology	n/a	n/a	1	15	35
21. Interpersonal Communication	Communication Studies	n/a	n/a	3	22	33
22. Pre-Law	Criminology and Justice Studies	9	13	22	26	23
23. Advertising	Visual Communication Design	21	21	17	18	14
24. Event Planning	Hospitality Management	n/a	n/a	n/a	11	25
25. International Business	Finance	3	13	22	35	15

TOP 25 AWARDED MINOR / MAJOR PAIRINGS (BASED ON AVERAGES)

MINOR	MAJOR	2010	2011	2012	2013	2014
1. Marketing	Fashion Merchandising	65	84	79	94	101
2. Marketing	Business Management	37	63	38	39	25
3. Photo Illustration	Visual Communication Design	18	15	25	31	30
4. Writing	English	25	23	14	23	31
5. Marketing	Advertising	24	25	23	20	19
6. Business	Sports Administration	16	19	12	21	27
7. Education	Art Education	22	26	15	19	10
8. Education	Music Education	15	10	18	17	17
9. Sociology	Psychology	14	13	10	13	21
10. International Business	Finance	3	4	8	23	31
11. Psychology	Speech Pathology and Audiology	7	10	8	21	16
12. Business	Integrated Health Studies	10	8	9	12	22
13. Marketing	Interior Design	15	9	9	14	9
14. Organizational Communication	Communication Studies	n/a	n/a	n/a	7	14
15. Human Resource Management	Business Management	9	11	14	11	7
16. Management	Accounting	27	9	10	1	2
17. Athletic Coaching	Physical Education	10	11	10	9	5
18. Management (tied with 17)	Marketing	27	12	5	0	1
19. Chemistry	Biology	5	1	8	11	14
20. Psychology	Integrative Studies	14	2	8	9	6
21. Criminology and Justice Studies	Psychology	6	8	11	6	5
22. History (tied with 21)	Integrated Social Studies	16	4	7	8	1
23. Public Communication	Communication Studies	n/a	n/a	n/a	1	11
24. Marketing	Public Relations	3	2	8	11	4
25. Pre-Law	Political Science	10	3	7	3	3

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **11/4/2014** Curriculum Bulletin _____

Effective Date **Fall 2015** Approved by EPC _____

Department	**Geography**	
College	**AS - Arts and Sciences**	
Degree		
Program Name	**Master of Geographic Information Science**	Program Banner Code
Concentration(s)	Concentration(s) Banner Code(s)	
Proposal	**Establish program**	

Description of proposal:

The curriculum meets the needs of individuals who are interested in professional careers in Geographic Information Science (GISc) and for those who would like to further their current career with GISc training, particularly in information services, environmental or health sciences in both public and private sector positions. Students are exposed to theories, techniques, and applications across GISc, which prepare them for positions ranging from analysts through to management in industries that utilize geospatial data and technologies.

The proposed start date is Fall 2015 with admission every fall, spring, and summer semesters. The program is fully online and courses run for 7 weeks; up to 30 students will be accepted into the program each semester. The MGISc is a 32 hour program with 17 core hours, 9 hours in the student's chosen concentration, and then 6 hours of electives. The curriculum is designed to be completed in under 2 years. Admission requirements include an undergraduate baccalaureate degree from an accredited institution in a cognate field, a minimum 3.0 GPA. No GRE will be required and the admission process is the same as current graduate programs. This program is an Everspring Collaboration and Everspring will handle all marketing and will be the initial point of contact for all potential applicants.

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

Current total credit hours: **32** Proposed total credit hours **32**

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

No duplication issues have been identified by the units consulted (please see below). There will be no impact to staffing other KSU units. Those courses from other units offered as electives may see some increases in enrollment, but as we understand, this is not an issue. Everspring has conducted a market study to identify need and audience; pending approval, they will design the marketing plan accordingly.

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

Department of Geology, Department of Biological Sciences, Department of Computer Science, School of Digital Sciences, College of Public Health

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REQUIRED ENDORSEMENTS

_____ 11 / 4 / 14

Department Chair / School Director

_____ ___/___/___

Campus Dean (for Regional Campuses proposals)

GEOG 35

Mary Ann Haley 12/5/14
College Dean (or designee)

Mary Ann Hopkins 2/5/15
Dean of Graduate Studies (for graduate proposals)

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

GEOG
36

New Graduate Degree Program Full Proposal
[Master of Geographic Information Science (MGISc)]

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.

OVERVIEW

This proposal outlines an exciting new opportunity for professionals interested in Geographic Information Science in the State of Ohio, as well as nationally. In particular, our program is designed for professionals in the health, data science, and environmental science sectors. We propose to offer a 32 credit hour ***fully online*** Professional Master of GISc with concentrations in CyberGIS, Health and GIS, and Environmental GIS. This will be the fourth fully online program to be launched nationally. All courses will be taught on a 7 week schedule (apart from the final course, practicum, which will be 14 weeks long). The program will have three admission periods each year (start of Fall, Spring and Summer). The curriculum offerings are designed in such a way that students will take one course at any given time and can complete the entire degree in 5 academic semesters. The courses in the degree will be offered in such a pattern that if a student decides to take a 7 week break, they can start back into the program in the following 7 week segment.

All core and concentration courses will be taught by full-time faculty in the department of Geography. Electives will be available from Geography, Computer Science and Digital Sciences.

This program may be desirable to students with Geography undergraduate degrees, but market analysis shows that the program will be more attractive to working professionals likely to have degrees in affiliated fields, but not geography. Thus this program introduces individuals to the basics of GIS and geospatial principles and quickly escalates students to high end problem solving using GIS. The program culminates in a practicum which is designed to provide practical experience in the application of MGISc course content in real-world professional settings.

CURRICULUM

Our proposed curriculum consists of 32 hours of rigorous curriculum. There are 16 hours of core curriculum for all students; 9 hours of required concentration courses; and 6 hours of electives

In brief, the core courses are:

- **GEOG 59070 Geographic Information Science (4 credits)** Introduction to theories and methods for geographic data processing, including data capture and input, data storage and management, and data analysis and displays. Emphasis is on laboratory exercises using GIS software packages for real world applications.
- **GEOG 59080 Advanced Geographic Information Science (3 credits)** Advanced theories and techniques for handling geographic information systems, including 2D and 3D processing of geographic information, detection and analysis of geographic patterns, 2D and 3D mapping of geographic information, modelling of geographic processes, and an overview of GIS programming tools.

- **GEOG 69164 Cartographic Design (4 credits)** This course builds on students' experiences with GIS to focus on the design needed to disseminate information beyond users of the software and produce effective print and web maps. Principles of map design and the art of map construction will be taught. Concepts such as scale, projections, typography, generalization, symbols, color scheme, and classification to the design and production of thematic maps will be covered.
- **GEOG 69392 Practicum in Geographic Information Science (6 credits)** This course represents the culminating experience for students in the MGISc program. It will be taken in place of two Carousel/Specialist courses on the schedule for the student's final semester. It is designed to provide practical experience in the application of MGISc course content in real-world professional settings. Students will select a professional project in consultation with their employer and program faculty and then will design, implement, and report on their activities in a culminating professional paper.

THE CONCENTRATION REQUIREMENTS ARE:

FOR CYBERGIS

- **GEOG 59076 Spatial Programming (3 credits)** Introduces the student to a variety of computer programming environments suitable for the analysis of spatial problems.
- **GEOG 69082 CyberGIS (3 credits)** Explores cyberinfrastructure-enabled geographic information systems (i.e. cyberGIS) and related technologies including a broad introduction to the use, design, and development of cyberinfrastructure, spatial data infrastructures, geographic information services, and web-enabled mapping technologies. Situates CyberGIS in the broader context of geographic information science focusing on the how synthesizing computational thinking and spatial thinking influence methodological approaches.
- **GEOG 69083 Geodatabases (3 credits) e**ssential concepts and skills needed to efficiently create a geodatabase, add data to it, and realistically model the real-world spatial relationships inherent to the data. Students will learn about geodatabase features that help ensure data integrity over time and about storing and managing geographic data.

FOR ENVIRONMENTAL GIS

- **GEOG 59078 Geographic Information Science and Environmental Hazards (3 credits)** The study and management of natural hazards are inherently reliant on both physical and human processes and spatial patterns. Given the many variables involved and the variety of scales at which they operate, use of Geographic Information Systems (GIS) has become standard practice in research on hazards and in their management by government agencies at all levels. Exposes students to a wide array of spatial data that is used in these activities, as well as standard mapping and spatial analysis procedures and forms of data dissemination.
- **GEOG 69079 Environmental Geographic Information Science (3 credits)** GPS and environmental spatial data are commonly used in a variety of management and assessment plans in fields related to environmental science to achieve effective decision making and environmental resource management. This course will focus on techniques used to process, manage, visualize, and analyze environmental data using GIS. Students will learn how to

collect and process GPS and online sources of geospatial data and how to employ techniques such as suitability modeling, measuring distributions, and calculating landscape metrics.

- **GEOG 69231 Environmental Remote Sensing (3 credits)** Students are introduced to the basic principles of environmental remote sensing, including the electromagnetic spectrum, spectral properties of Earth objects, aerial photograph analysis and interpretation and satellite image analysis and interpretation. Special focus will be on environmental applications, especially as they pertain to understanding vegetation, water, and land use mapping and impacts.

FOR HEALTH AND GIS

- **GEOG 59072 Geographic Information Science and Health (3 credits)** Geographic theory and methods serve as the connection among disparate disciplines focused on how and why "health" varies between regions, cities, and neighborhoods. Examines how geospatial technologies, especially GIS, have become an important health analysis tool.
- **GEOG 69073 Geographic Information Science: Global Health (3 credits)** Emerging and re-emerging diseases in non-developed countries pose one of the greatest health challenges of current times. Geospatial approaches often provide one of the only information sources in data poor and challenging environments. This course will expose students to these health issues and disease environments through varied case studies, while simultaneously highlighting the geospatial methods and approaches used to understand and combat disease.
- **GEOG 69074 Spatial Analysis for Health Geography (3 credits)** Spatial analysis is used to verify patterns and associations in health data maps. These results can then be used to further hone the scientific question, or help design an intervention strategy. This course will introduce spatial analytical approaches used by health researchers and practitioners in the exploratory investigation of health data. Students will also be exposed to new mobile technologies that can be used to enrich more traditional spatial data sources.

ELECTIVES: STUDENTS WILL TAKE 2 COURSES (NOTE THAT COURSES LISTED AS REQUIRED IN CONCENTRATIONS MAY ALSO COUNT AS ELECTIVES FOR OTHER CONCENTRATIONS). ADDITIONAL ELECTIVES INCLUDE:

- **GEOG 69004 Quantitative Methods (3 credits)** This course explores the methods and applications of some of the most common statistics found in geographic work. It explores probability theory, spatial statistics, estimation procedures, hypothesis testing, spatial sampling, methods of areal association, correlation and regression analysis, and principal components analysis. Theory and execution of these methods are equally emphasized, and applications to geographic problems are examined within each theme.
- **GEOG 69007 Spatiotemporal Analytics (3 credits)** This course will equip the students with essential spatiotemporal thinking and technical skills in mapping, analyzing, visualizing, communicating, and simulating the spatiotemporal data. ArcGIS and free packages in R and Netlogo will be used in the instruction.

- **DSCI 64210 Data Science (3 credits)** Introduction to the concept of big data and data analytics, including the business challenges of working with big data. Students are introduced to the concepts of both structured and unstructured data. Fundamental concepts include data design and management, database design and management, data driven programming and discovery, and data presentation and use. Data analytics in industry verticals are discussed, including science, intelligence and law enforcement, health, retail and financial services.
- **CS 61002 Algorithms and Programming I (4 credits)** An introduction to the algorithms and tools used in computer science; includes programming in a high level language.
- **CS 61003 Algorithms and Programming II (4 credits)** Further exploration into the tools used in computer science.

OUR FACULTY

All of our faculty hold a PhD in Geography or a related field, and all are recognized experts in their respective areas in the geospatial sciences (see attached CV's). Our proposed program is built around both faculty expertise, and around a growing need for such a professional program.

Name	*Rank*	*Status*	*Highest Degree*	*Degree Date*	*Field*	*Expertise*
Andrew Curtis	Associate Professor	Tenure Track	Ph.D.	1995	Geography	public health, spatial confidentiality,
Jacqueline W. (Mills) Curtis	Assistant Professor	Tenure Track	Ph.D.	2005	Geography	public health, hazards, built environment
Jay Lee	Professor	Tenured	Ph.D.	1989	Geography	geospatial analysis
Jennifer Mapes	Assistant Professor	Non-tenure Track	Ph.D.	2009	Geography	geovisualization
Mandy Munro-Stasiuk	Professor	Tenured	Ph.D.	1999	Geography	remote sensing
Eric Shook	Assistant Professor	Tenure Track	Ph.D.	2013	Geography	cyber-GIS
Emariana Taylor	Assistant Professor	Non-tenure Track	Ph.D.	2009	Geography	urban ecology, computational modeling
Xinyue Ye	Assistant Professor	Tenure Track	Ph.D.	2010	Geography	web-GIS, mobile applications

RESOURCES

2. computational resources, library, laboratories, equipment and other physical facilities, needed to mount the program.

We are well-positioned at Kent State to offer this proposed fully online program. While this is a very technically intensive program to offer via distance learning, we have been preparing for this for three years and have considerable expertise in delivering DL hands-on content.

Since this proposed program has been designated as a strategic initiative of Kent State University, we have access to an entire design and marketing team. Every course is developed for online delivery via an intensive collaboration between one or two faculty members (offering content expertise) and an online course developer (offering online design expertise and access to a full suite of course development tools). Every course will be Quality Matters certified via this process. This is a rigorous certification that involves every course being reviewed by a 3 person review team (at least one external to KSU; and at least 1 being an expert in the course content). Every course must be a high touch environment, just like in a face-to-face environment. None of the three existing three online GIS programs (Penn State; USC; Johns Hopkins) are Quality Matters certified. All courses will be delivered via Blackboard.

We are utilizing a virtual machine (VM) model. Our servers are sufficient to support the number of VMs for simultaneous access by students in the program. By using the VM model, we will fully replicate our current computer lab PC configurations providing online students with the same access as our face-to-face students. This is important, as students will not need to worry about installing and managing complex GIS software on their own machines; they will simply log in to a VM and have access to everything. We are currently licensed in ArcGIS, ENVI, Idrisi, ERDAS, Microsoft Office and a plethora of other software packages.

Our program and the students in the program will have access to technical support at a number of levels:

- The department of Geography has a dedicated IT support line. This will help troubleshoot any specific geospatial IT issues, and they will manage all VM access and other permissions;
- Blackboard has built in IT support for Blackboard issues;
- The VMs will be maintained by centralized Information Services (IS); and
- Data storage and access will also be maintained by IS

We are working with the company Everspring who will help market and advertise our program.

With no additional resources we are ready to launch this program.

a 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: ***Delete this section if your new program is not a professional degree.***

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.

If a potential applicant has a baccalaureate in a field unrelated to Geography, Health, Data /Computer Science or Environmental Science, we may accept work experience in lieu of that degree. We would expect a minimum of 3 years of work experience and applicants must outline in their letter of application how their work experience would prepare them for entry into the MGISc. The application would be reviewed by the GIS graduate committee and an admission decision would be based on a vote.

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.

Field experience is required through the culminating capstone course, Practicum (6 hours). Practicum is designed to enable the student to apply his/her training from coursework in the MGISc program to a professional project in his/her job. A final report will be submitted to the employer and to a GISc faculty advisor. In addition a version of that final project will be presented at a relevant public or industrial meeting or at a professional conference.

iii Are the faculty qualifications associated with the professional graduate degree program appropriate for such faculty? Provide the specific qualifications for such faculty.

All program faculty have the terminal degree in their field (Ph.D.) and all have extensive experience in using GISc across the public and private sector. They possess formal education appropriate to the specialization. They hold a degree one level above the program in which they are teaching; they also demonstrate practical experience other than teaching and show evidence of professional development in the field of concentration through their activities in contracts, grants, and consulting. All CVs are included with this proposal

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?

No specific accreditation is required in GISc.

v How are theory and practice integrated within the curriculum?

The following programmatic objectives have been formulated in consultation with the Kent State University Office of Distance and Continuing Education and are specifically designed to integrate theory with practice throughout the curriculum:

1. Collect, edit, integrate, manage, and analyze geospatial data.

2. Demonstrate skills and working knowledge of commercial and open source GIS application suites and utilities.
3. Identify, explain, and analyze spatial patterns, relationships, and processes.
4. Apply cartographic principles and techniques to create quality maps.
5. Apply critical and spatial thinking to solve geospatial problems with respect to theories, principles, and practices of geographic information science and fields in the degree concentration areas.
6. Demonstrate good communication skills and ability to work in a team environment.

These objectives have been designed to facilitate the integration of theory with practice throughout all courses in the program. While outcome five explicitly focuses on theory and real world problem solving, this tenet is implicit in all other objectives. Indeed, even the most ostensibly straightforward GISc practices, such as collecting geospatial data (e.g., as described in outcome one), cannot be effectively implemented without a solid theoretical background in data representation and models. Furthermore, this program has been designed to align with the Geospatial Technology Competency Model (GTCM)[1] and the GIS&T Body of Knowledge[2] which provide frameworks for integration of theory with practice.

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?

Figure 1 provides the results of the Everspring Market Study in its analysis of competitive programs. The top three programs are the only ones that are fully online, like the proposed KSU program. Among these, the required credit hours are 35 (Pennsylvania State University), 28 (University of Southern California), and 30 (Johns Hopkins University), which results in an average of 31 hours. According to the Everspring data (Figure 1), the median number of hours for regional face to face programs is 35, while the median for online programs is 30. The MGISc falls within the range presented by these schools with 32 required credit hours.

The number of credit hours required for graduation is not influenced by mandated professional experiences.

[1] http://www.careeronestop.org/competencymodel/competency-models/geospatial-technology.aspx

[2] http://www.aag.org/galleries/publications-files/GIST_Body_of_knowledge.pdf

Regional / National Online Competitors	University Rank	2012 Completions	Credits	Cost Per Credit	Total Cost	Online?	Residency?	Time to Complete	Specializations	Notes
Pennsylvania State University - World Campus	37*	34	35	$ 784	$ 27,440	Yes	None	2 years		Ranking is for Penn State - University Park. Titled: Master of Geographic Information Systems
University of Southern California	23	4	28	$ 1,602	$ 44,856	Yes	One-week excursion	20 months	Three tracks: Spatial Data Acquisition and Integration, Spatial Data Analysis and Visualization, Spatial Application Development, Spatial Thinking	12-16 credit certificates also available
Johns Hopkins University	12	NA	30	$ 1,165	$ 34,950	Yes	None	2 years		10 courses; $3,495 per course. Five-course certificate also available.
Eastern Michigan University	77 (Midwest Region)	25	36	$ 580	$ 20,880	No	Yes	2 years		Titled: MS Geographic Information Systems (GIS). Professional certificate is online, but master's is on ground
Ohio University	135	12	40	$ 472	$ 18,880	No	Yes	2 years	Six: Environmental Geography, Geospatial Techniques, Development and Economic Geography, Physical Geography, Cultural/Historical Geography, Regional Specialization	Offers both MS and MA in Geography
Michigan State University	73	11	30	$ 646	$ 19,380	No	Yes	2 years		Titled: MS in Geography. Also awards certificate online, but MS is on ground.
Ohio State University	52	11	39	$ 772	$ 30,095	No	Yes	2 years		MA in GIS. Tuition assumes 3 credit courses
University of Cincinnati	135	10	35	$ 826	$ 28,910	No	Yes	2 years		
MEDIAN - Regional Programs		11	35	$ 778	$ 28,175					
Median - Online Programs		19	30	$ 1,165	$ 34,950					
Kent State University	201		32	$ 485	$ 15,520	No	Yes	2 years		

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Figure 1. Kent State University Competitive Program Analysis.

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.

After completion of core requirements, concentration requirements, and electives, students will then enroll in the 6 hour Practicum. This course represents the culminating experience for students in the MGISc program. It will be taken in place of two Carousel/Specialist courses on the schedule for the student's final semester. Practicum is designed to provide practical experience in the application of MGISc course content in real-world professional settings. Students will select a professional project in consultation with their employer and program faculty and then will design, implement, and report on their activities in a culminating professional paper.

Possible capstone experiences include a student working with his/her employer to use GISc to solve an existing problem, such as data management, site selection, or spatially targeting an intervention. However, in organizations that are more moderate to minimal users of GISc, the student may work with his/her employer to identify a project that demonstrates how use of GISc can improve understanding of a problem or performance of an organizational activity. Finally, if the student is not already employed, the program Advisory Board will provide a project from one of their organizations where the student can engage in the types of activities previously identified.

b **N/A**

3. **Need.** Examples of potential metrics of program need include:

a Student interest and demand; potential enrollment; ability to maintain the critical mass of students.

Based on the Department of Labor statistics (see p.7 & 8) GIS and geospatial technology in general is a rapidly growing field, the third fastest growing field in the nation. The Everspring Market Survey only confirmed this. It specifically examined student interest and demand and is presented below in Figure 2. Their overall conclusion was that this is a niche field that is growing rapidly and is attractive to individuals across the nation. Everspring projected that we will easily reach 100 students by 2018. More realistically, we will likely have to cap the program at 100 total students at any given time. It is based upon their analysis that the Office of Distance and Continuing Education, the Department of Geography, the College of Arts and Sciences and Everspring decided to partner on offering this program fully online.

Region	Impressions	Clicks	CTR	Leads	Conv. Rate	Cost Per Click	Cost Per Lead	Avg. Position
State	1,170	19	1.62%	2	10.5%	$ 8	$ 75	2.3
Region	4,723	32	0.68%	5	15.6%	$ 10	$ 61	2.4
Rest of U.S.	24,506	134	0.55%	14	10.4%	$ 6	$ 60	2.8
Total	**30,399**	**185**	**0.61%**	**21**	**11.4%**	**$ 7**	**$ 62**	2.5
All Programs Avg.	97,884	305	0.31%	28	9.2%	$ 16	$ 173	3.3

Summary Notes

- Attractive, growing online discipline
  - Below average impressions
- Low competition
  - Above average conversion and attractive cost per lead in test

Program Assessment Summary

Desirability	Viability	Feasibility
Y	G	G

2018 Enrollment Potential 100

14 On-Campus Enrollment

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Figure 2. Desirability, Feasibility, and Viability of the Proposed Program based on Everspring Market Survey

b Institutional need; plan for overall development of graduate programs at the proposing institutions.

The MGISc is one of several strategic priority online programs initiated by Everspring with Kent State University (Figure 3).

everspring

Executive Summary

- Kent State University and Everspring are working together to consider a select set of Kent State programs; the intent of the research is to test the marketability of the programs delivered fully online
- The market test has informed on the competitiveness and the need for Kent State to differentiate; this exercise has proven to be very helpful in informing on the potential of these programs online and in refining the go-to-market approach
- The programs included in this test are as follows:
  - Bachelor of Business Administration
  - BS Fashion Merchandising
  - Ed.D
  - MA Communication Studies
  - MA Geography
  - Master of Library and Information Science
  - Masters of Public Health
  - MS Computer Science
  - MS Education
  - MS Health Informatics

Note: this was called and MA in Geography with specialization in GIS during the Market Analysis

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Figure 3. Overview of Everspring-Kent State University Initial Online Program Priorities

c Societal demand; intellectual development; advancement of the discipline; employment opportunities.

The need for the MGISc was determined based on the following sources: a) federal and state labor statistics; b) a market survey conducted by the company Everspring for Kent State University; and c) the responses to a questionnaire administered to Geography alumni. Though the need for training in Geographic Information Science (GISc) has consistently been growing over the past 20 years, the local and regional markets traditionally served by Kent State University represent a minute population in comparison to the need for this skillset in the national and global marketplace. Indeed, the Geospatial Technology industry has consistently been identified as a "High Growth" industry by the United States Department of Labor[3]. We propose a fully online Master of Geographic Information Science (MGISc) program which has been developed to meet this broader need through leveraging the existing strong GISc curriculum and faculty in the Department of Geography at Kent State University. The Department of Geography has a 20 year history of offering courses in Geographic Information Science at both the undergraduate (BA) and graduate (MA and PHD) levels but this Masters in Geographic Information Science is not replacing these current programs, nor is it being offered in connection with, or in response to, an initiative by a governmental entity. Our current BA has a GISc concentration and is part of the liberal education experience at Kent State; our MA is a research-focused degree with a thesis which has a concentration in GISc; our doctoral degree is

[3] http://www.doleta.gov/brg/indprof/geospatial_profile.cfm

the most advanced degree and students focusing in GISc typically are advancing knowledge about GISc. At the undergraduate level, students may also minor in GISc. The minor is targeted at non-Geography majors. In response to the national need, our Masters in Geographic Information Science is targeted at postgraduates, especially those professionals in business, industry and government who desire enhanced GISc knowledge to advance their current careers in a growing market or to prepare for new careers. The courses in the program are designed to work with a professional's busy schedule.

The MGISc will better prepare students to work in a variety of fields that use GISc, which is a main component of the Geospatial Technology industry and is used throughout many employment sectors. Tables 1 and 2 demonstrate the occupational outlooks for positions that commonly use GISc. Table 1 focuses on the three traditional areas that seek personnel with this specific skillset from the U.S. perspective and Table 2 includes this core, but also occupations that regularly make use of GISc for industry-specific applications. The need for GISc has moved well beyond geography and its allied fields. For example, a recent article in TechRepublic noted that, "As more manufacturers and marketers realize the advantages of building geographical data into their operations, GIS specialists - as well as managers and researchers with GIS insight - are becoming increasingly integral parts of their company teams."[4] Specifically, the skills obtained through this graduate program will prepare students to hold the following positions, all in sectors with positive job outlooks through 2022 according to the Bureau of Labor Statistics Occupational Outlook Handbook (http://www.bls.gov/ooh/):

Position	Job Outlook, 2012-2022
Geographers	29% (Much faster than national average)
Surveying and Mapping Technicians	14% (As fast as national average)
Cartographers and Photogrammetrists	20% (Faster than national average)

Table 1. U.S. Occupational Outlook for Traditional Positions related to the MGISc[5]

In Ohio, the job outlook for 2010-2020 for the same positions also shows high growth (Table 2).

[4] Tech Republic. 2013. Where are the jobs in the GIS field? Available online: http://www.techrepublic.com/blog/career-management/where-are-the-jobs-in-the-gis-field/ Last accessed: 10/09/2014.
[5] http://www.bls.gov/ooh/

Code	Position	Job Outlook, 2010-2020
11-0000	**Management Occupations**	**2.8%**
11-2021	Marketing Managers	8.8%
11-3021	Computer & Information Systems Managers	14.6%
11-3071	Transportation, Storage, & Distribution Managers	9.0%
11-9121	Natural Sciences Managers	6.4%
11-9161	Emergency Management Directors	10.3%
13-0000	**Business & Financial Operations Occupations**	**12.3%**
13-1161	Market Research Analysts & Marketing Specialists	34.7%
13-2021	Appraisers & Assessors of Real Estate	2.2%
15-0000	**Computer & Mathematical Occupations**	**18.1%**
15-1111	Computer & Information Research Scientists	19.4%
15-1121	Computer Systems Analysts	21.5%
15-1131	Computer Programmers	4.8%
15-1132	Software Developers, Applications	24.6%
15-1133	Software Developers, Systems Software	28.8%
15-1141	Database Administrators	26.6%
15-1179	Information Security Analysts, Web Developers, & Computer Network Architects	15.7%
17-0000	**Architecture and Engineering Occupations**	**5.7%**
17-1012	Landscape Architects	10.0%
17-1021	Cartographers and Photogrammetrists	19.0%
17-1022	Surveyors	16.7%
17-3031	Surveying and Mapping Technicians	10.4%
17-2081	Environmental Engineers	14.0%
19-0000	**Life, Physical, & Social Science Occupations**	**9.8%**
19-1013	Soil & Plant Scientists	6.3%
19-1023	Zoologists & Wildlife Biologists	3.4%
19-1029	Biological Scientists, All Other	2.0%
19-1031	Conservation Scientists	0.0%
19-1032	Foresters	0.0%
19-1042	Medical Scientists, Ex Epidemiologists	31.1%
19-2021	Atmospheric & Space Scientists	5.6%
19-2042	Geoscientists, Ex. Hydrologists & Geographers	29.0%
19-3091	Anthropologists & Archaeologists	15.4%
19-4091	Environmental Science & Protection Tech, Including Health	16.3%
41-0000	**Sales & Related Occupations**	**6.1%**
41-3021	Insurance Sales Agents	17.0%
41-9021	Real Estate Brokers	1.3%
41-9022	Real Estate Sales Agents	7.7%

Table 2. Ohio Occupational Outlook for All Positions related to the MGISc[6]

[6] http://ohiolmi.com/proj/OhioJobOutlook.htm

d Scope; local, regional and national needs; international need.

In addition to the general labor market statistics at both a national and state level, Everspring[7] conducted a market survey in July 2014 that specifically focused on a potential Kent State University, Department of Geography, fully online GISc graduate degree. Results of this study indicate that the degree is desirable, viable, and feasible for the marketplace and is desirable nationally (Figure 2). In addition, our degree is different both in focus and delivery to current Geography and GIS degrees in Ohio. In terms of focus, we will be the only applied professional graduate GIS degree offered in the state. In addition, our focus on GIS and Health, as well as CyberGIS, reflects our faculty expertise and is a unique niche in the State of Ohio. In terms of delivery, we will be the only online GIS program in the state, and only the fourth program to go fully online in the nation. From this standpoint, we do not see ourselves in competition with other programs in Ohio, or even the nation, but rather we offer new opportunities to potential students that currently do not exist. Our potential applicants are trained professionals who have no desire to go to school full-time to obtain a degree; rather they need to be able to take courses in tandem with their own busy schedule. This online program will allow them to do this.

4. **Access and Retention of Underrepresented Groups**

a Plan to ensure recruitment, retention and graduation of underrepresented groups within the discipline.

The department of Geography has been cognizant of recruiting underrepresented students into the discipline. However, our standard methods such as high school outreach, targeted recruitment via Hobsons web-based Constituent Relationship Management (CRM) system and targeted recruitment via our national meetings will be ineffective in this program as we are outreaching to a non-traditional population. We are working with the company Everspring who is developing our market plan. They will leverage the marketing channels that exist today within Kent State (websites, social properties, and alumni communications, to provide a few examples) and develop additional materials for outreach via paid internet search, direct mail and direct email. In general, we will both develop a program-specific digital marketing plan that uses a variety of techniques to conduct targeted outreach to qualified potential populations, including underrepresented minorities. We will also continue to advertise this program through the same venues as our BA, MA and PHD degrees, but in addition we will outreach to national organizations such as the Black Business Professional Network and the Latino Business Association. Once in the program, all students will be the subject of intense one-on-one advising to help them succeed in the program.

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.

The following institutional and departmental enrollment numbers are provided by Kent State RPIE (Research, Planning and Institutional Effectiveness). The Department of Geography has currently lower percentages in AALANA and female students than the University norm, and

[7] http://www.everspringpartners.com/

slightly higher percentages in foreign students. While these numbers appear disproportionate, they are more representative of STEM disciplines as a whole, and more representative of Geography as a discipline. We have also made a concerted effort to recruit more minority and foreign students in the last two years hence the disproportionate percentages between degrees awarded and students currently enrolled.

Fall 2014 enrollment	Master's		Specialist (Ed.S.)		Doctoral (Ph.D.)		Professional (D.P.M., D.N.P., Au.D.)		All Graduate Level	
Current Enrollment	**4031**		**40**		**1297**		**504**		**5872**	
White, non-Hispanic	2728	67.7%	33	82.5%	757	58.4%	302	59.9%	3820	65.1%
Non-white and Hispanic, aggregated	422	10.5%	4	10.0%	122	9.4%	104	20.6%	652	11.1%
Black or African-American	207	5.1%	3	7.5%	53	4.1%	32	6.3%	295	5.0%
Hispanic or Latino	86	2.1%	0	0.0%	22	1.7%	14	2.8%	122	2.1%
Asian, Native Hawaiian, or other Pacific Islander	48	1.2%	1	2.5%	32	2.5%	55	10.9%	136	2.3%
Asian	46	1.1%	1	2.5%	31	2.4%	54	10.7%	132	2.2%
Native Hawaiian or other Pacific Islander	2	0.0%	0	0.0%	1	0.1%	1	0.2%	4	0.1%
American Indian or Alaska Native	12	0.3%	0	0.0%	2	0.2%	2	0.4%	16	0.3%
Other or Multiple Races	69	1.7%	0	0.0%	13	1.0%	1	0.2%	83	1.4%
International, non-U.S. resident	611	15.2%	0	0.0%	389	30.0%	12	2.4%	1012	17.2%
Ethnicity unspecified or unknown	270	6.7%	3	7.5%	29	2.2%	86	17.1%	388	6.6%
AALANA	359	8.9%	3	7.5%	85	6.6%	48	9.5%	495	8.4%
Female	2662	66.0%	35	87.5%	722	55.7%	215	42.7%	3634	61.9%
Male	1369	34.0%	5	12.5%	575	44.3%	289	57.3%	2238	38.1%

	Master's		Specialist (Ed.S.)		Doctoral (Ph.D.)		Professional (D.P.M., D.N.P., Au.D.)		All Graduate Level	
Current Enrollment in Geography	**17**		**0**		**25**		**0**		**42**	
White, non-Hispanic	12	70.6%			17	68.0%			29	69.0%
Non-white and Hispanic, aggregated	1	5.9%			1	4.0%			2	4.8%
Black or African-American	0	0.0%			0	0.0%			0	0.0%
Hispanic or Latino	0	0.0%			1	4.0%			1	2.4%
Asian, Native Hawaiian, or other Pacific Islander	0	0.0%			0	0.0%			0	0.0%
Asian	0	0.0%			0	0.0%			0	0.0%
Native Hawaiian or other Pacific Islander	0	0.0%			0	0.0%			0	0.0%
American Indian or Alaska Native	0	0.0%			0	0.0%			0	0.0%
Other or Multiple Races	1	5.9%			0	0.0%			1	2.4%
International, non-U.S. resident	4	23.5%			6	24.0%			10	23.8%
Ethnicity unspecified or unknown	0	0.0%			1	4.0%			1	2.4%
AALANA	1	5.9%			1	4.0%			2	4.8%
Female	5	29.4%			8	32.0%			13	31.0%
Male	12	70.6%			17	68.0%			29	69.0%

Table 3A and B. A. Kent State University 2014 Graduate Enrollment, including AALANA and gender breakdown. B. The Department of Geography 2014 Graduate Enrollment.

The following numbers on graduate degrees awarded are provided by Kent State RPIE (Research, Planning and Institutional Effectiveness) and are for the last academic year only. The Department of Geography awarded no degrees to AALANA students in the last year. 36.4% were to women.

AY 2014 (Sum 2013, Fall 2013, Spring 2014)	Master's		Specialist (Ed.S.)		Doctoral (Ph.D.)		Professional (D.P.M., D.N.P., Au.D.)		All Graduate Level	
Total Degrees Awarded	**1555**		**28**		**145**		**114**		**1842**	
White, non-Hispanic	1173	75.4%	23	82.1%	84	57.9%	61	53.5%	1341	72.8%
Non-white and Hispanic, aggregated	134	8.6%	2	7.1%	12	8.3%	16	14.0%	164	8.9%
Black or African-American	75	4.8%	1	3.6%	4	2.8%	0	0.0%	80	4.3%
Hispanic or Latino	24	1.5%	0	0.0%	1	0.7%	3	2.6%	28	1.5%
Asian, Native Hawaiian, or other Pacific Islander	21	1.4%	1	3.6%	7	4.8%	11	9.6%	40	2.2%
Asian	21	1.4%	1	3.6%	7	4.8%	11	9.6%	40	2.2%
Native Hawaiian or other Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
American Indian or Alaska Native	1	0.1%	0	0.0%	0	0.0%	2	1.8%	3	0.2%
Other or Multiple Races	13	0.8%	0	0.0%	0	0.0%	0	0.0%	13	0.7%
International, non-U.S. resident	189	12.2%	1	3.6%	44	30.3%	2	1.8%	236	12.8%
Ethnicity unspecified or unknown	59	3.8%	2	7.1%	5	3.4%	35	30.7%	101	5.5%
AALANA	110	7.1%	1	3.6%	5	3.4%	5	4.4%	121	6.6%
Female	1048	67.4%	24	85.7%	78	53.8%	43	37.7%	1193	64.8%
Male	507	32.6%	4	14.3%	67	46.2%	71	62.3%	649	35.2%

	Master's		Specialist (Ed.S.)		Doctoral (Ph.D.)		Professional (D.P.M., D.N.P., Au.D.)		All Graduate Level	
Total Degrees Awarded in Geography	**9**		**0**		**2**		**0**		**11**	
White, non-Hispanic	9	100.0%			2	100.0%			11	100.0%
Non-white and Hispanic, aggregated	0	0.0%			0	0.0%			0	0.0%
Black or African-American	0	0.0%			0	0.0%			0	0.0%
Hispanic or Latino	0	0.0%			0	0.0%			0	0.0%
Asian, Native Hawaiian, or other Pacific Islander	0	0.0%			0	0.0%			0	0.0%
Asian	0	0.0%			0	0.0%			0	0.0%
Native Hawaiian or other Pacific Islander	0	0.0%			0	0.0%			0	0.0%
American Indian or Alaska Native	0	0.0%			0	0.0%			0	0.0%
Other or Multiple Races	0	0.0%			0	0.0%			0	0.0%
International, non-U.S. resident	0	0.0%			0	0.0%			0	0.0%
Ethnicity unspecified or unknown	0	0.0%			0	0.0%			0	0.0%
AALANA	0	0.0%			0	0.0%			0	0.0%
Female	3	33.3%			1	50.0%			4	36.4%
Male	6	66.7%			1	50.0%			7	63.6%

Table 4A and B. A. Kent State University 2013 degree conferrals, including AALANA and gender breakdown. B. The Department of Geography 203 degree conferrals.

ii Compare underrepresented groups degree recipients from the department and university at all levels compared to national norms. Supply data by group where available.

The following tables show the national norms for degree recipients across the country within the discipline of geography. Please note that we are comparing different years but the patterns are indicative of the total situation. Kent State Geography graduated no AALANA or other ethnic minorities in the last year. Note that this is not the norm, even though our overall numbers are still lower than the national norm.

	All U.S. graduate degree-granting institutions, 2009 *N* = 1,960		Institutions of participants in 2010 AAG department survey *n* = 43		Departments participating in 2010 AAG department survey *n* = 43	
Groups	**Mean %**	**Median %**	**Mean %**	**Median %**	**Mean %**	**Median %**
White, non-Hispanic	67.58	72.70	68.01	71.79	79.62	82.89
Non-white and Hispanic, aggregated	22.11	18.66	16.81	13.00	14.63	11.88
Black or African American	12.89	6.03	6.48	4.97	3.82	1.39
Hispanic or Latino	5.63	2.94	4.81	3.08	2.80	0.69
Asian, Native Hawaiian, or other Pacific Islander	5.48	2.67	4.55	3.18	4.69	1.86
American Indian or Alaska Native	0.73	0.29	0.65	0.48	0.79	0.00
Other or multiple races	0.27	0.00	0.31	0.00	2.08	0.00
International, non-U.S. resident	7.42	2.78	15.18	12.97	5.74	0.00
Ethnicity unspecified or unknown (as percentage of total enrollment)	11.38		6.41		0.00	
Female	59.17	61.36	56.89	56.29	43.57	43.20

Note: AAG = Association of American Geographers. *Sources*: AAG Survey of Geography Departments (2010); U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS; 2010).

Table 5. Average Graduate Enrollments by Race/Ethnicity and Gender for the Discipline of Geography at United States Institutions[8]

Groups	National Averages of degrees conferred in Geography (2010 data)	Degrees conferred in Geography at Kent State (2013 data)
White, non-hispanic	76.92%	100%
Non-white and Hispanic aggregated	14.63%	0%
Female	43.57%	36.4%

Table 6: Average % of degrees awarded by Race/Ethnicity and Gender for the Discipline: National versus Department of Geography at Kent State University.

5. **Statewide Alternatives**

a Programs available in other institutions.

There are several residential programs in Geography and GIS in Ohio (Table 7). However, our proposed MGISc degree is different both in focus and delivery to current Geography and GIS degrees in Ohio. In terms of focus, we will be the only applied professional graduate GIS degree offered in the state. In addition, our focus on GIS and Health, as well as CyberGIS, reflects our faculty expertise and is a unique niche in the State of Ohio. In terms of delivery, we will be the only online GIS program in the state, and only the fourth program to go fully online in the nation. From this standpoint, we do not see ourselves in competition with other programs in Ohio, or even the nation, but rather we offer new opportunities to professionals who are unlikely to enter a residential program while working full-time.

[8] Adams, J.K., Solis, P., and McKendry, J. 2014. The Landscape of Diversity in U.S. Higher Education Geography. *Professional Geographer* 66(2): 183-194.

Institution	Program	Type
Bowling Green State University	Master of Science in Applied Geospatial Science; Geospatial Technology Graduate Certificate	Residential
Miami University	Certificate; M.A. in Geography	Residential
Ohio University	Certificate; M.A., M.S. in Geography	Residential
The Ohio State University	M.A., Ph.D. in Geography	Residential
University of Akron	Certificate; M.S in Geography	Residential
University of Cincinnati	M.A., Ph.D.; GIS Certificate Program	Residential
University of Dayton	Certificate	Residential
University of Toledo	Certificate	Residential

Table 7. Geography Graduate Programs in Ohio

b Appropriateness of specific locale for the program.

As this program is fully online, the specific locale is not particularly important as we are reaching out to both a state and national audience. The specific expertise provided by the GISc faculty in the Department of Geography at Kent State University makes the Kent State program unique.

c Opportunities for inter-institutional collaboration.

As this program is fully online, it can leverage the GISc experts throughout Ohio both in industry and at other universities by inviting them to serve as instructors of courses in their areas of expertise. While we are not proposing this initially, there is room for growth. All new courses, however, would be developed in collaboration with our Office of Continuing and Distance Education, and all would have to be Quality Matters certified prior to going live.

d Institutional Priority and Costs

i Support and commitment of the proposing institution's central administration.

- Online learning is an institutional priority at Kent State. The creation of new fully online degrees is of the highest priority and our program has been chosen as one that will be marketed via the company Everspring, a professional company dedicated to marketing and delivering DL programs. Everspring is under contract with Kent State University;
- All of our courses are being redesigned for online delivery in collaboration with the Office of Continuing and Distance Education. Each course undergoes a semester long transition which is a one-on-one collaboration with a course designer and instructor. This is entirely financially supported by the Central Administration;
- The College of Arts and Sciences made a significant investment in purchasing a state-of-the-art computing cluster consisting of 386 computing cores, almost 1.5 terabytes (or 1,500 gigabytes) of memory, and more than 30 terabytes (or 30,000 gigabytes) of total disk space to support parallel and high-performance computing, which is available to be utilized by students in the CyberGIS concentration;
- Our last two faculty hires in Geography were partially in support of this program;
- We have a dedicated technical support line in Geography;
- The College of Arts and Sciences has approved us to hire an academic program coordinator / manager.

ii Adequacy of available resources committed for the initiation of the program.

- There are eight Geography faculty with specific expertise who will offer courses in this program. We are also utilizing courses from other disciplines as electives.
- We are working with a team of course developers from the Office of Continuing and Distance Education
- Blackboard will be utilized as the course delivery mechanism
- We have full access to suite of course development tools
- We are working with Everspring to market the program
- We have servers and computing clusters of servers to support processing spatial big data and web-based GIS courses, which currently are provided by the College of Arts and Sciences.
- We are utilizing a virtual machine (VM) model. Our servers are sufficient to support the number of VMs for simultaneous access by students in the program. By using the VM model, we will fully replicate our current computer lab PC configurations providing online students with the same access as our face-to-face students. This is important, as students will not need to worry about installing and managing complex GIS software on their own machines; they will simply log in to a VM and have access to everything. We are currently licensed in ArcGIS, ENVI, Idrisi, ERDAS, Microsoft Office and a plethora of other software packages.

6. **External Support**

a Community, foundation, governmental and other resources.

Letters of support for this program are being provided by:

Joe Reichlin: GIS officer, Portage County Officer of Information Technology (representing Local Government)

Brian Kelley, Chief Information Officer, Portage County, Ohio (representing Local Government)

Brian George: Ohio Department of Natural Resources (representing State Government)

Mike Binkley: Manager of Technology Development, Davey Tree Company (representing private industry)

David DiBiase: Team Lead – Education and Industry ESRI (representing private industry)

Doug Richardson: Executive Director, the Association of American Geographers (representing the academic discipline of Geography)

Lisa Petit: Chief of Science and Resources Management, Cuyahoga Valley National Park Federal Government (representing Federal Government)

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 following needs analysis is for both the fully online Certificate in Geographic Information Science (C-GISc) and the fully online Masters in Geographic Information Science (MGISc).

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

Everspring[1] conducted a market survey in July 2014 that specifically focused on a potential Kent State University, Department of Geography, fully online GISc graduate degree. Figure 1 presents an overview of the methodology, while Figure 2 reports on results that indicate that the degree is desirable, viable, and feasible for the marketplace.

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[1] http://www.everspringpartners.com/

everspring

Methodology for most recent research

Google test details

Run time: July 2-30, 2014 (29 total days)

Total spent: $39,000

Geographic reach: Three campaign segments to differentiate response rates between Ohio, the region and the rest of the U.S.

Glossary of terms

Impressions: Total number of times prospective students viewed a Kent State Paid Search ad during the test. Measures raw potential demand when viewed in context of average ad position.

Clicks: Total number of times the ad(s) were clicked on by prospective students. Measures active potential program interest and also ad effectiveness.

Click-through Rate: % of viewers of the ad that clicked on the ad.

Leads: Total number of form submissions on the Kent State landing page. Measures prospective student behavioral intent.

Conversion Rate: % of click-throughs that converted to a lead.

CPC / Cost Per Lead: Expresses clicks and leads in terms of the dollar amount of advertising spend required to generate one click/lead.

Average position: The average position of the ads for the program (higher position = more visibility). Position averages approaching 1.0 suggest maximized cost/demand.

Figure 1. Methodology of Everspring Market Survey

everspring

MA Geography

MA Geography

Region	Impressions	Clicks	CTR	Leads	Conv. Rate	Cost Per Click	Cost Per Lead	Avg. Position
State	1,170	19	1.62%	2	10.5%	$ 8	$ 75	2.3
Region	4,723	32	0.68%	5	15.6%	$ 10	$ 61	2.4
Rest of U.S.	24,506	134	0.55%	14	10.4%	$ 6	$ 60	2.8
Total	**30,399**	**185**	**0.61%**	**21**	**11.4%**	**$ 7**	**$ 62**	**2.5**
All Programs Avg.	97,684	305	0.31%	28	9.2%	$ 16	$ 173	3.3

Summary Notes

- Attractive, growing online discipline
  - Below average impressions
- Low competition
  - Above average conversion and attractive cost per lead in test

Program Assessment Summary

Desirability	Viability	Feasibility
Y	G	G

2018 Enrollment Potential 100

14 On-Campus Enrollment

Figure 2. Results of Everspring Market Survey

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e. Employment opportunities by job titles including:

i. Number of job openings (due to growth)

ii. Salary for these employees

Tables 1 and 2 demonstrate the occupational outlooks for positions that commonly use GISc. Table 1 focuses on the three traditional areas that seek personnel with this specific skillset from the U.S. perspective and Table 2 includes this core, but also occupations that regularly make use of GISc for industry-specific applications. The need for GISc has moved well beyond geography and its allied fields. For example, a recent article in TechRepublic noted that, "As more manufacturers and marketers realize the advantages of building geographical data into their operations, GIS specialists - as well as managers and researchers with GIS insight - are becoming increasingly integral parts of their company teams."[2] Specifically, the skills obtained through this graduate program will prepare students to hold the following positions, all in sectors with positive job outlooks through 2022 according to the Bureau of Labor Statistics Occupational Outlook Handbook (http://www.bls.gov/ooh/):

Position	Job Outlook, 2012-2022
Geographers	29% (Much faster than national average)
Surveying and Mapping Technicians	14% (As fast as national average)
Cartographers and Photogrammetrists	20% (Faster than national average)

Table 1. U.S. Occupational Outlook for Traditional Positions related to GISc[3]

In Ohio, the job outlook for 2010-2020 for the same positions also shows high growth (Table 2).

Code	Position	Job Outlook, 2010-2020
11-0000	**Management Occupations**	**2.8%**
11-2021	Marketing Managers	8.8%
11-3021	Computer & Information Systems Managers	14.6%
11-3071	Transportation, Storage, & Distribution Managers	9.0%
11-9121	Natural Sciences Managers	6.4%
11-9161	Emergency Management Directors	10.3%
13-0000	**Business & Financial Operations Occupations**	**12.3%**
13-1161	Market Research Analysts & Marketing Specialists	34.7%

[2] Tech Republic. 2013. Where are the jobs in the GIS field? Available online: http://www.techrepublic.com/blog/career-management/where-are-the-jobs-in-the-gis-field/ Last accessed: 10/09/2014.

[3] http://www.bls.gov/ooh/

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13-2021	Appraisers & Assessors of Real Estate	2.2%
15-0000	**Computer & Mathematical Occupations**	**18.1%**
15-1111	Computer & Information Research Scientists	19.4%
15-1121	Computer Systems Analysts	21.5%
15-1131	Computer Programmers	4.8%
15-1132	Software Developers, Applications	24.6%
15-1133	Software Developers, Systems Software	28.8%
15-1141	Database Administrators	26.6%
15-1179	Information Security Analysts, Web Developers, & Computer Network Architects	15.7%
17-0000	**Architecture and Engineering Occupations**	**5.7%**
17-1012	Landscape Architects	10.0%
17-1021	Cartographers and Photogrammetrists	19.0%
17-1022	Surveyors	16.7%
17-3031	Surveying and Mapping Technicians	10.4%
17-2081	Environmental Engineers	14.0%
19-0000	**Life, Physical, & Social Science Occupations**	**9.8%**
19-1013	Soil & Plant Scientists	6.3%
19-1023	Zoologists & Wildlife Biologists	3.4%
19-1029	Biological Scientists, All Other	2.0%
19-1031	Conservation Scientists	0.0%
19-1032	Foresters	0.0%
19-1042	Medical Scientists, Ex Epidemiologists	31.1%
19-2021	Atmospheric & Space Scientists	5.6%
19-2042	Geoscientists, Ex. Hydrologists & Geographers	29.0%
19-3091	Anthropologists & Archaeologists	15.4%
19-4091	Environmental Science & Protection Tech, Including Health	16.3%
41-0000	**Sales & Related Occupations**	**6.1%**
41-3021	Insurance Sales Agents	17.0%
41-9021	Real Estate Brokers	1.3%
41-9022	Real Estate Sales Agents	7.7%

Table 2. Ohio Occupational Outlook for All Positions related to GISc[4]

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[4] http://ohiolmi.com/proj/OhioJobOutlook.htm

In addition to the positive job outlook for students who complete these GISc programs, the potential salaries for which they would be qualified for range from $19.19 through to $59.78 as of May 2011 in Ohio and from $19.07 to $58.15 for the U.S. as a whole (Table 3).

Code	Position	Average Wage, May 2011 (Ohio)	Median Pay, 2012 (US)
11-0000	**Management Occupations**		
11-2021	Marketing Managers	$59.78	$55.65
11-3021	Computer & Information Systems Managers	$55.41	$58.15
11-3071	Transportation, Storage, & Distribution Managers	$44.17	$34.99 (logisticians)
11-9121	Natural Sciences Managers	$56.39	$55.64
11-9161	Emergency Management Directors	$27.42	$28.73
13-0000	**Business & Financial Operations Occupations**		
13-1161	Market Research Analysts & Marketing Specialists	$29.43	$28.99
13-2021	Appraisers & Assessors of Real Estate	$22.44	$23.82
15-0000	**Computer & Mathematical Occupations**		
15-1111	Computer & Information Research Scientists	$48.60	$49.13
15-1121	Computer Systems Analysts	$37.86	$38.31
15-1131	Computer Programmers	$32.38	$35.71
15-1132	Software Developers, Applications	$38.51	$44.88
15-1133	Software Developers, Systems Software	$40.85	$44.88
15-1141	Database Administrators	$35.08	$37.06
15-1179	Information Security Analysts, Web Developers, & Computer Network Architects	$36.37	$41.43; $30.05; $43.75
17-0000	**Architecture and Engineering Occupations**		
17-1012	Landscape Architects	$28.47	$30.86
17-1021	Cartographers and Photogrammetrists	$28.69	$27.62
17-1022	Surveyors	$26.90	$27.04
17-2081	Environmental Engineers	$41.95	$38.89
17-3031	Surveying and Mapping Technicians	$19.38	$19.07
19-0000	**Life, Physical, & Social Science Occupations**		
19-1013	Soil & Plant Scientists	$26.90	$28.18
19-1023	Zoologists & Wildlife Biologists	$26.11	$27.74
19-1029	Biological Scientists, All Other	$34.65	$27.74
19-1031	Conservation Scientists	$29.76	$28.40
19-1032	Foresters	$24.42	$28.40
19-1042	Medical Scientists, Ex Epidemiologists	$32.22	$37.01
19-2021	Atmospheric & Space Scientists	$34.00	$42.91

GEOG 72

19-2042	Geoscientists, Ex. Hydrologists & Geographers	$33.55	$43.70
19-3091	Anthropologists & Archaeologists	$28.16	$27.61
19-4091	Environmental Science & Protection Tech, Including Health	$19.19	$30.56
41-0000	**Sales & Related Occupations**		
41-3021	Insurance Sales Agents	$29.38	$23.15
41-9021	Real Estate Brokers	$43.40	$20.19
41-9022	Real Estate Sales Agents	$21.37	$20.19

Table 3. Representative Wages for GISc-Related Employment

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;

  Letters of support for this program are being provided by:

  Mike Binkley: Manager of Technology Development, Davey Tree Company (representing private industry)

  David DiBiase: Team Lead – Education and Industry ESRI (representing private industry)

  Brian George: Ohio Department of Natural Resources (representing State Government)

  Brian Kelley, Chief Information Officer, Portage County, Ohio (representing Local Government)

  Candida Mannozzi: Education and Outreach Officer, the Association of American Geographers (representing the academic discipline of Geography)

  Lisa Petit: Chief of Science and Resources Management, Cuyahoga Valley National Park Federal Government (representing Federal Government)

  Joe Reichlin: GIS Manager, Portage County Office of Information Technology (representing Local Government)

2. PROJECTED STUDENT AND GRADUATE DATA

GEOG 73

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.

Please see Tables 1 – 3 for professional uses of the C-GISc and MGISc. Furthermore, the Everspring Market Study has identified the following target student profiles and justifications for enrollment in these programs (Figure 3).

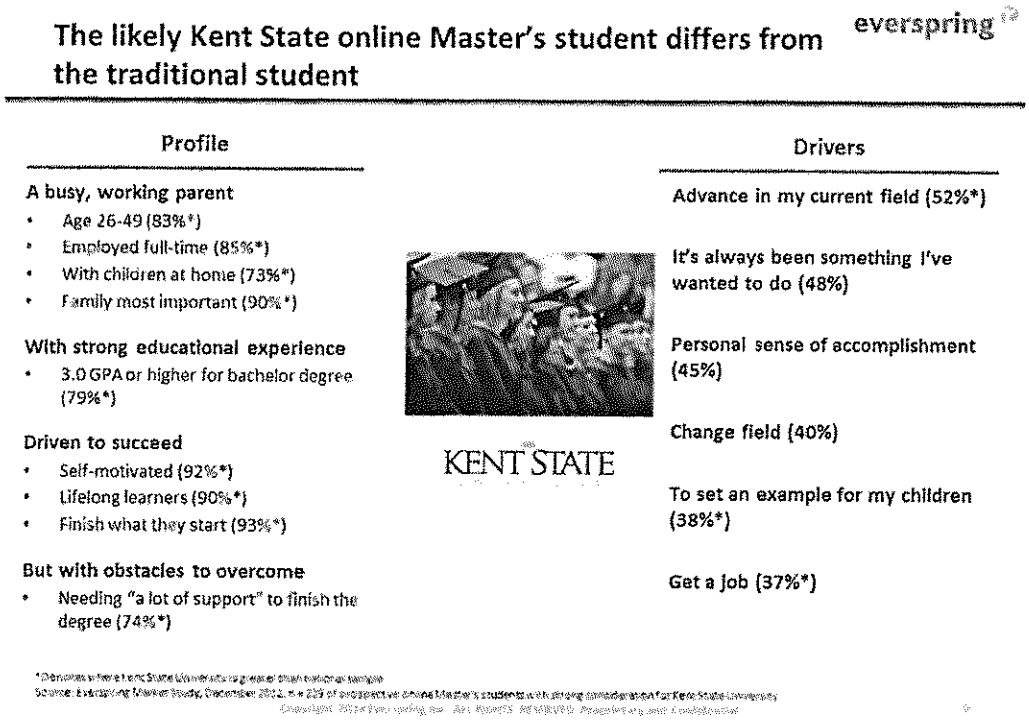

Figure 3. Prospective Student Profile

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

GEOG 74

training sources. Provide a list of potential employers, locally, state-wide and regionally, appropriate.

The MGISc and C-GISc will have an Advisory Board made up of the following personnel:

- **David DiBiase: Team Lead – Education and Industry ESRI**
- **Brian George: Ohio Department of Natural Resources**
- **Brian Kelley, Chief Information Officer, Portage County, Ohio**
- **Candida Mannozzi: Education and Outreach Officer, the Association of American Geographers**
- **Lisa Petit: Chief of Science and Resources Management, Cuyahoga Valley National Park**
- **Joe Reichlin: GIS Manager, Portage County Office of Information Technology**

Potential employers include local, state, and federal government, as well as private industry as represented in the Advisory Board and in Tables 1 – 3 above.

4. FACULTY CREDENTIALS AND CAPACITY

<u>Faculty Credentials</u>

All program faculty meet the required credentials. Their vitas are included in this submission:

- **Andrew Curtis, Ph.D. (State University of New York, Buffalo, 1995)**
- **Jacqueline W. Curtis, Ph.D. (Louisiana State University, 2005)**
- **Jennifer Mapes, Ph.D. (University of Southern California, 2009)**
- **Jay Lee, Ph.D. (University of Western Ontario, 1989)**
- **Mandy Munro-Stasiuk, Ph.D (University of Alberta, 1999)**
- **Eric Shook, Ph.D. (University of Illinois at Urbana, 2013)**
- **Emariana Widner, Ph.D. (Texas State University, San Marcos, 2009)**
- **Xinyue Ye, Ph.D. (San Diego State University – University of California, Santa Barbara, 2010)**

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.

GEOG 75

  - 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

Program faculty and program design meet the requirements of capacity as outlined below.

- Faculty resources are sufficient to meet the teaching, scholarship, service and advising needs of the program and the expectations of the institution.
- Each 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 program curriculum. Portions of the 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 program to encourage exposure to a diversity of experiences and perspectives.

Exceptions may be reviewed on a case-by-case basis.

GE06
76

To: The Ohio Board of Regents
Re: Submission of the full proposal of Master of Geographic Information Science and response to reviewers' comments on PDP

We are thrilled that the reviews of our proposal development plan were generally positive and that all responses were in agreement that Geographic Information Science is a high growth area with increasing demand for GIS across the nation. We thank the reviewers for their comments and now submit the full proposal. We offer some clarifications on the degree below, including changes we have chosen to make, where there is no appropriate placeholder in the full proposal and we also note below how we have incorporated specific suggestions to make what we believe is a very strong program that will have national appeal.

Clarifications

- We changed the proposed degree type to a Master of Geographic Information Science (instead of Masters of Science in Geographic Information Science) as it better reflects the nature the degree we propose to offer. That is, the degree is tailored towards a professional audience, one that will likely already have experience in digital science, health geography or public health, and environmental science. This is therefore a terminal degree (not recommended for students who wish to eventually pursue the PhD). This degree is the first professional degree in Ohio in GIS. It is also only the 4th program in the nation to be fully online (after Pennsylvania State University, University of South California, and Johns Hopkins University). The program delivery format will be fully online and asynchronous, meaning that students will not be required to sign in and participate at specific times, though there will be time windows for all activities. This allows the maximum flexibility possible to fit in with a professionals busy work schedule. All courses will be Quality Matters certified (assures quality in delivery, and quality professional development for faculty teaching the courses). We are very excited to be on the leading edge of online program development in GIS.
- All courses (other than practicum) are designed to be offered in 7 week segments, and as such, the entire degree can be completed in 5 semesters by taking one course at a time. We have arranged the offerings in such a way that a student may opt to not enroll during one 7 week window, but can re-enter in the following 7 week window.
- We eliminated the thesis option presented in the PDP. We originally proposed a choice between a non-thesis (practicum) and thesis (research) option. Some reviewers found this confusing and we, in retrospect, agree. What we were proposing was overly complex. In streamlining our changes, and aligning the requirements with the MGISc, we opted to eliminate the thesis option to allow us to focus on the professional aspects of the degree.
- We reduced the number of concentrations from four to three to better represent our geospatial expertise in CyberGIS, applied health geography, and applied environmental geography.
- As well as the common core of the degree, each concentration has three required courses, and 2 elective courses. Three required courses will allow the students to better specialize in their area of concentration.
- Some reviewers wondered how we were going to mix our current graduate students with those in this new program. Quite simply there will be no mixing. There will be separate sections offered online for the new Master of GISc, and our research students in the MA and PhD programs will remain in residence and will continue to attend face-to-face lectures. We have enough faculty to teach all the courses in all programs.

Response to specific points in the reviews

- The Ohio State University was concerned that the local market for our proposed degree is too small. However, our intent was always to market nationally since this is a fully online program. Based on our market survey there is a very large demand for such programs in regions across the USA.
- The Ohio State University also wondered how this program would build on our existing undergraduate program. While technically an undergraduate student at Kent State could apply for this degree, they are not the target audience, and we would suggest that they apply for the research MA or apply to another institution.
- The Ohio State University saw the applied nature of our program as a weakness, yet other schools (Cleveland State University, University of Cincinnati) saw this as a strength. We see it also as a strength as no other programs across Ohio offer GIS programs in this way. Because of the applied nature of our proposed degree, Ohio State also questioned whether students will obtain enough depth in GIS. We can ensure all, that our program is fully developed and aligned with the University Consortium for GIScience Body of Knowledge. In addition, as part of the overall program, we will provide information to students on how to obtain the GIS Professional Certification (GISP) through the GIS Certification Institute; how their courses taken at Kent State, their practicum, and their additional work-related experiences can be compiled towards the certification.
- The University of Akron expressed concern that there were not enough hours in the program. In streamlining the degree we now have 32 credit hours (instead of 30 proposed in the PDP) which places us in the middle of the pack of all Masters in Geography programs in regards to credit hours.
- The University of Akron was also concerned with overlap with their geography Masters degrees. Programs. Since our proposed program is fully online designed for professionals, it will reach an entirely different audience than the Akron program which typically reaches students having just completed the undergraduate. Additionally, our specializations in health and CyberGIS are areas that Akron does not cover in any way, shape or form. We welcome the opportunity to collaborate on new courses in the environmental concentration. However, these courses must be available fully online, and must undergo the same rigorous development and review process which will result in Quality Matters certification. Akron also expressed concern on the lack of research training courses in this degree. Such courses are inappropriate for a professional degree and thus we still have not included them in this proposed degree.
- Bowling Green State University had a number of what we interpreted as minor concerns, simply because the PDP did not allow for elaboration. These concerns are all be addressed via the clarification statements above, and the inclusion of more detail in the full proposal, as well as the inclusion of faculty CVs. Specifically, we have made the case for outreaching to professionals rather than newly minted undergraduate students. Based on our analyses, professionals prefer a more flexible online environment that can integrate better with their busy schedule. Since these students are off-campus, they will be self-paying and ineligible for on-campus assistantships which require 20 hours of residency a week. We changed the concentrations from four to three to better focus and represent our faculty expertise. Our faculty are leaders in geospatial sciences with literally hundreds of publications between them, and multi-millions of research dollars. This is documented in their CVs. Our program will be fully online asynchronous, with no required set-time face-to-face feeds. The program is different than existing programs both in terms of focus and delivery. This is the first online GIS

program in the state; and the focus on health and cyberGIS in particular is unique. Finally, we are developing this new degree to reach a professional audience. This is entirely different from our on-campus research degrees.

- Cleveland State University had a number of smaller concerns and suggestions which should all be addressed via the clarification statements above, and the inclusion of more detail in the full proposal. Specifically, the concentration areas are very focused in comparison to how they were presented in the PDP. The premise is that there is a solid core for the degree (GIS; Advanced GIS; Cartographic Design; Practicum), then three concentrations, all focused on GIS applications in those concentrations. Each concentration has three required courses; then everyone takes 2 electives. This is far more structured than originally presented. Our program is different than Penn State's program in that ours is applied in nature and the concentrations (especially CyberGIS and Health and GIS) are very different. In addition, in a conversation with the director of the Penn State program, they noted that the demand was so high that they would welcome additional programs coming online, as they literally cannot handle the number of applications that they receive. There is no thesis option in this revision of our proposal. We are opting for a professional option only.

PROPOSED PROGRAM – 2015 UNIVERSITY CATALOG

Geographic Information Science - M.S.G.I.S.

College College of Arts and Sciences

Department Department of Geography
413 McGilvrey Hall
Tel: 330-672-2045
Fax: 330-672-4304
Web: www.kent.edu/cas/geography

Description The Master of Science in Geographic Information Science degree is offered fully online only and will prepare graduates for analytical and managerial positions that utilize geospatial technologies in three professional areas: cyber-infrastructure, environment and health.

Students in the CyberGIS concentration will focus on the challenges of filtering, analyzing and visualizing large volumes of spatial-temporal data from mobile devices, web-based services and supercomputers. This knowledge will prepare graduates to work in government and industry, and provide the expertise to enable scientists, businesses and policy makers to gain new insights from big spatial datasets.

Students in the Environmental Geographic Information Science concentration will focus on the use of geographic information science to understand environmental changes and hazards. Practitioners in the fields of emergency management, public safety and homeland security rely on geospatial technologies and mapping for planning, response, mitigation and recovery activities. Geographic information science is a key contributor to obtaining situation awareness in cases of natural and human-technological events. Jobs are available for these skilled professionals at all levels of government and in private-sector consulting.

Students in the Geographic Information Science and Health concentration will focus on the use of geographic information science and allied geospatial technologies that have become widespread in the study of health and in the management of healthcare resources. Geographic information science skills are needed through all levels of health-related agencies in government, and are becoming standard across private and non-profit industry in this area. From understanding and preventing epidemics around the world, to identifying healthy lifestyle resources in a neighborhood, geographic information science has proven invaluable in adding the necessary spatial insight for improved health equity and outcomes. Students who choose this concentration will graduate with the technical skillset to advance these goals in health research and management.

Admission Requirements Official transcript(s), minimum 3.000 undergraduate GPA; undergraduate degree in geography or a related field*; goal statement and three letters of recommendation. Please refer to the University policy for graduate admissions.

*This requirement may be waived with evidence of professional experience using geospatial technologies or alternative evidence of ability to excel in a geographic information science graduate degree program.

Graduation Requirements Minimum 32 credit hours and selection of one concentration. Students are permitted to specialize in maximum two concentrations.

Culminating Requirement As the capstone to the program, students will complete a practicum that is designed to provide practical experience in the application of geographic information science in real-world professional settings. Students will select a professional project in consultation with their employer and program faculty and then will design, implement and report on their activities in a culminating professional paper.

PROPOSED PROGRAM – 2015 UNIVERSITY CATALOG

Program Learning Outcomes

Graduates of this program will be able to:

1. Collect, edit, integrate, manage and analyze geospatial data.
2. Demonstrate skills and working knowledge of commercial and open-source geographic information science application suites and utilities.
3. Identify, explain and analyze spatial patterns, relationships and processes.
4. Apply cartographic principles and techniques to create quality maps.
5. Apply critical and spatial thinking to solve geospatial problems with respect to theories, principles and practices of geographic information science fields in the degree concentration areas.
6. Demonstrate good communication skills and ability to work in a team environment.

Geographic Information Science - M.S.I.S. Program Requirements

MAJOR PROGRAM REQUIREMENTS (17 credit hours)				
Course		**Title**	**Credits**	**Curriculum Notes**
GEOG	59070	Geographic and Information Science	4	existing
GEOG	59080	Advanced Geographic Information Science	3	existing
GEOG	69164	Cartographic Design	4	new
GEOG	69392	Practicum in Geographic Information Science	6	new
CONCENTRATION REQUIREMENTS (15 credit hours)				
CyberGIS (15)				
Environmental Geographic Information Science (15)				
Geographic Information Science and Health (15)				
		MINIMUM TOTAL	**32**	

CyberGIS Concentration

CONCENTRATION REQUIREMENTS (15 credit hours)				
Course		**Title**	**Credits**	**Curriculum Notes**
GEOG	59076	Spatial Programming	3	existing
GEOG	69082	CyberGIS	3	existing, formerly 59082
GEOG	69083	Geodatabases	3	new
Choose from the following:			6-8	
CS	61002	Algorithms and Programming I (4)		existing
CS	61003	Algorithms and Programming II (4)		existing
DSCI	64210	Data Science (3)		existing
GEOG	69004	Quantitative Methods in Geography (3)		existing, title change
GEOG	69007	Spatiotemporal Analytics (3)		new
GEOG	69079	Environmental Geographic Information Science (3)		new
GEOG	69083	Geodatabases (3)		new
GEOG	69231	Environmental Remote Sensing (3)		new
		MINIMUM SUBTOTAL	**15**	

Environmental Geographic Information Science Concentration

CONCENTRATION REQUIREMENTS (15 credit hours)				
Course		**Title**	**Credits**	**Curriculum Notes**
GEOG	59078	Geographic Information Science and Environmental Hazards	3	existing, title change
GEOG	69079	Environmental Geographic and Information Science	3	new
GEOG	69231	Environmental Remote Sensing	3	new
Choose from the following:			6-8	
CS	61002	Algorithms and Programming I (4)		existing
CS	61003	Algorithms and Programming II (4)		existing
DSCI	64210	Data Science (3)		existing
GEOG	69004	Quantitative Methods in Geography (3)		existing, title change
GEOG	69007	Spatiotemporal Analytics (3)		new
GEOG	69082	CyberGIS (3)		existing, formerly 59082
GEOG	69083	Geodatabases (3)		new
		MINIMUM SUBTOTAL	**15**	

PROPOSED PROGRAM – 2015 UNIVERSITY CATALOG

Health and Geographic Information Science Concentration

CONCENTRATION REQUIREMENTS (15 credit hours)				
Course		**Title**	**Credits**	**Curriculum Notes**
GEOG	59072	Geographic Information Science and Health	3	existing
GEOG	69073	Geographic Information Science: Global Health	3	new
GEOG	69074	Geographic Information Science: Spatial Analysis for Health Geography	3	new
Choose from the following:			6-8	
CS	61002	Algorithms and Programming I (4)		existing
CS	61003	Algorithms and Programming II (4)		existing
DSCI	64210	Data Science (3)		existing
GEOG	69004	Quantitative Methods in Geography (3)		existing, title change
GEOG	69007	Spatiotemporal Analytics (3)		new
GEOG	69079	Environmental Geographic Information Science (3)		new
GEOG	69082	CyberGIS (3)		existing, formerly 59082
GEOG	69083	Geodatabases (3)		new
GEOG	69231	Environmental Remote Sensing (3)		new
		MINIMUM SUBTOTAL	**15**	

MUNRO-STASIUK, MANDY

From: LEFF, LAURA
Sent: Friday, October 10, 2014 8:52 AM
To: MUNRO-STASIUK, MANDY; HOLM, DANIEL; Javed I Khan (javedkent@gmail.com); WALKER, ROBERT
Cc: CALDWELL, HEATHER K
Subject: RE: New online MGISc: feedback requested

Hi Mandy

There is no encroachment or overlap and we don't have any BSCI courses to suggest for inclusion. I am also ccing our graduate coordinator.

LL

From: MUNRO-STASIUK, MANDY
Sent: Friday, October 10, 2014 12:35 AM
To: HOLM, DANIEL; LEFF, LAURA; Javed I Khan (javedkent@gmail.com); WALKER, ROBERT
Subject: New online MGISc: feedback requested

Hello Daniel, Laura, Javed, and Bob

I am including a summary document of a new fully online Masters in Geographic Information Science (MGISc). There are three concentrations: Cyber GIS, GIS and Public Health, and Environmental GIS. The target audience for this is professionals who already have a degree and who are out in the workplace. We are also offering a certificate which is more general but may be tailored towards these concentration areas also.

The attached document is not the full proposal but rather a summary of the program (note there are still some questions we need to address but those are the mechanics of how the program works). I am forwarding this now for you to review as we need to ensure there is no duplication of programs or encroachment. I will forward the full proposal when it is complete (probably in about a week). However, I think this is a better and more succinct summary. We are also very interested in possible additional courses that may be included in this. Let me stress though that those courses should be spatial in some way. They may also be listed as elective courses.

I am eager to hear your feedback, and ultimately I will need a statement indicating there is no encroachment or overlap. We intend to submit our full proposal on November 3rd.

Sincerely,

Mandy

Mandy Munro-Stasiuk
Professor and Chairperson
Department of Geography
Kent State University
mmunrost@kent.edu
http://www.kent.edu/cas/geography/people/~mmunrost/

GEOG 78

MUNRO-STASIUK, MANDY

From: HOLM, DANIEL
Sent: Tuesday, October 28, 2014 1:06 PM
To: MUNRO-STASIUK, MANDY
Subject: Re: New online MGISc: feedback requested

Hi Mandy:
Geology has looked at this proposal draft and we find no encroachment and no overlap with our own programs. Sorry for the late response on this.
best, Daniel

From: MUNRO-STASIUK, MANDY
Sent: Friday, October 10, 2014 12:34 AM
To: HOLM, DANIEL; LEFF, LAURA; Javed I Khan (javedkent@gmail.com); WALKER, ROBERT
Subject: New online MGISc: feedback requested

Hello Daniel, Laura, Javed, and Bob

I am including a summary document of a new fully online Masters in Geographic Information Science (MGISc). There are three concentrations: Cyber GIS, GIS and Public Health, and Environmental GIS. The target audience for this is professionals who already have a degree and who are out in the workplace. We are also offering a certificate which is more general but may be tailored towards these concentration areas also.

The attached document is not the full proposal but rather a summary of the program (note there are still some questions we need to address but those are the mechanics of how the program works). I am forwarding this now for you to review as we need to ensure there is no duplication of programs or encroachment. I will forward the full proposal when it is complete (probably in about a week). However, I think this is a better and more succinct summary. We are also very interested in possible additional courses that may be included in this. Let me stress though that those courses should be spatial in some way. They may also be listed as elective courses.

I am eager to hear your feedback, and ultimately I will need a statement indicating there is no encroachment or overlap. We intend to submit our full proposal on November 3rd.

Sincerely,

Mandy

Mandy Munro-Stasiuk
Professor and Chairperson
Department of Geography
Kent State University
mmunrost@kent.edu
http://www.kent.edu/cas/geography/people/~mmunrost/

Check us out on Facebook

GEOG 80

MUNRO-STASIUK, MANDY

From: WALKER, ROBERT
Sent: Tuesday, October 28, 2014 3:46 PM
To: MUNRO-STASIUK, MANDY
Cc: WALKER, ROBERT; PETI, SUSAN; HOLM, DANIEL; LEFF, LAURA; KHAN, JAVED
Subject: Re: New online MGISc: feedback requested

Mandy,

On behalf of the School of Digital Sciences, please accept this email as a preliminary statement of support for your proposed Master of Geographic Information Science and associated graduate Certificate as outlined in this summary.

I do not see any encroachment, but instead see multiple possibilities for curricular collaboration. As you are aware, your introductory GIS course has already attracted interest from DSCI students, as has your Cyber GIS class, and I suspect that some of your other new courses will be popular with our students as well. We are always happy to see courses developed in DSCI-related units that can serve as good electives for our students.

Without seeing the PDP or final proposal, I don't know if you intend to list electives outside GEOG or not, but if you do, you may want to consider adding our DSCI 64210 Data Science course if you feel that it would benefit your students.

Assuming your PDP is approved by OBR, I would like to see the final proposal, including basic data sheets for the proposed new courses Then I will consult with our Interdisciplinary Curriculum Committee before sending a final statement of support.

- bob


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=====================================================================
Robert A. Walker                  Director, School of Digital Sciences
  rawalkel@kent.edu                 http://www.kent.edu/dsci
  walker@cs.kent.edu              Professor, Computer Science Department
236 Math & CS Building              http://www.cs.kent.edu/~walker
  330-672-9105                    Kent State University, Kent OH 44242
=====================================================================
```


On Oct 10, 2014, at 12:34 AM, "MUNRO-STASIUK, MANDY" <mmunrost@kent.edu> wrote:

Hello Daniel, Laura, Javed, and Bob

I am including a summary document of a new fully online Masters in Geographic Information Science (MGISc). There are three concentrations: Cyber GIS, GIS and Public Health, and Environmental GIS. The target audience for this is professionals who already have a degree and who are out in the workplace. We are also offering a certificate which is more general but may be tailored towards these concentration areas also.

The attached document is not the full proposal but rather a summary of the program (note there are still some questions we need to address but those are the mechanics of how the program works). I am forwarding this now for you to review as we need to ensure there is no duplication of programs or encroachment. I will forward the full proposal when it is complete (probably in about a week). However, I think this is a better and more succinct summary.

GEOG 82

We are also very interested in possible additional courses that may be included in this. Let me stress though that those courses should be spatial in some way. They may also be listed as elective courses.

I am eager to hear your feedback, and ultimately I will need a statement indicating there is no encroachment or overlap. We intend to submit our full proposal on November 3rd.

Sincerely,

Mandy

Mandy Munro-Stasiuk
Professor and Chairperson
Department of Geography
Kent State University
mmunrost@kent.edu
http://www.kent.edu/cas/geography/people/~mmunrost/

<image001.gif>
Check us out on Facebook

The Department of Geography aims to enhance the understanding of complex human-environmental interactions in a rapidly changing world through actionable research and robust learning opportunities that improve human and environmental well-being. We are especially interested in extreme events, urban environments, social justice, and the use and advancement of geospatial technologies. We offer Baccalaureate, Masters and Doctoral degrees and promote interdisciplinary partnerships at Kent State University and beyond.

<online MGISc_10_9_14.docx>

GEOG 83A

HALEY, MARY ANN

From: MUNRO-STASIUK, MANDY
Sent: Thursday, November 13, 2014 12:46 PM
To: HALEY, MARY ANN
Cc: Curtis, Jacqueline; Shook, Eric; SHERIDAN, SCOTT
Subject: FW: proposed Master of GIS & GIS Post-Bachelor's Certificate

Also attached is an update from Bob Walker...her already did not have issues but we included his Digital Sciences Course.

From: WALKER, ROBERT
Sent: Thursday, November 13, 2014 11:33 AM
To: MUNRO-STASIUK, MANDY
Cc: PETI, SUSAN; WALKER, ROBERT
Subject: proposed Master of GIS & GIS Post-Bachelor's Certificate

Mandy,

On behalf of the School of Digital Sciences, please accept this email as a statement of support for your proposed **Master of Geographic Information Science** degree and associated **Post-Baccalaureate Certificate in Geographic Information Science**.

I do not see any encroachment, but instead see multiple possibilities for synergies and curricular collaboration.

We are happy to see DSCI 64210 Data Science in your list of electives, and as you are aware, your introductory GIS course has already attracted interest from DSCI students, as has your existing Cyber GIS class. I do not see any encroachment from your proposed new classes GEOG 69007 Spatiotemporal Analytics or GEOG 69083 Geodatabases, and I also think these would be excellent electives for our students.

- bob


```
Robert A. Walker                    Director, School of Digital Sciences
  rawalke1@kent.edu                   http://www.kent.edu/dsci
  walker@cs.kent.edu                Professor, Computer Science Department
236 Math & CS Building                http://www.cs.kent.edu/~walker
  330-672-9105                      Kent State University, Kent OH 44242
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Asst Director, Curriculum & Operations: Susan Peti <speti@kent.edu>

GEOG
83B

HALEY, MARY ANN

From: MUNRO-STASIUK, MANDY
Sent: Thursday, November 13, 2014 12:42 PM
To: HALEY, MARY ANN
Cc: Curtis, Jacqueline; Shook, Eric; SHERIDAN, SCOTT
Subject: FW: Update on Master of GIS degree and request for support

FYI,

We will definitely include at least one of these courses as an elective also. I'll make the change once I've consulted with the other faculty

---

From: KHAN, JAVED
Sent: Wednesday, November 12, 2014 8:56 PM
To: MUNRO-STASIUK, MANDY
Cc: javed@cs.kent.edu; javedmailstore@gmail.com
Subject: RE: Update on Master of GIS degree and request for support

Dear Mandy,

(a) Thanks for the detailed documents. The updates have removed all our overlap concerns.

(b) Also, one again our faculty are excited about collaboration. You might consider two courses CS 69995 Mobile Computing, CS 69995 Big Data for the program (they will get permanent number very soon). Another course to consider- given the topic surely be basic Database. But we don't have online readiness for those. But, if there are good enrollment that will create incentive to offer online sections of each.

(c) Among the online ready ones, you may consider two: CS 61002 ALGORITHMS AND PROGRAMMING I, and CS 61003 ALGORITHMS AND PROGRAMMING II. These are targeted for interdisciplinary graduate students possibly fitting your target. The first covers basics of computer programming and the second one teaches algorithm design. Where to start depends on the initial background of the student in terms of familiarity with computing. We are scheduled to offer those online – the first one beginning Spring 2015. Let me know if you like more information about them.

Regards,

-Javed.

From: MUNRO-STASIUK, MANDY
Sent: Sunday, November 09, 2014 5:55 PM
To: KHAN, JAVED
Subject: Update on Master of GIS degree and request for support
Importance: High

GGOG
83
C

Dear Javed,

I have enclosed the final full proposal for our online Master of GIS, the Catalog copy for the degree, and the course descriptions for the "new" courses in the degree. CyberGIS is technically not new, we are simply converting it from a 4/5/7 course to a graduate only course. At this time we have eliminated any courses that deal with Social Media and Big

Data, but I think this is an area we can collaborate on in the future in terms of curriculum, since our faculty are already collaborating on research in that area. We have also at this time eliminated the Web and Mobile GIS course for the degree (though the course is already on our books). We eliminated it from this degree for practical reasons at this time. It is a 4/5/7 course and if we include it, it tips the scales and throws the program out of compliance with the "at least 50% of the courses being at the graduate level only (60000)" rule.

I hope you agree that what we are proposing does not encroach on Computer Science. We truly welcome collaboration and the addition of new courses as electives. We would especially welcome including your 60000 level programming course, but it would have to be developed online for this program. I hope we can talk about this for future revisions of this degree. At this point in time, I am submitting all paperwork for this new degree. If I wait to submit any longer, I risk not getting it approved for offering it in the Fall of 2015.

I hope you can agree to endorse this program with a statement indicating there is no encroachment.

Thanks in advance.

Mandy

GEOG
83
D

Information Technology Services

Brian D. Kelley
CIO

Brenda Cumpston
Manager

Janet Esposito
Administrator

October 17, 2014

Dear Dr. Munro-Stasiuk:

As a Geographic Information Systems Professional (GISP) and GIS Manager for Portage County, Ohio, I look forward to the beginning of a Master of Geographic Information Science (MGISc) and a Certificate in Geographic Information Science (C-GISc) in the Department of Geography at Kent State University. My field relies on a highly-trained workforce with skills in Geographic Information Systems (GIS) and there is certainly a need for more and improved education in this area. I believe that the proposed programs are well-suited to the needs of the workforce in GIS.

As GIS Manager for Portage County, Ohio, I would like to support these programs in the following ways:

- Serving as a member of your Advisory Board
- Raising awareness of the MGISc and C-GISc with my professional network of GIS Managers and GIS Professionals
- Providing MGISc students with assistance in developing projects for their practicum experience

If I can be of assistance in other ways as well, please do not hesitate to get in touch. I look forward to these new programs coming online and to working with you in the future.

Warm regards,

Joe Reichlin, GISP
GIS Manager

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449 South Meridian Street * P.O. Box 1217 * Ravenna, Ohio 44266-1217 * (330) 297-3584 (p) * (330) 298-3949 (f) * (800) 772-3799 (toll free)
An Equal Opportunity Employer

Portage COUNTY

Information Technology Services

Brian D. Kelley
CIO

Brenda Cumpston
Manager

Janet Esposito
Administrator

October 17, 2014

Dr. Mandy Munro-Stasiuk, Chair
Department of Geography
Kent State University
#413 McGilvrey Hall
Kent, OH 44242

Dear Dr. Munro-Stasiuk:

As Chief Information Officer (CIO) for Portage County, Ohio, I am pleased to hear that the Department of Geography at Kent State University is beginning a Master of Geographic Information Science (MGISc) and a Certificate in Geographic Information Science (C-GISc). We rely on employees with skills in Geographic Information Systems (GIS) and knowledge of geospatial technologies to effectively manage all levels and departments of government. I look forward to having students with this specialized training entering the workforce.

As CIO for Portage County, Ohio, I would like to partner with you in this effort in the following ways:

- Serving as a member of your Advisory Board
- Raising awareness of the MGISc and C-GISc with relevant government employees
- Providing MGISc students with assistance in developing projects for their practicum experience

Of course, if you think of additional areas where I can be helpful, please do not hesitate to contact me. Once again, I am excited about the future of these new programs and the highly-skilled geospatial technology professionals they will create.

Warm regards,

Brian D. Kelley
Chief Information Officer

GEOG 85

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449 South Meridian Street * P.O. Box 1217 * Ravenna, Ohio 44266-1217 * (330) 297-3584 (p) * (330) 298-3949 (f) * (800) 772-3799 (toll free)
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November 8, 2013

Dr. Mandy Munro-Stasiuk
Department of Geography
Kent State University
413 McGilvrey Hall

Dear Dr. Munro-Stasiuk,

I am excited to express my support for the proposed Masters of Geographic Information Systems (GIS) degree program at Kent State University's Department of Geography.

For the past 10 years, I have been a GIS specialist with the Ohio Department of Natural Resources. I have experienced first-hand the real-world demands and expectations placed on individuals in this field. The responsibilities of my position are wide ranging and include mapmaking, conducting geospatial analyses, spatial data development, data management, server-related web mapping and field collection. I believe that the curriculum of such an advanced degree in GIS and geospatial technologies will greatly expand students' knowledge in this ever-evolving field. Most importantly, I believe that the completion of this degree will broaden career opportunities and beneficially position graduates to excel in the professional world.

I believe that the creation of this degree program is a prime example of the Department of Geography's continual growth and demonstrates a commitment to students. As a certified GIS Professional and proud alumni of Kent State University's Department of Geography (B.A. 2001, M.A. 2003), I fully support the Masters of Geographic Information Systems (GIS) program.

Sincerely,

Brian D. George, M.A., GISP
GIMS Specialist, Ohio Department of Natural Resources
Kent State University, Department of Geography Alumni

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THE DAVEY TREE EXPERT COMPANY
CORPORATE OFFICE, 1500 N. MANTUA ST., P.O. BOX 5193, KENT, OHIO 44240-5193
TEL 330-673-9511

KARL J. WARNKE, CHAIRMAN, PRESIDENT & C.E.O.

Friday, October 31, 2014

Dear Dr. Munro-Stasiuk:

The Davey Tree Expert Company is pleased to hear that the Department of Geography at Kent State University is beginning a Master of Geographic Information Science (MGISc). In our research division at The Davey Institute, we rely on employees with skills in this area on a daily basis in the following areas:

- Soft copy digitizing
- Remote Sensing interpretation
- Cartographic production
- Spatial data construction and maintenance
- Spatial Analysis
- GIS Programming
- Web-GIS

We look forward to having students with this specialized training entering the workforce.

Davey Tree would like to partner with you in this effort in the following ways:

- Raising awareness of the MGISc with relevant employees in our company.
- When able, contributing to an annual meeting with faculty on "the state of the industry" to ensure that course materials and broader program framework remain appropriate for the job market.

Of course, if you think of additional areas where we can be helpful, please do not hesitate to contact me. Once again, we are excited about the future of this new program and the highly-skilled technology professionals it will create.

Sincerely,

Michael R. Binkley
Manager, Technology Development
The Davey Institute, a division of:
The Davey Tree Expert Company
mbinkley@davey.com

DAVEY
The Davey Institute

GEOG
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United States Department of the Interior

NATIONAL PARK SERVICE
Cuyahoga Valley National Park
15610 Vaughn Road
Brecksville, Ohio 44141-3097

IN REPLY REFER TO:

October 29, 2014

Mandy Munro-Stasiuk, Ph.D.
Professor and Chairperson
Department of Geography
Kent State University

Dear Dr. Munro-Stasiuk:

The Cuyahoga National Park is pleased to hear that the Department of Geography at Kent State University is beginning a Master of Geographic Information Science (MGISc). We, in the National Park Service (NPS), rely on employees with skills in this area to manage a great wealth of spatial data for every aspect of park management, from protection, monitoring and management of natural and cultural resources, to understanding visitor use patterns, siting of facilities, law enforcement, and response to natural disasters. We look forward to having individuals with this specialized training entering the workforce, and individuals that have GIS skills at the Master's level would be very competitive for NPS positions across the country.

We would like to partner with you in this effort in the following ways:

- We will raise awareness of the MGISc with relevant employees in the National Park Service
- We will provide MGISc students with capstone professional projects when appropriate
- We will contribute to an annual meeting with faculty on "the state of the industry" to ensure that course materials and broader program framework remain appropriate for the job market

Of course, as an established partner with Kent State University, we stand ready to assist in any additional areas where we can be helpful. We are excited about the future of this new program and the highly-skilled technology professionals it will create. We look forward to being a partner in this effort.

Sincerely,

for Craig Kenkel
Superintendent

GEOG
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Association of American Geographers

1710 Sixteenth Street Northwest
Washington, DC 20009-3198
Voice 202-234-1450
Fax 202-234-2744
gaia@aag.org
http://www.aag.org

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Jeremy Tasch
Towson University

Elizabeth A. Wentz
Arizona State University

Executive Director
Douglas Richardson

November 13, 2014

Prof. Mandy Munro-Stasiuk
Professor and Chairperson
Department of Geography
Kent State University
Kent, OH 44242

Dear Dr. Munro-Stasiuk:

The Association of American Geographers (AAG) is pleased to learn that the Department of Geography at Kent State University is planning to launch a Master of Geographic Information Science (MGISc).

As the lead academic membership association representing the field of Geography, we are well aware that this sub-area of Geography is one of the fastest growing nationally. We are pleased that the Kent State University Department of Geography is developing this online program, which reflects a growing trend in academic institutions who are aiming to equip future graduates with the kinds of skills and knowledge that are increasingly sought after by employers in all sectors: academic, public, private and non-governmental.

We are excited and hopeful about the future of this new program and the highly-skilled professionals it will create.

Sincerely,

Doug Richardson

Douglas Richardson
Executive Director

Dr. Mandy Munro-Stasiuk, Chairperson
Department of Geography
Kent State University
413 McGilvrey Hall
330-672-2045

February 12, 2015

Dear Professor Munro-Stasiuk,

On behalf of Esri founder and president Jack Dangermond, I'm pleased to offer this letter of support for the proposed new Master of Geographic Information Science (MGISc) to be offered by Kent State's Department of Geography. As lead of Esri's education outreach team and a longstanding faculty member at Penn State University, I'm familiar with workforce needs in the Geospatial Technology Industry and with many of the practice-oriented education offerings that colleges and universities provide to meet workforce needs.

The geospatial education market is now highly competitive, including a considerable number of quality certificate and degree programs conducted online. However, the thoughtful and thorough responses that Professor Shook provided in response to my questions about the proposed MGISc program convince me that it is well conceived, is likely to be well supported by the university, and therefore has a good chance to compete successfully.

If the proposed program is approved, my team will promote it through our extensive social media channels.

I'd also encourage Kent State to consider advertising the program in Esri's publication *ArcNews*, which reaches some 650,000 subscribers. An education discount is available. I'd also be happy to discuss the possibility of publishing a "thought leadership" article by one of your program faculty members in a future issue of *ArcNews*.

Participation in the annual Esri Education GIS Conference and the Academic Program Fair and GIS Solutions EXPO at the annual Esri User Conference may also be worthwhile. Kent State's Esri education site license includes complimentary registrations to both the EduC and the UC.

In addition, we are willing to brief program faculty members – in person or via web conference – about the ongoing evolution of Esri's ArcGIS platform and its implications for the MGISc curriculum. Furthermore I'd welcome the opportunity to visit Kent State, present a colloquium talk, and meet personally with students and faculty members if that would be helpful.

MGISc students and graduates should be well prepared to submit competitive applications for Esri assistantships, internships, and career opportunities (http://www.esri.com/careers/main/student-jobs).

Finally, I encourage the MGIS program faculty to consider applying for Esri Development Center status, a program that acknowledges and supports university-based centers that challenge students to design and build geo-enabled applications on the ArcGIS platform. The EDC designation provides additional benefits to site licensees, including an annual student award and complimentary registrations to Esri's International Developers Summit.

I thank you and Professor Shook for the opportunity to learn about the MGISc program, and for Kent State's contribution to the geospatial education community.

Sincerely yours,

David DiBiase
Director of Education, Industry Solutions

380 New York Street
Redlands, California 92373-8100 USA
909 793 2853 x 3934
highered@esri.com
esri.com

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **4-Nov-14** Curriculum Bulletin _____

Effective Date **select one** Approved by EPC _____

Department	**Geography**		
College	**AS - Arts and Sciences**		
Degree			
Program Name	**Certificate in Geographic Information Science**	Program Banner Code	
Concentration(s)	Concentration(s) Banner Code(s)		
Proposal	**Establish program**		

Description of proposal:

The curriculum meets the needs of students who are interested in professional careers in Geographic Information Science (GISc). Students are exposed to theories, techniques, and applications across GISc, which prepare them for positions that utilize geospatial data and technologies.

The proposed start date is Fall 2015 with admission every fall, spring, and summer semester. The program is fully online and courses run for 7 weeks; up to 30 students will be accepted into the program each semester. The Certificate in GISc (C-GISc) is a 17 hour program with 11 core hours, and then 6 hours of electives. The curriculum is designed to be completed within 1 year. Admission requirements include an undergraduate baccalaureate degree from an accredited institution in a cognate field, a minimum 3.0 GPA. The admission process is the same as current graduate programs. This program is an Everspring Collaboration and Everspring will handle all marketing and will be the initial point of contact for all potential applicants.

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

Current total credit hours: **17** 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):

No duplication issues have been identified by the units consulted (please see below). There will be no impact to staffing or enrollments to other KSU units. Everspring has conducted a merket study to identify need and audience; pending approval, they will design the marketing plan accordingly.

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

Department of Geology, Department of Biological Sciences, Department of Computer Science, School of Digital Sciences, and the College of Public Health

---

REQUIRED ENDORSEMENTS

_____ 11/4/14
Department Chair / School Director

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

Mary Ann Haley 12/5/14
College Dean (or designee)

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Mary Ann Kaplan 2/5/15

Dean of Graduate Studies (for graduate proposals)

___/___/___

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

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Notice of Intent to Offer an Educational Program [Graduate Certificate in Geographic Information Science] 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:

   Graduate Certificate in Geographic Information Science (C-GISc)

   45.0702 Geographic Information Science and Cartography.
   A program that focuses on the systematic study of map-making and the application of mathematical, computer, and other techniques to the analysis of large amounts of geographic data and the science of mapping geographic information. Includes instruction in cartographic theory and map projections, computer-assisted cartography, geographic information systems, map design and layout, photogrammetry, air photo interpretation, remote sensing, spatial analysis, geodesy, cartographic editing, and applications to specific industrial, commercial, research, and governmental mapping problems.

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 need for the C-GISc was determined based on the following sources: a) federal and state labor statistics; b) a market survey conducted by the company Everspring for Kent State University; and c) the responses to a questionnaire administered to Geography alumni. Though the need for training in Geographic Information Science (GISc) has consistently been growing over the past 20 years, the local and regional markets traditionally served by Kent State University represent a minute population in comparison to the need for this skillset in the national and global marketplace. Indeed, the Geospatial Technology industry has consistently been identified as a "High Growth" industry by the United States Department of Labor[1]. We propose a fully online Certificate in Geographic Information Science (C-GISc) program which has been developed to meet this broader need through leveraging the existing strong GISc

[1] http://www.doleta.gov/brg/indprof/geospatial_profile.cfm

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curriculum and faculty in the Department of Geography at Kent State University. The Department of Geography has a 20 year history of offering courses in Geographic Information Science at both the undergraduate (BA) and graduate (MA and PHD) levels but this Certificate in Geographic Information Science is not replacing these current programs, nor is it being offered in connection with, or in response to, an initiative by a governmental entity. Our current BA has a GISc concentration and is part of the liberal education experience at Kent State; our MA is a research-focused degree with a thesis which has a concentration in GISc; our doctoral degree is the most advanced degree and students focusing in GISc typically are advancing knowledge about GISc. At the undergraduate level, students may also minor in GISc. The minor is targeted at non-Geography majors. In response to the national need, our masters-level certificate is targeted at postgraduates, especially those professionals in business, industry and government who desire some GISc knowledge to advance their current careers in a growing market or to prepare for new careers. The courses in the certificate are designed to work with a professional's busy schedule.

a) The C-GISc will better prepare students to work in a variety of fields that use GISc, which is a main component of the Geospatial Technology industry and is used throughout many employment sectors. Tables 1 and 2 demonstrate the occupational outlooks for positions that commonly use GISc. Table 1 focuses on the three traditional areas that seek personnel with this specific skillset from the U.S. perspective and Table 2 includes this core, but also occupations that regularly make use of GISc for industry-specific applications. The need for GISc has moved well beyond geography and its allied fields. For example, a recent article in TechRepublic noted that, "As more manufacturers and marketers realize the advantages of building geographical data into their operations, GIS specialists - as well as managers and researchers with GIS insight - are becoming increasingly integral parts of their company teams."[2] Specifically, the skills obtained through this certificate program will prepare students to hold the following positions, all in sectors with positive job outlooks through 2022 according to the Bureau of Labor Statistics Occupational Outlook Handbook (http://www.bls.gov/ooh/):

Table 1. U.S. Occupational Outlook for Traditional Positions related to the C-GISc[3]

Position	Job Outlook, 2012-2022
Geographers	29% (Much faster than national average)
Surveying and Mapping Technicians	14% (As fast as national average)
Cartographers and Photogrammetrists	20% (Faster than national average)

In Ohio, the job outlook for 2010-2020 for the same positions also shows high growth (Table 2).

Table 2. Ohio Occupational Outlook for All Positions related to the C-GISc[4]

[2] Tech Republic. 2013. Where are the jobs in the GIS field? Available online: http://www.techrepublic.com/blog/career-management/where-are-the-jobs-in-the-gis-field/ Last accessed: 10/09/2014.

[3] http://www.bls.gov/ooh/

[4] http://ohiolmi.com/proj/OhioJobOutlook.htm

Code	Position	Job Outlook, 2010-2020
11-0000	**Management Occupations**	**2.8%**
11-2021	Marketing Managers	8.8%
11-3021	Computer & Information Systems Managers	14.6%
11-3071	Transportation, Storage, & Distribution Managers	9.0%
11-9121	Natural Sciences Managers	6.4%
11-9161	Emergency Management Directors	10.3%
13-0000	**Business & Financial Operations Occupations**	**12.3%**
13-1161	Market Research Analysts & Marketing Specialists	34.7%
13-2021	Appraisers & Assessors of Real Estate	2.2%
15-0000	**Computer & Mathematical Occupations**	**18.1%**
15-1111	Computer & Information Research Scientists	19.4%
15-1121	Computer Systems Analysts	21.5%
15-1131	Computer Programmers	4.8%
15-1132	Software Developers, Applications	24.6%
15-1133	Software Developers, Systems Software	28.8%
15-1141	Database Administrators	26.6%
15-1179	Information Security Analysts, Web Developers, & Computer Network Architects	15.7%
17-0000	**Architecture and Engineering Occupations**	**5.7%**
17-1012	Landscape Architects	10.0%
17-1021	Cartographers and Photogrammetrists	19.0%
17-1022	Surveyors	16.7%
17-3031	Surveying and Mapping Technicians	10.4%
17-2081	Environmental Engineers	14.0%
19-0000	**Life, Physical, & Social Science Occupations**	**9.8%**
19-1013	Soil & Plant Scientists	6.3%
19-1023	Zoologists & Wildlife Biologists	3.4%
19-1029	Biological Scientists, All Other	2.0%
19-1031	Conservation Scientists	0.0%
19-1032	Foresters	0.0%
19-1042	Medical Scientists, Ex Epidemiologists	31.1%
19-2021	Atmospheric & Space Scientists	5.6%
19-2042	Geoscientists, Ex. Hydrologists & Geographers	29.0%
19-3091	Anthropologists & Archaeologists	15.4%
19-4091	Environmental Science & Protection Tech, Including Health	16.3%
41-0000	**Sales & Related Occupations**	**6.1%**
41-3021	Insurance Sales Agents	17.0%
41-9021	Real Estate Brokers	1.3%
41-9022	Real Estate Sales Agents	7.7%

b) In addition to the general labor market statistics at both a national and state level,

Everspring[5] conducted a market survey in July 2014 that specifically focused on a potential Kent State University, Department of Geography, fully online GISc graduate degree. Results of this study indicate that the degree is desirable, viable, and feasible for the marketplace (Figure 1). Our proposed certificate is in response to this desirability and is designed for those individuals who do not want to commit to an entire degree (note we are also developing a fully online Masters in GISc).

Figure 1. Results of Everspring Market Survey

everspring

MA Geography

MA Geography

Region	Impressions	Clicks	CTR	Leads	Conv. Rate	Cost Per Click	Cost Per Lead	Avg. Position
State	1,170	19	1.62%	2	10.5%	$ 8	$ 75	2.3
Region	4,723	32	0.68%	5	15.6%	$ 10	$ 61	2.4
Rest of U.S.	24,506	134	0.55%	14	10.4%	$ 6	$ 60	2.8
Total	30,399	185	0.61%	21	11.4%	$ 7	$ 62	2.5
All Programs Avg.	97,884	305	0.31%	28	9.2%	$ 16	$ 173	3.3

Summary Notes

- Attractive, growing online discipline
  - Below average impressions
- Low competition
  - Above average conversion and attractive cost per lead in test

Program Assessment Summary

Desirability	Viability	Feasibility
Y	G	G

2018 Enrollment Potential 100

14 On-Campus Enrollment

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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 C-GISc is designed to be online-only and to meet market needs in the Geospatial Technology industry as well as allied industries that rely on employees who are highly trained in this technology.

   Course Content: Core + choice (11 hours of core courses and 6 hours of electives) = 17 hours

[5] http://www.everspringpartners.com/

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Core: Introduction to GIS (4), Advanced GIS (3), Cartographic Design (4)
Choice: 2 courses from any of the online GISc courses:
GIS and Hazards, GIS and Health, GIS: Urban and Economic Applications, Web and Mobile GIS, Geodatabases, Social Media & Big Data, Space-Time Analytics, Environmental GIS, Geospatial Analysis, Cyber GIS, Spatial Programming, Remote Sensing

Program Length: 17 credit hours. The program is designed to be completed within one year.
Academic Level: Post-baccalaureate
Admission Requirements: Bachelor's degree from an accredited institution, 3.0 GPA
Pre-requisites: no pre-requisites

Target Students: Based on results of the market study conducted by Everspring, the target students will be college graduates and professionals who are looking to improve their skillset in order to advance in their current field, change fields, and increase their competitiveness for acquiring their desired career. These students will primarily be working parents who had at least a 3.0GPA in undergraduate course work, and are personally motivated to succeed. In addition to the demographic and personal characteristics, the target students are located globally. The fully online structure of this certificate will enable Kent State University to reach these students, regardless of their location.

Target Employers: Based on labor statistics, feedback from our alumni and expert network, and on the faculty's experience in placing students in jobs, the target employers will be private and public sector entities who need to a) manage large systems and big geospatial data, b) map and analyze health data, and c) map and analyze environmental conditions and resources. Examples of such employers include local, state, and federal government agencies, business that focus on logistics, marketing, and engineering, and non-profits in health services and environmental management.

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 the positive job outlook for students who complete the C-GISc program, the potential salaries for which they would be qualified for range from $19.19 through to $59.78 as of May 2011 in Ohio and from $19.07 to $58.15 for the U.S. as a whole (Table 3).

Code	Position	Average Wage, May 2011 (Ohio)	Median Pay, 2012 (US)
11-0000	**Management Occupations**		
11-2021	Marketing Managers	$59.78	$55.65
11-3021	Computer & Information Systems Managers	$55.41	$58.15
11-3071	Transportation, Storage, & Distribution Managers	$44.17	$34.99 (logisticians)
11-9121	Natural Sciences Managers	$56.39	$55.64
11-9161	Emergency Management Directors	$27.42	$28.73
13-0000	**Business & Financial Operations**		

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	Occupations		
13-1161	Market Research Analysts & Marketing Specialists	$29.43	$28.99
13-2021	Appraisers & Assessors of Real Estate	$22.44	$23.82
15-0000	**Computer & Mathematical Occupations**		
15-1111	Computer & Information Research Scientists	$48.60	$49.13
15-1121	Computer Systems Analysts	$37.86	$38.31
15-1131	Computer Programmers	$32.38	$35.71
15-1132	Software Developers, Applications	$38.51	$44.88
15-1133	Software Developers, Systems Software	$40.85	$44.88
15-1141	Database Administrators	$35.08	$37.06
15-1179	Information Security Analysts, Web Developers, & Computer Network Architects	$36.37	$41.43; $30.05; $43.75
17-0000	**Architecture and Engineering Occupations**		
17-1012	Landscape Architects	$28.47	$30.86
17-1021	Cartographers and Photogrammetrists	$28.69	$27.62
17-1022	Surveyors	$26.90	$27.04
17-2081	Environmental Engineers	$41.95	$38.89
17-3031	Surveying and Mapping Technicians	$19.38	$19.07
19-0000	**Life, Physical, & Social Science Occupations**		
19-1013	Soil & Plant Scientists	$26.90	$28.18
19-1023	Zoologists & Wildlife Biologists	$26.11	$27.74
19-1029	Biological Scientists, All Other	$34.65	$27.74
19-1031	Conservation Scientists	$29.76	$28.40
19-1032	Foresters	$24.42	$28.40
19-1042	Medical Scientists, Ex Epidemiologists	$32.22	$37.01
19-2021	Atmospheric & Space Scientists	$34.00	$42.91
19-2042	Geoscientists, Ex. Hydrologists & Geographers	$33.55	$43.70
19-3091	Anthropologists & Archaeologists	$28.16	$27.61
19-4091	Environmental Science & Protection Tech, Including Health	$19.19	$30.56
41-0000	**Sales & Related Occupations**		
41-3021	Insurance Sales Agents	$29.38	$23.15
41-9021	Real Estate Brokers	$43.40	$20.19
41-9022	Real Estate Sales Agents	$21.37	$20.19

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 C-GISc was developed with the feedback of a network of alumni who are now industry experts, GISc colleagues at other institutions who have experience with professional GISc degree programs, and local industry experts in both the private and public sectors. The discussions have been ongoing now for the past two years and their insights were formative for this certificate design. A subset from this network will be invited to join the GISc Advisory Board who will provide oversight for this certificate and our proposed fully online Masters in GISc.

8. Date of the first day of class. Include both:
    a. The first day the program was or will be offered by the institution.

       31 August 2015

    b. The day you would like to begin disbursing Title IV funds to students enrolled in the program.

       17 August 2015

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PROPOSED PROGRAM – 2015 UNIVERSITY CATALOG

Geographic Information Science (Post-Bachelor's Certificate)

College College of Arts and Sciences

Department Department of Geography
413 McGilvrey Hall
Tel: 330-672-2045
Fax: 330-672-4304
Web: www.kent.edu/cas/geography

Description The post-bachelor's certificate in Geographic Information Science is offered online only and will prepare graduates to work in the geospatial technology industry, as well as allied industries that rely on employees who are highly trained in this technology. Prospective employers are private and public sector entities that need to (a) manage large systems and big geospatial data, (b) map and analyze health data and (c) map and analyze environmental conditions and resources. Examples of such employers are local, state and federal government agencies; business that focus on logistics, marketing and engineering; and non-profit agencies in health services and environmental management.

Admission Requirements Official transcript(s), minimum 3.000 undergraduate GPA; undergraduate degree in geography or a related field*; goal statement and two letters of recommendation. Please refer to the University policy for graduate admissions.

*This requirement may be waived with evidence of professional experience using geospatial technologies or alternative evidence of ability to excel in a Geographic Information Science graduate degree program.

Graduation Requirements Minimum 17 credit hours and minimum 3.000 GPA.

CERTIFICATE REQUIREMENTS (17 credit hours)

Course		Title	Credits	Curriculum Notes
GEOG	59076	Geographic Information Science	4	existing
GEOG	69082	Advanced Geographic Information Science	3	existing
GEOG	69083	Cartographic Design	4	new
Choose from the following:			6	
GEOG	69004	Quantitative Methods (3)		Name change
GEOG	69007	Spatiotemporal Analytics (3)		new
GEOG	69079	Environmental Geographic Information Science (3)		new
GEOG	69082	CyberGIS (3)		formerly 59082
GEOG	69083	Geodatabases (3)		new
GEOG	69231	Environmental Remote Sensing (3)		new
DSCI	64210	Data Science (3)		existing
CS	61002	Algorithms and Programming 1 (3)		existing
		MINIMUM TOTAL	**17**	

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TO: Educational Policies Council

FROM: Senior Vice President and Provost Todd A. Diacon

SUBJECT: Agenda for Monday, 16 March 2015
3:20 p.m., Governance Chambers, 2nd floor of Kent Student Center

DATE: Monday, 9 March 2015

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 the Office of Curriculum Services by Friday, 13 March 2015, to ensure that the materials are available at the meeting for review.

JOINT EDUCATIONAL POLICIES COUNCIL

ACTION ITEMS

1. Approval of minutes of 16 February 2015.
   Attachment 1

Office of the Provost *(presented by Associate Provost Melody J. Tankersley)*

2. Revision of academic structure to move the School of Digital Sciences from an independent school within the university to a dependent school within the College of Arts and Sciences.
   Effective Fall 2015 | Attachment 2

POSTPONED

3. Revision of Registration policy to clarify specific procedures, inform students of consequences for certain actions and remove outdated information, among other changes. A new course overload policy for graduate students is also proposed.
   Effective Fall 2015 | Attachment 3

UNDERGRADUATE EDUCATIONAL POLICIES COUNCIL

ACTION ITEMS

Office of Admissions *(presented by Nancy J. Dellavecchia)*

1. Revision of the Admission–Post-Undergraduate Student policy to require students to submit official transcripts from all colleges and universities attended no matter if they are degree- or non-degree seeking at the time of admission.
   Effective Fall 2015 | Attachment 4

Office of the Provost *(presented by Associate Provost Melody J. Tankersley)*

2. Establishment of an Alternative Credit policy in the University Catalog, with the merger of separate alternative credit policies, addition of other alternative credit policies and minor revisions to reflect current practices.
   Effective Fall 2015 | Attachment 5

UNDERGRADUATE EPC *continued*

LESSER ACTION ITEMS

College of Arts and Sciences

Department of Biological Sciences

1. Revisions of course requirements for the Horticulture [HOR] major within the Bachelor of Applied Horticulture [BAH] degree. Revision includes removing COMT 11000 and replacing MATH 11009 or MATH 11010 with any course in the Kent Core Mathematics and Critical Reasoning. Minimum total credit hours to program completion decrease, from 125 to 120.
   Effective Fall 2016
2. Revision of course requirements for the Horticulture Technology [HORT] major within the Associate of Applied Science [AAS] degree. Revision includes removing COMT 11000; replacing MATH 11009 with any course in Kent Core Mathematics and Critical Reasoning; moving HORT 26016 and HORT 26018 from the major to the Landscape Design [LDSG] concentration; moving BMRT 11000 and BMRT 21052 from major to the Turfgrass Management [TFMT] and Urban Forestry [UFOR] concentrations; and reducing the hours of cooperative work experience, from 6 to 3. Minimum total credit hours to program completion decrease, from 72 to 60.
   Effective Fall 2016

GRADUATE EDUCATIONAL POLICIES COUNCIL

LESSER ACTION ITEM

College of Education, Health and Human Services

School of Health Sciences

1. Revision of course requirements for the Exercise Physiology [EXPH] major within the Doctor of Philosophy [PHD] degree. Revision includes decreasing data analysis electives, from 6-12 to 3; changing exercise physiology electives, from 6-12 to 6; increasing chemistry electives, from 0-3 to 3; and replacing physiology electives BMS 70449, BMS 70450 with EXPH 70610. Minimum total credit hours to program completion are unchanged at 62.
   Effective Fall 2015

UNIVERSITY REQUIREMENTS COURSE CHANGES

Courses Approved for Experiential Learning Requirement for Fall 2015

AERN 45200 Strategic Aviation Management (3) ..... Revise

AERN 45300 Air Traffic Control Capstone (3) ..... Revise

AERN 45648 Theory of Flight Instruction (3) ..... Revise

AERN 45700 Aircraft Design (4) ..... Revise

HDFS 44033 Nonprofit Management I (3) to:
Community Outreach in Nonprofit Management ..... Revise

Experiential Learning Requirement Course Revision for Spring 2016

FIN 46192 Internship in Finance (3) ..... Revise

COURSE CHANGES

Course Changes Effective Fall 2015

ACCT 33001 Corporate Accounting I (3) ..... Revise

ACCT 33004 Introduction to Accounting Systems (3) ..... Revise

ACCT 43020 Corporate Accounting II (3) ..... Revise

RSPC 40075 Information and Patient Care Technology for Professional Nursing Practice (3) to:
Information and Patient Care Technology for Healthcare Professionals ..... Revise

Course Changes Effective Spring 2016

JMC 67073 Web Development for High School Journalism Educators (3) ..... New

JMC 67075 Teaching Multimedia (3) ..... New

NURS 35040 Complementary and Alternative Medicine (3) to:
Complementary and Integrative Health ..... Revise

US 00003 Reading Strategies for College Success (3) to:
Core Reading Strategies for College Success ..... Revise

Update to 16 February 2015 EPC Agenda

NURS 30035 Nursing of Adults Across the Lifespan (9) ..... Revise
Item incorrectly reported as NURS 33035

Update to 26 January 2015 EPC Agenda

School of Fashion Design and Merchandising

Revision of course requirements for the Fashion Merchandising [FDM] major within the Bachelor of Science [BS] degree. Revision includes reducing course credit hours—from 3 to 1—for required FDM 10020, FDM 10030, FDM 10050; and adding as required FDM 10021, FDM 10031, FDM 10051. Minimum total credit hours to program completion are unchanged at 120.
Effective Fall 2015
Item incorrectly reported as the Fashion Design major within the Bachelor of Arts degree

College of Nursing

Revision of admission and course requirements for the Advanced Nursing Practice [ANP] major within the Doctor of Nursing Practice [DNP] degree. Revision includes adding specific guidelines for the admission essay and replacing EPI 73026 with EPI 72017 as required. Minimum total credit hours to program completion are unchanged at 70-85, depending on concentration.
Effective Fall 2015
Withdraw course requirement revision, EPI 72017 has not been established.

Revision of admission and course requirements for the Advanced Practice Nursing [APN] major within the Doctor of Nursing Practice [DNP] degree. Revision includes adding specific guidelines for the admission essay and replacing EPI 73026 with EPI 72017 as required. Minimum total credit hours to program completion are unchanged at 71.
Effective Fall 2015
Withdraw course requirement revisions, EPI 72017 has not been established.

Agenda prepared by the Office of Curriculum Services

Educational Policies Council
Minutes of the Meeting
Monday, 16 February 2015

Ex-Officio Members present (or represented): Associate Provost Melody J. Tankersley (representing Todd A. Diacon); Deans James K. Bracken, Barbara A. Broome, John R. Crawford, Eboni J. Pringle, Robert G. Sines, Deborah F. Spake, Mary Ann P. Stephens, Wanda E. Thomas; Associate Deans Joanne M. Arhar, Janis H. Crowther, Catherine E. Hackney, Mary Ann Haley (representing James L. Blank), LuEtt J. Hanson (representing herself and Dean AnnMarie LeBlanc), Cynthia R. Stillings; Director Robert A. Walker

Ex-officio Members not present (or represented): Faculty Senate Chair Donna (Lee) L. Fox-Cardamone; Deans Sonia A. Alemagno, Donald F. Palmer, Douglas L. Steidl; Senior Associate Dean Vincent J. Hetherington; Associate Deans John (Jack) R. Graham, I. Richmond Nettey, William T. Willoughby; Assistant Dean Thomas E. Klingler

Faculty Senate-Appointed Representatives present (or represented): Professors Thomas Janson, Kathryn A. Kerns, Roberto M. Uribe-Rendon, Donald L. White; Assistant Professor Terrence L. Uber

Faculty Senate-Appointed Representatives not present (or represented): Professors Richard Feinberg, Fred T. Smith; Associate Professors William C. Ward III, Christopher A. Was, Linda L. Williams

Council Representatives present (or represented): Professors Michael W. Chunn, Ann F. Jacobson, David H. Kaplan; Associate Professors Thomas W. Brewer, Robert E. Cimera, Athena Salaba, Jonathan F. Swoboda; Assistant Professors Lindsay C. Baran, Tina D. Bhargava, Mary A. Mooney, Belinda S. Zimmerman; Lecturer Timothy A. Roberts (representing Danielle S. Coombs)

Council Representatives not present (or represented): Associate Professors John C. Duncan, Michael Ensley, Pamela K. Evans, John A. Marino, Jayaram (Jay) Muthuswamy, Denice Sheehan; Assistant Professors Jonathan P. Fleming, Debra S. Shelestak; David (Blake) Stringer

Observers present: Graduate Student Senate Vice Executive Chair Fritz W. Yarrison

Observers not present: Undergraduate Student Government Academic Affairs Director Michelle A. Crisler

Consultants and Guests present: Jacqueline W. Curtis, Julie A. Gabella, Willie J. Harrell, Mary B. Hogue, Lynette Johnson, Jennifer S. Kellogg, Alyssa S. Kyff, Yza Y. Melvin, Mandy J. Munro-Stasiuk, Jennifer N. McDonough, Alexander W. Moore, Gail M. Rebeta, Elizabeth A. Sinclair, Katherine (Katie) J. Smith, Kathleen J. Spicer, Linnea A. Stafford, Pamela L. Stephenson, Therese E. Tillett, Whitney E. Wenger

Associate Provost Melody J. Tankersley called the meeting to order at 3:22 p.m., on Monday, 16 February 2015, in the Governance Chambers of the Kent Student Center.

Joint EPC Action Item 1: Approval of minutes of 26 January 2015.

Assistant Professor Tina D. Bhargava moved for approval of the minutes, and the motion was seconded by Professor Thomas Janson. No changes or corrections were requested. The motion passed unanimously.

Joint EPC Action Item 2: Revision of grading policies and procedures to update language, clarify practice and bring consistency with other policies.

Associate Provost Tankersley introduced the item and summarized the proposal. Professor Janson made a motion for approval of the item, which was seconded by Associate Dean LuEtt J. Hanson.

In response to questions from EPC members, Associate Provost Tankersley clarified that the university grading policies and procedures are distinct from the specific progression and graduation requirements that academic units establish for their programs.

With no further questions or discussion, the item was passed unanimously by members.

Undergraduate EPC Action Item 1: Revision of undergraduate minors policy to address residence, upper-division credit, major/minor combinations and associate degree students.

Assistant Dean Elizabeth A. Sinclair introduced the item on behalf of the Associate and Assistant (A&A) Deans Committee. She noted the proposal represents the effort of an A&A Deans subcommittee with the primary objective to construct a policy that provides a standardization and baseline of minimum requirements and is attainable for a university with such diverse program offerings.

Associate Dean Joanne M. Arhar seconded a motion made by Associate Dean Hanson to move the item for approval.

An EPC member voiced his opinion that a university minimum requirement of only 6 upper-division credit hours for minors would limit the ability of students who declare a minor to study a particular subject area in depth. Associate Provost Tankersley clarified that academic units could require more than 6 upper-division credit hours in a minor, but that 6 upper-division credit hours would represent the university minimum for all minors.

An EPC member who served on the A&A Deans subcommittee stated that a more extensive upper-division credit hour requirement for minors may have ramifications for student matriculation. She summarized the rationale given by the subcommittee for this requirement, including concerns that upper-division courses are not offered as frequently and have prerequisites that may make it difficult for non-majors to satisfy. The EPC member also shared the subcommittee consensus that minors serve different purposes—some minors offer depth in one subject, while other minors offer breadth of inter-multidisciplinary study.

An EPC member asked for clarification regarding the unique hour requirement in the proposed policy. Assistant Dean Sinclair responded that, in order to justify the additional credential, a student would need to complete 6 credit hours toward the requirements for a minor that are distinct from the credit hours applying to the student's declared major(s) or other minor. After some discussion, the EPC member voiced his opinion that a 6 unique credit hour requirement seemed to be a reasonable compromise.

Another EPC member who served on the A&A Deans subcommittee voiced her opinion that the revised policy was a well-crafted compromise between very different viewpoints; she stated that no on the subcommittee walked away from the discussions feeling as though he/she "got everything they wanted."

An EPC member shared that the policy revisions would ensure that students who seek minors are advised consistently and fairly across different academic units. Another EPC member clarified that, if the policy revisions are approved, existing minors will need to be revised so that they meet the new university minimum requirements. In response to a request for clarification about associate degree-seeking students, Assistant Dean Sinclair summarized the perspective of A&A Deans Committee members—because Associate of Arts and Associate of Science degrees (as well as the Associate of Technical Study degree—individualized program) do not have majors, the ability to declare a minor does not fit with the intention to allow students to use a minor to enhance or compliment a major.

Members passed the item unanimously with no further questions or discussion.

Graduate EPC Action Item 1: Establishment of Master of Geographic Information Science [MGIS] degree, to be offered 100 percent online only. The Geographic Information Science [GIS] major comprises three concentrations: CyberGIS [GISC], Environmental Geographic Information Science [GISE], Geographic Information Science and Health [GISH]. Included in proposal is establishment of 10 courses and revision to three courses. Minimum total credit hours to program completion are 32.

Associate Dean Janice H. Crowther introduced the item and made a motion for approval, seconded by Associate Dean Cynthia R. Stillings.

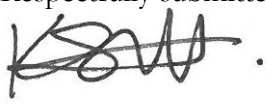
An EPC member stated that the proposal summary included justification for the creation of the program, rather than a description of the proposal itself. With further no questions or discussion, the item passed unanimously.

Graduate EPC Action Item 2: Establishment of Geographic Information Science [C611] post-baccalaureate certificate, to be offered 100 percent online only. Minimum total credit hours to program completion are 17.

Associate Dean Crowther introduced the item. Her motion for approval was seconded by Professor Roberto M. Uribe-Rendon. With no questions or discussion, the item passed unanimously.

Associate Provost Tankersley adjourned the meeting at 4:00 p.m.

Respectfully submitted,



Katie J. Smith
Academic Program Coordinator, Curriculum Services
Office of the Provost

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **8-Nov-14** Curriculum Bulletin _____

Effective Date **Fall 2015** Approved by EPC _____

Department

College **PR - Provost**

Proposal **Revise Academic Unit**

Proposal Name **Revision of academic administrative structure of the School of Digital Sciences**

Description of proposal:

Proposal seeks to restructure Kent State University's School of Digital Sciences, from an independent unit outside any college to a dependent school within the College of Arts and Sciences. The mission, objectives, academic offerings and administrative positions will be unchanged, as well as the current location of the school.

As the School of Digital Sciences is the university's only interdisciplinary unit with programs spanning multiple colleges, this proposal also requests that the school retain some elements of independence, including a curriculum process separate from the college; continued representation on Faculty Senate and Educational Policies Council; distinct listing in admissions materials and on the university's website; and a presence at key university events (e.g., convocation, commencement, Golden Flash Days, admission information sessions, Destination Kent State: Advising and Registration).

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

The mission, objectives, academic offerings and administrative positions will be unchanged, as well as the current location of the school. Academic programs, courses, students and staff will need to be updated in Banner and other systems (e.g., Cognos) to reflect their new college home.

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

College Deans, DSCI Faculty/Staff, Registrar, Bursar, Admissions

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REQUIRED ENDORSEMENTS

_____ ____/____/____

Department Chair / School Director

_____ ____/____/____

Campus Dean (for Regional Campuses proposals)

_____ ____/____/____

College Dean (or designee)

_____ ____/____/____

Dean of Graduate Studies (for graduate proposals)

_____ ____/____/____

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

Proposal Summary to Revise the Academic Administrative Structure of the School of Digital Sciences

From an Independent School at Kent State University to a Dependent School within the College of Arts and Sciences

The purpose of this proposal is to restructure Kent State University's School of Digital Sciences, from an independent unit outside any college to a dependent school within the College of Arts and Sciences. The mission, objectives, academic offerings and administrative positions will be unchanged, as well as the current location of the school.

As the School of Digital Sciences is the university's only interdisciplinary unit with programs spanning multiple colleges, this proposal also requests that the school retain some elements of independence, including a curriculum process separate from the college; continued representation on Faculty Senate and Educational Policies Council; distinct listing in admissions materials and on the university's website; and a presence at key university events (e.g., convocation, commencement, Golden Flash Days, admission information sessions, Destination Kent State: Advising and Registration).

The following is taken from 3343-2-03 *University Policy Regarding the Establishment or Revision of Academic Administrative Structures.*

The quality of the faculty, students and programs.

The School of Digital Sciences was established fall 2011 as an independent school, formed outside any of the existing Kent State colleges, to offer Bachelor of Arts, Bachelor of Science and Master of Digital Sciences degrees, as well as an undergraduate minor and a graduate certificate. As of spring 2015, the school numbered 503 students.[1]

The design of the programs' broad and flexible interdisciplinary curricula allows graduates to see the big picture of the traditional "digital" programs, gain experience working in multi-disciplinary teams, and receive the necessary broad training to bridge the communication gap between disciplines. The school promotes a cross-functional approach to recruit existing university faculty experts in computer science, computer information systems, computer technology, educational sciences, information architecture and knowledge management, among other fields. In addition, practitioners active in their field are engaged as adjunct instructors.

Centrality and coherence to the mission and strategic directions of the university and other academic units.

The university's mission statement begins "The mission of Kent State University is to discover, create, apply and share knowledge… ."[2] An interdisciplinary school that brings together faculty and courses from five or more academic disciplines to share common interests in the digital sciences is fully in alignment with the mission of sharing knowledge. The mission statement also includes engaging students in a "diverse learning environments," leading to "productive careers," both supported by the interdisciplinary nature and clear market need for the programs within the School of Digital Sciences.

[1] Enrollment based on 15th day census collection, Office of Institutional Research.
[2] Kent State University Mission Statement. Retrieved from www.kent.edu/president/mission-planning.

One of the seven strategic goals in Kent State's core values is to "focus on those we serve, especially our students." The school's interdisciplinary degree programs allow the selection of course requirements from a wide number of programs spanning the university. The result has been agile degrees that can change quickly with industry needs.

Comparative advantage versus other structures.

At the time of its inception, an independent School of Digital Sciences was desirable. The independence enabled the school to be nimble and flexible in reaching across the university to forge relationships and bring together faculty from multiple units to support the offering of digital sciences programs and coursework, while at the same time leaving them in their home unit to pursue disciplinary research and teach.

Digital Sciences is not Kent State's first independent school, as there existed the following four independent schools in the past 47 years: School of Nursing[3] (1971-1999); School of Technology (1996-2006); School of Library Science (1967-1993); and School of Physical Education, Recreation and Dance[4] (1971-1995). However, in contrast to Digital Sciences, those schools were led by a dean and composed of full-time faculty. Two later gained college status, and two were moved under colleges.

Direct oversight of an independent school falls under the auspices of the Office of the Provost, similar to administration of the university's colleges. No other academic unit of this nature reports to the provost, and as the programs have seen rapid growth (see data at next page), the Office of the Provost has had to make decisions that are normally assigned to a college dean (e.g., hiring of faculty, oversight of budget, approval of course offerings).

The mission of the Office of the Provost is to provide overarching academic leadership, not management at this level of detail. Therefore, the university's normal administration structure makes sense in this situation. A home in the College of Arts and Sciences is a consistent choice as that college is accustomed to managing interdisciplinary programs and units that do not hire their own faculty (e.g., graduate programs in chemical physics, undergraduate program in integrated life sciences, School of Biomedical Sciences, Center of Comparative and Integrative Programs).

As an independent and interdisciplinary school, the School of Digital Sciences was given great visibility that has contributed to its advancement. While the reporting and administrative structure of the school will change, certain elements of independence will remain to continue to foster that advancement, including the school's presence at convocation and commencement ceremonies. Furthermore, the appearance of independence in other key respects will continue: its listing in Admissions Viewbook and on the university's college and school's webpage (www.kent.edu/colleges-and-schools); a banner on the Student Green and the Lester Lefton Esplanade between campus and downtown Kent; and a separate presence at admission information sessions, Golden Flash Days and Destination Kent State: Advising and Registration.

[3] The School of Nursing was established in 1967 in the College of Arts and Sciences before moving to independence status in 1971.

[4] The School of Physical Education, Recreation and Dance was formerly called the School of Health, Physical Education and Recreation from 1971-1979.

What makes the unit particularly appropriate for Kent State University.

The creation of an interdisciplinary school allowed for university- and campus-wide collaborations to foster a broad understanding of the digital sciences in an enterprise environment, from business processes to information repositories to software development to the underlying telecommunication infrastructure. The School of Digital Sciences also serves as an incubator for research synergies among faculty in related disciplines and as a focal point for multi-disciplinary alliances. As the enrollment data below shows, the School of Digital Sciences has shown great success.

Demand for the unit and for the graduates of the unit.

In its three years of existence, the school has experienced rapid growth with enrollment increasing 5,633 percent. In the past year alone, enrollment has grown 61 percent in the BS degree, and 181 percent in the Master of Digital Sciences (table 1). Likewise, enrollment in DSCI courses has grown 730 percent over the past three years (table 2).

Table 1: Enrollment in school programs each fall and spring, 2011 to 2015[5]

PROGRAMS	F 2011	S 2012	F 2012	S 2013	F 2013	S 2014	F 2014	S 2015
Digital Sciences (BA)	0	5	16	25	36	39	32	31
Digital Sciences (BS)	3	19	53	66	85	109	137	141
Master of Digital Sciences	0	7	21	28	58	81	163	310
Digital Sciences (minor)	3	0	2	5	8	11	10	16
Enterprise Architecture (graduate certificate)	n/a	n/a	n/a	0	1	1	0	1
Non-Degree	0	2	7	6	1	3	2	4
Total Enrollment	**6**	**33**	**99**	**130**	**189**	**244**	**344**	**503**

Table 2: Enrollment in Digital Sciences courses each fall and spring, 2011 to 2015[6]

COURSES	F 2011	S 2012	F 2012	S 2013	F 2013	S 2014	F 2014	S 2015
Total Enrollment	**67**	**149**	**231**	**359**	**425**	**534**	**556**	**833**

In fiscal year 2014[7], the school graduated 23 students (14 undergraduate, nine graduate).

According to the U.S. Bureau of Labor Statistics, "employment and output in computer systems design and related services are projected to grow rapidly over the next decade, outpacing similar professional, scientific, and technical industries and the economy as a whole. Between 2010 and 2020, output in computer systems design and related services is expected to grow at an average annual rate of 6.1 percent, compared with 3.6 percent for the broad industry category—professional, scientific, and technical services—and 2.9 percent for all industries. Employment in computer systems design and related services is projected to grow 3.9 percent annually from 2010 to 2020, compared with 2.6 percent for professional, scientific, and technical services and 1.3 percent for all industries."[8]
The state of Ohio accounts for 3.74 percent of the nation's jobs in computer and mathematical science occupations (at a mean annual wage of $68,700 in Ohio). Consequently, those 750,000 new jobs nationally could translate into over 28,000 new well-paying computer-related jobs in Ohio.

[5] Enrollment based on 15th day census collection, Office of Institutional Research.
[6] Ibid.
[7] Fiscal year 2014 encompasses the terms summer 2013, fall 2013 and spring 2014.
[8] Csorny, L. (2013, April). Careers in the growing field of information technology services. *Beyond the Numbers*. U.S. Department of Labor Statistics, *2*(9). Retrieved from www.bls.gov/opub/btn/volume-2/careers-in-growing-field-of-information-technology-services.htm.

Moreover, the most recent four-year report on Northeast Ohio's high-tech economy confirms that "growth in high-tech industries benefits all sectors of the region's workforce and is not limited to occupations with technical degrees," showing three non-high-tech jobs complement every one high-tech job in Northeast Ohio's high-tech industries. As a result, increased use of information technology could lead to 100,000 new jobs for Ohioans between 2008 and 2018[9].

Duplication and interrelatedness of unit's program(s) within the university, state and region.

Programs within the School of Digital Sciences complement existing programs in the Regional College; the College of Applied Engineering, Sustainability and Technology; the Department of Computer Science (College of Arts and Sciences); the School of Library and Information Sciences (College of Communication and Information); the Department of Management and Information Systems (College of Business Administration); and the School of Lifespan Development and Educational Sciences (College of Education, Health, and Human Services), among others.

Rationale exists to eliminate the school and move all the programs into an existing unit, such as the Department of Computer Science or the Department of Management and Information Systems. In addition, an existing unit could be reorganized to accommodate the programs, for example, creation of a Department of Computer and Data Science. However, due to the School of Digital Sciences' increasing size, its programs and students need more oversight than an existing department would have the resources to accomplish presently.

Establishment of the School of Digital Sciences has not been shown to have a negative impact for other Kent State units that offer other computer-related programs. For example, since 2011, enrollment in both the Department of Computer Science and the Department of Management and Information Systems has each grown 36 percent, with 709 and 1,846 students, respectively, for fall 2014[10]; enrollment in the School of Library and Information Science grew 20 percent over the same period, with 821 students in fall 2014[11].

Two comparable programs in other states that have been particularly successful in aggregating multiple computing units together are administered by Carnegie Mellon University's School of Computer Science and Georgia Tech's College of Computing. Carnegie Mellon's schools operate similar to Kent State's colleges, with dependent departments, institutes and centers; and Georgia Tech's colleges also operate much like Kent State's colleges with dependent schools.

Efficiency and effectiveness of the unit in leveraging existing resources and expanding new resources.

The interdisciplinary nature of the programs within the School of Digital Sciences allows for the collaboration across the university. Courses from the following disciplines across six colleges are included in the digital sciences programs:

- Communication Studies
- Computer Science
- Computer Technology
- Instructional Technology
- Journalism and Mass Communication
- Library and Information Science

[9] Lendel, I. (2010, June). Northeast Ohio high-tech economy report. The Center for Economic Development, Cleveland State University. Retrieved from urban.csuohio.edu/publications/center/center_for_economic_development/NorTech%202009_Aug6.pdf.
[10] Enrollment based on 15th day census collection, Office of Institutional Research.
[11] Ibid.

- Evaluation and Measurement
- Geography
- Information Architecture and Knowledge Management
- Management and Information Systems
- Psychology
- Technology
- Visual Communication Design

In addition, faculty members from the following units have taught digital sciences (DSCI) courses. They receive joint appointments to the School of Digital Sciences, but otherwise remain in their home department for budgetary purposes, reappointment, promotion, tenure, etc.

- Applied Engineering, Sustainability and Technology
- Architecture and Environmental Design
- Computer Science
- Lifespan Development and Educational Sciences
- Journalism and Mass Communication
- Library and Information Science
- Management and Information Systems
- Philosophy
- Political Science

Other faculty teaching DSCI courses receive a term teaching assignment. As such, the school is unlikely to have any permanent faculty for the foreseeable future.

Administrative reporting structure.

Presently, the director of the School of Digital Sciences (founding director Robert Walker) reports directly to the associate provost for academic affairs. School staff members who report to the director are a secretary, a business manager, a part-time academic advisor, an assistant director for curriculum and operations and an assistant director for advising and student services.

With the proposed structural change, the school director will report to the dean of the College of Arts and Sciences; therefore, serving as an equivalent to a department chair in that college. The college dean will assume responsibility of evaluation, hiring and management of the school.

Current staff will remain in the school. The school will continue to have a separate advising unit that blends undergraduate and graduate advising.

The School of Digital Sciences committees will continue as established. They include the following:

- Deans Advisory Group, comprising Kent State deans and other administrators to provide advice and oversight
- Graduate Studies Committee, composed of graduate faculty with joint appointments to the school
- Industrial Advisory Committee, which includes representatives from local industry groups and companies to provide employer feedback
- Interdisciplinary Curriculum Committee, composed of representatives from DSCI-affiliated academic units to assist in keeping the Digital Sciences curriculum in sync with those other units
- Interdisciplinary Advisory Committee, comprising faculty with joint appointments to the school

Regarding the curriculum approval process, it is proposed that Digital Sciences' Interdisciplinary Curriculum Committee will submit proposals to the school's Deans Advisory Group and then to the dean of the College of Arts and Sciences before going to the provost and to the Educational Policies Council for approval. Thus, the Deans Advisory Group replaces the College Curriculum Committee as an approving step, as is done with other dependent units within the college.

It is also proposed by the School of Digital Sciences that it retain its separate representation on Faculty Senate and Educational Policies Council; and the director will continue to attend meetings of the Advising Deans Council, Chairs and Directors Committee and Associate and Assistant Deans Committee.

Space and capital budget needs.

The budget for the School of Digital Sciences, for the purposes of Responsibility Centered Management (RCM), will be integrated into the College of Arts and Sciences.

The location of the school—director and staff—will remain until further notice in the Mathematics and Computer Science Building (room 236).

A proposed operating budget with any one-time resource needs.

Not applicable as the school has been fully functional with an operating budget for three years.

Evaluation procedures including academic assessment procedures.

As is done with every academic unit, the school and programs will undergo a full review every seven years as determined by the Office of Accreditation, Assessment and Learning. The school will also follow any evaluation procedures in place within the College of Arts and Sciences.

Current evaluation procedures within the school include assessing and evaluating academic effectiveness and student success at the end of each semester, annually and upon each cohort's graduation. The school's director, Interdisciplinary Advisory Committee and Interdisciplinary Curriculum Committee oversee the assessment efforts. Assessment directors in affiliated departments, schools and programs also are consulted to share "best practices" across those units.

A timetable for proposal implementation.

The president, provost and dean of the College of Arts and Sciences have approved the school's restructuring. The revision was approved 26 February 2015 by School of Digital Sciences' Interdisciplinary Advisory Committee and Interdisciplinary Curriculum Committee.

It is anticipated that the structure revision will go before and be approved by the College of Arts and Sciences, the Educational Policies Council, the Faculty Senate and the Kent State University Board of Trustees in spring 2015.

Implementation with staff, faculty, courses and programs moving under the college administration will occur in July 2015 (fall 2015).

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **28-Feb-15** Curriculum Bulletin _____

Effective Date **Fall 2015** Approved by EPC _____

Department

College **PR - Provost**

Proposal **Revise Policy**

Proposal Name **Revision of Registration Policy**

Description of proposal:

Proposal seeks to revise the Registration policy, as published in the University Catalog, and the Course Withdrawal policy, as published in the Policy Register, to clarify specific procedures, inform students of consequences for certain actions and remove outdated information, among other changes. In addition, three separate policies—(1) Enrollment Certification, (2) Course Load for Undergraduate Students and (3) Registration for Full- and Part-Time Students—are incorporated into the Registration policy as there is much duplication across the policies and they all pertain to course registration. A new course overload policy for graduate students is also proposed.

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

Not applicable; revisions are considered house-keeping items to bring the information up to date.

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

Office of the Bursar; Office of Global Education; Division of Graduate Studies; Office of Institutional Research; Office of Student Financial Aid; Graduate Studies Administrative Advisory Committee (GSAAC)

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 Registration Policy

SUBJECT SPECIFICATION

The intent of this proposal is to revise the Registration policy, as published in the University Catalog, and the Course Withdrawal policy, as published in the Policy Register, to clarify specific procedures, inform students of consequences for certain actions and remove outdated information, among other changes. In addition, three separate policies—(1) Enrollment Certification, (2) Course Load for Undergraduate Students and (3) Registration for Full- and Part-Time Students—are incorporated into the Registration policy as there is much duplication across the policies, and they all pertain to course registration. A new course overload policy for graduate students is also proposed.

BACKGROUND INFORMATION

In fall 2014, the offices of the University Registrar and Curriculum Services undertook a review of Kent State's Registration policy in the University Catalog and the Course Withdrawal policy in the Policy Register. Assisting the offices in the review and recommended changes were the Graduate Studies Administrative Advisory Committee (GSAAC), and the offices of the Bursar, Global Education, Graduate Studies, Institutional Research and Student Financial Aid.

The intention with the review was not to change the policies and procedures regarding registration, but to ensure that what was published reflected current practices and regulations. Many of the changes are considered house-keeping items to bring the information up to date.

In addition, it was determined that three other policies, listed elsewhere in the University Catalog that concerned enrollment, course load and registration limits could be incorporated into the Registration policy; much of the content of the three policies duplicate each other, and all relate to registration. Having all listed in one place will allow students, staff and faculty to find the information quicker and easier.

The information in the Policy Register has not been updated since before 1986. Changes are highlighted on page 4. The changes to the Registration policy are highlighted on page 5-8. Below is a summary:

- Clarification that the late registration fee (for students not enrolled in any coursework by the end of the first week of classes) is non-refundable.
- Reduction of the amount of time a student can add a course after the semester begins, from end of second week to end of first week. This change was approved by EPC (19-Aug-13) and Faculty Senate (9-Sep-13) on the condition that its implementation coincides with creation of an electronic petition for exception to registration. That electronic petition will be functional starting fall 2015.
- Notification to students that while there are no processing fees for adding, dropping or other scheduling adjustments within the deadline, those actions may affect their tuition and fees.
- Notification to international students on visa that they must first contact the Office of Global Education before withdrawing from a course if the withdrawal affects their full-time status.
- Notification to graduate students withdrawing from all courses with an intention to return that they may be eligible for a leave of absence.

- Notification to all students that course withdrawal does not negate their financial obligation to Kent State.
- Creation of a course overload policy for graduate students. Presently, there is none, leading graduate students to assume they must follow the overload policy for undergraduate students.
- Removal of the following statement tied to full-time graduate enrollment as it is no longer applicable (i.e., all dissertation courses are now 15 credits each): *"A graduate student who has entered into candidacy and is within the university's maximum time and credit hour limits for completion of the degree may carry a program of one or more graduate-level credits involving research (Dissertation II) under the direction of the candidate's dissertation advisor, and will be considered as full time."*
- Removal of the following statements, also tied to full-time graduate enrollment, as they are an advising recommendation rather an enforceable policy: *"Persons doing graduate work while engaged in a full-time, on-campus position should attempt to limit themselves to one course. Off-campus work is governed by the same rules that apply to work on campus."*
- Addition of NF and SF marks to the statement regarding courses that do not count in enrollment hours for full- and part-time status. The addition aligns university procedures with Federal Title IV regulations for federal financial aid awarding.
- Clarification that the enrollment definition for full- and part-time students as published in the Registration policy (for financial aid eligibility, loan deferments and other similar purposes) is different that the enrollment definition used for assessing tuition and fees.
- Extension of the summer registration limit to graduate students (maximum of 6 credit hours in a single five-week summer session; 10 hours in an eight-week summer session; 10 hours in overlapping summer sessions; or more than 12 hours for all summer sessions combined).
- Removal of the following statements in the course overload policy for undergraduate students as they already addressed in another, more appropriate, policy and doesn't pertain to registration policies: *"A minimum of 120 semester hours of approved coursework must be satisfactorily completed to receive a baccalaureate; minimum 60 semesters hours for an associate degree. Students expecting to complete this minimum in four or two years, depending on degree, by attending two semesters (usually fall and spring semesters) should average 15 credit hours per semester and a yearly total of 30 hours. Some bachelor's and associate degree programs require more hours than the 120 and 60, respectively."*

ALTERNATIVES AND CONSEQUENCES

The alternate to the proposed changes is retaining an outdated Course Withdrawal and Registration policies, as well as separate but related policies, in the University Catalog, which does not support the university's objectives of clarity, consistency and transparency with academic policies.

SPECIFIC RECOMMENDATION AND JUSTIFICATION

The recommendation is to update the Course Withdrawal and Registration policies as listed on pages 4-8 to reflect current practices and procedures.

ACTIONS REQUIRED AND ANTICIPATED TIMELINE

Educational Policies Council.....approval sought 16 March 2015
Faculty Senate.....approval sought 13 April 2015
Implementation.....fall 2015 University Catalog

3342-3-01.102 Operational policy and procedure regarding withdrawal from courses

(A) Course withdrawal indicates that a student intends to stop attending any or all classes for the current term.

(B) ~~(A)~~ Course withdrawal is permitted through the 10th week of the fall or spring semester (prorated deadline for summer or flexibly scheduled courses). ~~Individual course withdrawals may be processed from the first day of classes through the tenth week of the semester, with appropriate proportional adjustments for courses of shorter duration. The student should consult the current "Schedule of Classes" booklet for specific dates.~~

(C) ~~(B)~~ ~~Individual course withdrawals are disallowed after the tenth week of the semester.~~ After the withdrawal deadline, a ~~that time~~ ~~the~~ student is considered to be committed to all remaining ~~the~~ courses and must complete them ~~it for a regular grade~~. If a student is unable to complete the term because of extreme circumstances that first occur after the deadline, the student should consult his/her college or campus dean's office.

(D) ~~(C)~~ Any course withdrawal(s) processed after the second week of the fall or spring semester (prorated deadline for summer or flexibly scheduled courses) will appear on the student's academic record with an administrative mark of W. ~~The only mark given to a student withdrawing from an individual course during the first ten weeks of the semester will be a "W". This is an administrative withdrawal without evaluation.~~

~~(D) The signature of the instructor as required on the course withdrawal form as acknowledgment of withdrawal by a student. Laboratory checkout, fee payment and any other arrangements related to the course must be completed at this time.~~

(E) Students in the Kent State University College of Podiatric Medicine who request withdrawal after seven weeks of course instruction will receive on their academic record either the administrative mark WP or WF if passing or failing, respectively, for each withdrawn course.

~~(E) Any variation from this rule for reasons of extenuating circumstances requires the approval of the student's academic dean.~~

(F) Course withdrawal does not negate a student's financial obligation, and the student will be held responsible for all balances due to Kent State University.

Effective: _____, 2015 ~~June 1, 2007~~
Prior Effective Dates: 11/4/1977, 9/13/1979, 3/28/1986, 6/1/2007

Registration

Only students who have been formally admitted to Kent State University may register for coursework and pay the appropriate fees. An official registration is a record of a student's ~~the students' approved~~ schedule of classes maintained online in the university's student information system, Banner. Students who are not officially registered for a course by published university deadlines should not attend classes and will not receive credit or a grade for the course. Students are responsible for their schedules and have the ultimate responsibility to confirm the accuracy frequently during the semester before posted deadline dates. Allowing a member of the university staff to make schedule changes does not relieve the student of his or her responsibilities.

Students register for courses online through FlashFAST (log onto FlashLine *[link]* and click on the Student Tools and Courses tab). Students must clear any registration holds before adjusting their class schedule. Refer to the Office of the University Registrar website *[link]* for registration information, instructions, dates, deadlines and procedures. New freshmen and new transfer students register through the various campus advising and registration orientation programs.

Kent State University reserves the right to change the time of a course if it is deemed necessary, and it reserves the right to drop any course from the Schedule of Classes if there is insufficient student demand or if resources are unavailable to offer the course.

Late Registration Fee

Students who are not officially enrolled for any coursework (i.e., neither registered nor paid fees) as of the end of the first week of classes for the fall or spring semester will have a non-refundable late registration fee assessed for any initial registration processed. A non-payment fee will be assessed for registrations not paid by the end of the second week of classes. Visit the Office of the Bursar website *[link]* for information on students' fees.

Add, Drop and Other Schedule Adjustments

Schedule adjustments are changes to a class schedule for students who have already enrolled in at least one course (1 credit or more) for that semester. During registration, students may make the following adjustments or requests in FlashFAST via FlashLine:

1. Adding a course/changing section of a course.
    - Permitted by the end of the first ~~second~~ week, Sunday at 11:59 p.m., of the fall or spring semester (~~or the~~ prorated deadline for summer or flexibly scheduled courses ~~sections~~). During the second week of the fall or spring semester (prorated deadline for summer or flexibly scheduled courses), students may request to add or change sections of a course. The request is sent to the course instructor, and only approved adds/section changes will be reflected on the student's schedule. ~~After that deadline, students may add a class or change sections of a class only with the written permission of the course instructor and submission of a Petition for Exception to Registration.~~
    - Permitted on a space-available basis and meeting course registration eligibility.
2. Dropping a course/section.
    - Permitted by the end of the second week, Sunday at 11:59 p.m., of the fall or spring semester (~~or the~~ prorated deadline for summer or flexibly scheduled courses ~~sections~~).
3. Changing credit hours for a variable-credit-hour course.
    - Permitted by the end of the second week, Sunday at 11:59 p.m. of the fall or spring semester (~~or the~~ prorated deadline for summer or flexibly scheduled courses ~~sections~~).
4. Changing from graded to pass/fail or audit status.
    - Permitted by the end of the second week, Sunday at 11:59 p.m., of the fall or spring semester (~~or the~~ prorated deadline for summer or flexibly scheduled courses ~~sections~~).
5. Changing from pass/fail or audit to graded status.
    - Permitted by the end of the second week, Sunday at 11:59 p.m., of the fall or spring semester (~~or the~~ prorated deadline for summer or flexibly scheduled courses ~~sections~~).

Students must submit a Petition for Exception to Registration form *[link to www.kent.edu/registrar/other-requests-and-forms#reg]* to the Office of the University Registrar when requesting schedule adjustments after the university deadlines listed above. ~~Students will use FlashFAST via FlashLine to process schedule adjustments by the deadlines listed above.~~ There are no processing fees ~~required~~ for schedule adjustments, but tuition and fees assessment may be affected. ~~Students must submit a Petition for Exception to Registration form to the Office of the University Registrar when requesting schedule adjustments after the university deadlines listed above.~~

Course Withdrawal

Course withdrawal indicates that a student intends to stop attending any or all classes for the current term. Course w~~W~~ithdrawal ~~from any or all courses~~ is permitted through the 10th week of the fall or spring semester (~~or the~~ prorated deadline for summer or flexibly scheduled courses ~~sections~~). After that time, students are considered to be committed to all remaining courses and must complete them.

Students will use FlashFAST via FlashLine to withdraw from one or more courses by the deadline. If students are unable to complete the term ~~semester~~ because of extreme circumstances that first occur after the deadline, they ~~students~~ should consult their college or campus dean's office. Any course withdrawal(s) processed after the second week of the fall or spring semester (or prorated deadline for summer or flexibly scheduled courses) will appear on the students' academic record with an administrative mark ~~a grade~~ of W. For more information on the W mark ~~grade~~, please refer to Grading Policies and Procedures in the University Catalog. Any applicable tuition credit (policy published on the Office of the Bursar website *[link]*) is determined by the date the transaction is processed on FlashFAST.

International students on J1 and F1 visas are required to contact the Office of Global Education if a course withdrawal causes them to be less than full time. Graduate students who withdraw from all courses with an intention to return at a later date may be eligible for a leave of absence (for more information, refer to Leave of Absence for Graduate Students policy in the University Catalog).

Course withdrawal does not negate a student's financial obligation, and students will be held responsible for all balances due to the university.

Students in the College of Podiatric Medicine who fail to complete registration requirements by the deadline will not be enrolled in classes for the following academic year and may be withdrawn from the college. These students may also be subject to a professionalism deficiency evaluation. Podiatric Medicine Students who request withdrawal after seven weeks of course instruction will receive on their academic record ~~transcript either~~ the administrative mark WP or WF if passing or failing, respectively, for each withdrawn course. Please refer to the college policies in the College of Podiatric Medicine section of the University Catalog for more information on the procedures for withdrawal.

Registration Cancellation

To receive a full refund of tuition, students who register and decide not to attend the university must cancel their registration as early as possible, and no later than the end of the first week of classes (~~or the~~ prorated deadline for summer or flexibly scheduled courses ~~sections~~). This may be accomplished by the student dropping all courses via FlashFAST during registration periods. Any paid registration not canceled by the end of the first week of classes (~~or the~~ prorated deadline for summer or flexibly scheduled courses ~~sections~~) will be subject to the refund policy published on the Office of the Bursar website *[link]*. Any applicable refund is determined by the date the transaction is processed in the student information system.

Flexibly Scheduled Course Sections

Some courses are offered as flexibly scheduled sections, that is, the course ~~section~~ does not meet for the full semester. Eligibility for processing registration transactions for these courses (adding, dropping or withdrawing) is determined by the beginning and ending dates of the section. To view registration deadlines for these courses, students should access the Detailed Class Search from the Office of the University Registrar Schedule of Classes Search website *[link]*. After locating the course, click on the "Registration Deadlines" link to see course-specific dates. Students can also find this information on their student schedule in FlashLine.

Enrollment Definitions ~~Certification~~

~~The~~ For financial aid eligibility and enrollment certification for loan deferments, insurance coverage and other purposes, enrollment status of students is defined as the following: ~~or any other official certification of enrollment is processed by the Office of the University Registrar. An audited course is not counted for enrollment certification purposes.~~

Undergraduate Students:

- Full-time enrollment: 12+ credit hours
- Three-quarter-time enrollment: 9-11 credit hours
- Half-time enrollment: 6-8 credit hours
- Less-than-half-time enrollment: 1-5 credit hours

Graduate Students:

- Full-time enrollment: 8+ credit hours
- Three-quarter-time enrollment: 6-7 credit hours
- Half-time enrollment: 4-5 credit hours
- Less-than-half-time enrollment: 1-3 credit hours

~~Please note:~~ For summer, the statues listed above ~~this definition~~ may be fulfilled by enrollment in one or more sessions within the summer semester, including summer intersession. Courses receiving an AU, NF or SF mark are not counted in enrollment hours. This definition differs from the one used for assessing tuition and fees (for more information, see Office of the Bursar website *[link]*).

Registration Limits ~~for Full- and Part-Time Studies~~

Undergraduate students are able to register each fall and spring for a maximum of 18 credit hours. ~~For student financial aid purposes, full-time undergraduate student status is defined as registered for minimum 12 credit hours in one semester. Undergraduate students wanting to registering for more than 18 credit hours in fall or spring semester may be eligible for an approved course overload. Refer to the Course Load for Undergraduate Students policy in the University Catalog for more information.~~

~~A full-time graduate student is one registered for 8 to 16 hours in any one semester, with 16 hours being the maximum number that may be carried per semester~~ Graduate students are able to register each fall and spring for a maximum of 16 credit hours, with the exception of students in the Doctor of Podiatric Medicine degree who may be required to be registered for more. ~~A graduate student who has entered into candidacy and is within the university's maximum time and credit hour limits for completion of the degree may carry a program of one or more graduate-level credits involving research (Dissertation II) under the direction of the candidate's dissertation advisor, and will be considered as full time.~~

For the summer term, undergraduate and graduate students are able to register for a maximum of 6 credit hours in a single five-week summer session; 10 hours in an eight-week summer session; 10 hours in overlapping summer sessions; or more than 12 hours for all summer sessions combined, including summer intersession.

~~A part-time undergraduate student is taking less than 12 credit hours in one semester. A part-time graduate student is one taking less than 8 hours per semester. Persons doing graduate work while engaged in a full-time, on-campus position should attempt to limit themselves to one course. Off-campus work is governed by the same rules that apply to work on campus.~~

~~For a comprehensive breakdown of full-time and part-time status for both undergraduate and graduate students, see the Enrollment Certification policy in the University Catalog.~~

Course Overload for Undergraduate Students

~~A minimum of 120 semester hours of approved coursework must be satisfactorily completed to receive a baccalaureate; minimum 60 semesters hours for an associate degree. Students expecting to complete this minimum in four or two years, depending on degree, by attending two semesters (usually fall and spring semesters) should average 15 credit hours per semester and a yearly total of 30 hours. Some bachelor's and associate degree programs require more hours than the 120 and 60, respectively.~~

Eligible undergraduate students wanting to register for more than the maximum listed under registration limits may do so through an automated overload process. ~~Eligible undergraduate students who have a minimum of 12 Kent State earned credit hours and meet the Kent State GPA guidelines may register for a course overload through an automated process. A course overload is considered as:~~

1. ~~More than 18 credit hours in fall or spring semester.~~
2. ~~More than 6 credit hours in a single five-week summer session; more than 10 hours in an eight-week summer session; more than 10 hours in overlapping summer sessions; or more than 12 hours for all summer sessions combined.~~

~~Kent State GPA guidelines for an automatic overload:~~

~~Student GPA~~	~~Permitted hours over 18 for fall and spring semesters~~
~~2.500-2.749~~	~~1~~
~~2.750-2.999~~	~~1-2~~
~~3.000-4.000~~	~~1-3~~

Criteria for eligibility:

- Students who have a minimum 12 Kent State earned hours and the following GPA are eligible for an automatic overload:
  - 2.500-2.749 GPA – students may register for 19 credit hours in fall and spring
  - 2.750-2.999 GPA – students may register for 19-20 credit hours in fall and spring
  - 3.000-4.000 GPA – students may register for 19-21 credit hours in fall and spring
- First-semester transfer students and freshmen without a Kent State GPA are excluded from qualifying for an automatic overload. They must seek approval from their advising office.
- ~~All students who have a minimum of 12 Kent State earned credit hours are eligible for an automatic overload given the criteria above.~~
- Students not meeting the above criteria or requesting more than 21 semester hours in the fall or spring semester (more than 12 hours in all summer terms) will be blocked from registering for an overload unless approval is granted from their advising office.
- Students on academic probation may not register for more than 15 hours and may receive a prescription from the dean of their college or campus that they further reduce the hours carried until removed from probation.

Exceptions to this rule must be approved by the appropriate college dean.

Course Overload for Graduate Students

Graduate students wanting to register for more than the maximum listed under registration limits should request permission from their advisor, who will consider such factors as academic standing, progress to degree and the rigor of their proposed course schedule in deciding whether to approve the overload. Graduate students with an approved overload will have their course limit adjusted to register for the approved overload class(es).

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **25-Feb-15** Curriculum Bulletin _____

Effective Date **Fall 2015** Approved by EPC _____

Department **Admissions / Transfer Center**

College

Proposal **Revise Policy**

Proposal Name **Revision of Admission - Post-Undergraduate Student Policy**

Description of proposal:

Proposal seeks to revise the Admission–Post-Undergraduate Student policy, as published in the University Catalog, to require all post-undergraduate (PUG) students to submit official transcripts from any and all previously attended colleges and universities. The current policy requires a transcript only from the institution where the baccalaureate was earned if the PUG is not seeking another undergraduate degree at Kent State University.

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

Transfer Center will complete and post an official transfer credit evaluation for all admitted PUG students no matter their original intention of seeking/not seeking a degree or certificate.

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

Registrar, Curriculum Services

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 Admission Credentials Required for Post-Undergraduate, Non-Degree-Seeking Students

Subject Specification:

A request is being made jointly from the Office of Undergraduate Admissions and the Transfer Center to revise the Admission–Post-Undergraduate Student policy, as published in the University Catalog, to require all post-undergraduate (PUG) students to submit official transcripts from any and all previously attended colleges and universities. The current policy requires a transcript only from the institution where the baccalaureate was earned if the PUG is not seeking another undergraduate degree at Kent State University.

Background Information:

Presently, post-undergraduate (PUG) non-degree-seeking students must pay an application fee and submit an official transcript from the institution at which the bachelor's degree was earned. We would like to change the requirements so they must submit official transcripts from all colleges and universities attended as an undergraduate.

The reason for this change is due to the regular occurring situation of non-degree PUG students deciding to declare an undergraduate degree or certificate program after they have enrolled at the university. When this happens, through the Change of Program process, we do not have a method in place to gather additional official transcripts, which were not required for admission, or a mechanism to notify the Transfer Center of the need for a credit evaluation to be completed. PUG students wishing to declare a graduate program must go through the regular admission process.

Once the requested admission credential change is approved for fall 2015, the Transfer Center will be able to complete and post an official transfer credit evaluation for all admitted PUG students no matter their original intention of seeking/not seeking a degree or certificate. All PUG students will benefit from the evaluation because posted transfer work may satisfy prerequisites that are required during registration for Kent State classes.

Alternatives and Consequences:

The alternative is to keep the current policy as is, and not require official transcripts for all previous institutions attended. The consequences are frustrated students who are unsuccessful in registering for courses and/or having transfer coursework apply toward a degree or certificate program because they were not required to send the transcripts to Kent State; therefore, Kent State is unaware of their previous college-level coursework.

Specific Recommendation and Justification*:*

The recommendation are the following changes to the university admission policy, to become effective for fall 2015 to allow the university to evaluate and post all college-level transfer coursework for PUG students:

Admission - Post-Undergraduate Student

Those who have received a bachelor's degree from an accredited college or university other than Kent State University and who wish to take undergraduate courses at Kent State may apply as post-undergraduate students. Kent State graduates who have taken coursework elsewhere since leaving Kent State are also considered post-undergraduates. Baccalaureate graduates of Kent State University who have not attempted subsequent college work do not need to reapply to the university but do need to declare their intent to the Office of the University Registrar. Typically, post-undergraduate students take undergraduate courses to pursue a certificate or an additional baccalaureate, to prepare for graduate school or to enrich themselves personally or professionally.

A post-undergraduate application is available online on the Admissions website. Kent State requires a non-refundable application fee and ~~an~~ official transcripts from ~~the~~ all colleges or university~~y~~ies ~~where the baccalaureate was earned. Students seeking a second undergraduate degree must also submit official transcripts from all colleges and universities~~ attended.

Timetable and Actions Required:

Approval from Educational Policies Council: March 2015
Approval from Faculty Senate: April 2015
Update of University Catalog: fall 2015

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **25-Feb-15** Curriculum Bulletin _____

Effective Date **Fall 2015** Approved by EPC _____

Department

College **PR - Provost**

Proposal **Establish Policy**

Proposal Name **Establishment of Alternative Credit Policy**

Description of proposal:

Proposal seeks to combine all undergraduate alternative credit policies presently listed separately in the University Catalog and add existing alternative credit policies not represented in the catalog. In addition, some policies have minor updates to reflect current practices.

The following are types of credit earned by alternative methods and accepted by Kent State: Tech Prep; Military Training; Correspondence; Retroactive Credit; A-Level Qualification; Advanced Placement (AP); Credit By Examination (CBE); International Baccalaureate (IB); College Level Examination Program (CLEP); DANTES Subject Standardized Tests (DSST); and Industry-Recognized Certifications and Examinations.

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

Not applicable; the alternative credit methods listed above are existing and accepted.

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

Transfer Center, Career Services Center, Office of Global Education, Office of University Registrar, East Central Regional Center - College Tech Prep

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REQUIRED ENDORSEMENTS

_____ ____/____/____

Department Chair / School Director

_____ ____/____/____

Campus Dean (for Regional Campuses proposals)

_____ ____/____/____

College Dean (or designee)

_____ ____/____/____

Dean of Graduate Studies (for graduate proposals)

_____ ____/____/____

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

Proposal Summary
Restructuring of Alternative Credit Policies into One Policy in the University Catalog

SUBJECT SPECIFICATION

The intent of this proposal is to combine all undergraduate alternative credit policies presently listed separately in the University Catalog and add existing alternative credit policies not represented in the catalog. In addition, some policies have minor updates to reflect current practices.

BACKGROUND INFORMATION

The following are types of credit earned by alternative methods and accepted by Kent State:

- Advanced Placement (AP)
- A-Level Qualification *currently not in University Catalog*
- College Level Examination Program (CLEP)
- Correspondence
- Credit By Examination (CBE)
- DANTES Subject Standardized Tests (DSST) *currently not in University Catalog*
- Industry-Recognized Certifications and Examinations *currently not in University Catalog*
- International Baccalaureate (IB) *currently not in University Catalog*
- Military Training
- Retroactive Credit
- Tech Prep *currently not in University Catalog*

Articulation for other types of alternative credit may be awarded on an ad hoc basis.

Amalgamation of all the types under one listing in the University Catalog will allow undergraduate students, faculty, staff and administrators to see all methods alternative credit accepted at the university.

ALTERNATIVES AND CONSEQUENCES

The alternate to the proposed changes is keeping separate an incomplete list of accepted alternative credit in the University Catalog, which does not support the university's objectives of clarity, consistency and transparency with academic policies.

SPECIFIC RECOMMENDATION AND JUSTIFICATION

The recommendation is to create an Alternative Credit policy in the University Catalog, with the merger of separate alternative credit policies, addition of other existing alternative credit policies and minor housekeeping revisions, as represented on pages 3-6 in this proposal.

ACTIONS REQUIRED AND ANTICIPATED TIMELINE

Educational Policies Council.....approval sought 16 March 2015
Faculty Senate.....approval sought 13 April 2015
Implementation.....fall 2015 University Catalog

2015 UNIVERSITY CATALOG – ALTERNATIVE CREDIT POLICY

After enrollment at Kent State in an undergraduate degree or certificate program, students may be awarded credit toward their academic program through methods other than completing Kent State coursework. This credit may shorten the time required to complete a Kent State degree.

Types of credit earned by alternative methods and accepted by Kent State are the following. Articulation for other types of alternative credit may be awarded on an ad hoc basis.

- Advanced Placement (AP)
- A-Level
- College Level Examination Program (CLEP)
- College Tech Prep (CTP)
- Correspondence
- Credit By Examination (CBE)
- DANTES Subject Standardized Tests (DSST)
- Industry-Recognized Certifications and Examinations
- International Baccalaureate (IB)
- Military Training
- Retroactive Credit

For information on credit awarded for transfer coursework earned before or after matriculation at Kent State, refer to the Transfer Credit Evaluation of Undergraduate Coursework policy and the Transient Undergraduate Work at Another University policy in the University Catalog.

Credit will not be awarded for any exam or content that duplicates the content of a college course for which a student has already received credit or if a student has completed more advanced study, i.e. beyond the level covered by an exam. Evaluation of credit earned by alternative methods is based on articulated course and requirement equivalencies in effect at the time the credit is requested. General guidelines for alternative credit types accepted by the university are described in the sections below.

Advanced Placement (AP)

The College Board Advanced Placement (AP) program awards college credit based on college-level high school courses and tests administered through the high schools. The State of Ohio, working through the University System of Ohio, has initiated policies to facilitate the ease of transition from high school to college as well as between and among Ohio's public colleges and universities.

Beginning in the fall term 2009:

1. Students obtaining an AP exam score of 3 or above will be awarded the aligned course(s) and credits for the AP exam area(s) successfully completed.
2. General education courses and credits received will be applied towards graduation and will satisfy a general education requirement (Kent Core) if the course to which the AP area is equivalent fulfills a requirement.
3. If an equivalent course is not available for the AP exam area completed, elective or area credit will be awarded in the appropriate academic discipline and will be applied towards graduation where such elective credit options exist within the academic major.
4. Additional courses or credits may be available when a score of 4 or 5 is obtained. Award of credit for higher score values varies depending on the academic discipline.
5. In academic disciplines containing highly dependent sequences (e.g., sciences, technology, engineering and mathematics), students are strongly advised to confer with their advisor to ensure they have the appropriate foundation to be successful in advanced coursework within the sequence.

Ken State will not accept AP credit from a high school or out-of-state transcript. Students must submit either an official score report from the College Board or a transcript from an Ohio college or university with the AP credit displayed. The awarding of AP credit at Kent State is coordinated by the Transfer Center *[link]*. The Kent State AP Chart *[link to www2.kent.edu/transfercenter/advanced-placement.cfm]* provideds information about scores and credits earned.

2015 UNIVERSITY CATALOG – ALTERNATIVE CREDIT POLICY

A-Level

Kent State accepts for credit the successful completion of A-Level qualification (General Certificate of Education Advanced Level) that was administered by AQA, Edexcel or the University of Cambridge International Examinations. Students should contact the Office of Global Education *[link]* for determination of grading, level of study and credit application. Official score reports must be submitted to Kent State before A-level credit can be applied to a student's academic record.

College Level Examination Program (CLEP)

Students may earn academic credit through the College Board's College Level Examination Program (CLEP) administered at Kent State by the Career Services Center. CLEP allows a student to earn college credit for prior knowledge and move on to more advanced coursework sooner. Credit, but no letter grade, is granted for scores meeting the minimum required score of 50, equivalent to a "C" grade.

For additional CLEP information, including available tests, Kent State course equivalents and test dates, visit the Career Services Center testing website *[link]*. Refer to the Alternative Credit-Testing Eligibility policy at the end of this section ~~in the University Catalog~~ for more regulations on earning credit through testing.

College Tech Prep (CTP)

Kent State University will award college credit to students who successfully complete an approved College Tech Prep (CTP) program at a high school or career center. Credit received through the CTP program is applied toward an appropriate degree at Kent State as identified in the signed articulation agreement. An articulated credit application for CTP credit is available from the CTP teacher or high school guidance counselor or on the Kent State College Tech Prep website *[link]*.

To earn Kent State University credit, students must:

- Complete the state-approved CTP program with a minimum B grade
- Graduate from high school
- Enroll at Kent State and request credits within 15 months after high school graduation
- Meet any additional criteria identified on the articulated credit application

Correspondence ~~Courses~~

Kent State University does not offer correspondence courses. However, the university will accept ~~up to~~ a maximum of 11 semester hours of correspondence work from an accredited institution, provided each course is completed with a minimum C grade and is applicable to the students' degree program. Correspondence credit does not count toward the final year of required work in-residence.

Credit By Examination (CBE)

Students with demonstrable ability and knowledge in a particular subject area may earn credit in selected courses though Credit-By-Examination (CBE), coordinated by the Office of the University Registrar. Students who wish to pursue CBE must complete the CBE application to gain appropriate college and departmental permission. The appropriate academic department administers the exam, which may include the completion of additional assignments. The minimum passing standard for CBE is the equivalent of a C grade. However, no letter grade, only credit hours, are posted to the academic transcript for CBE.

For the CBE application, per-credit-hour fee and a list of available courses, visit the Office of the University Registrar website *[link]*. Refer to the Alternative Credit -Testing Eligibility policy at the end of this section ~~in the University Catalog~~ for more regulations on earning credit through testing.

DANTES Subject Standardized Tests (DSST)

Formerly known as the Defense Activity for Non-Traditional Educational Support (DANTES) exams, the DANTES Subject Standardized Tests (DSST) is a nationally recognized program that gives students the opportunity to receive college credit for learning acquired outside the traditional college classroom. Kent State accepts the American Council on Education (ACE) recommendations for the minimum score required and the amount of credit awarded. Official score reports or a joint services transcript (JST) must be submitted to Kent State before the credit can be applied to a student's academic record.

2015 UNIVERSITY CATALOG – ALTERNATIVE CREDIT POLICY

Industry-Recognized Certifications and Examinations

Kent State accepts many industry-recognized certifications and examinations as prior learning credit applicable toward specific degree programs upon programmatic approval. Students should contact the Transfer Center *[link]* for more information on the types of certifications and examinations accepted and the approval process. Official documentation from the issuing agency must be submitted to Kent State before the credit can be applied to a student's academic record.

International Baccalaureate (IB)

Students who complete the International Baccalaureate (IB) Diploma Programme, a rigorous two-year course of pre-university studies in their high school, may be awarded credit toward a degree or certificate at Kent State. An official IB transcript must be submitted to Kent State before the credit can to be applied to a student's academic record. (A notation on a high school transcript will not be accepted.)

Kent State accepts scores of 5, 6 or 7 for higher-level (HL) and standard-level (SL) IB exams toward specific course equivalencies and general education requirements (e.g., Kent Core, diversity). The Kent State IB Chart *[link to www2.kent.edu/transfercenter/upload/international-baccalaureate-handout-20141.pdf]* provides information about these scores and credits earned.

Military ~~Credit~~ Training

Kent State University awards academic credit for military coursework according to recommendations listed on the Joint Services Transcript (JST). All eligible credits must be recognized by the American Council on Education (ACE). Kent State awards Military Transfer Assurance Guide (MTAG) coursework for articulated credit as established by the Ohio Board of Regents. Service members can visit the Transfer Center website *[link]* for information regarding requesting and submitting military transcripts.

~~Defense Activity for Non-Traditional Educational Support (DANTES) and Service Examinations – Advanced-Standing credit is awarded for DANTES courses and for some armed forces service experiences on the basis of recommendations provided by the Commission on Accreditation of Services of the American Council of Education.~~

Service Examinations – a~~A~~dvanced-standing credit is awarded for some experiences in basic training that are equivalent to ~~some~~ specific beginning physical education (PEB) courses at Kent State University. Credit is awarded on the basis of recommendations from the School of Teaching, Learning and Curriculum Studies in the College of Education, Health and Human Services.

In order for credit to be granted in any of the above areas, a transcript or certificate of completion or a veterans DD 214 form is required. In addition, Kent State reserves the right to set the percentile score that is necessary for satisfactory performance in a course and for the granting of credit. Credit will not be given for duplicate work taken through any of these agencies.

Military Transfer Credit Appeals Process: Students must submit, in writing, a letter of appeal regarding their military transfer credit to the Transfer Center c/o Kent State University. Upon recommendation by the Transfer Review Committee, students will be notified of the outcome, in writing by the Transfer Center. To obtain I~~i~~nformation regarding the standards for satisfactory performance ~~may be obtained upon request from~~ or to submit an appeal, students should contact Kent State University's Transfer Center *[link]*.

Retroactive Credit

Undergraduate students currently enrolled in a degree or certificate program who are placed into an advanced course through assessment or departmental review may earn retroactive credit for designated lower level course(s) in that subject. The advanced courses approved for earning retroactive credits are listed below. To apply for retroactive credit, students must submit an application for retroactive credits to the Office of the University Registrar.

The following stipulations apply:

- Students must complete the advanced course at Kent State with a minimum C (2.000) or S (Satisfactory) grade to be eligible for retroactive credit. Courses taken for the pass/fail grade or audit mark will not be accepted for retroactive credit.

2015 UNIVERSITY CATALOG – ALTERNATIVE CREDIT POLICY

- Students who withdraw from or fail to meet the minimum C or S grade in the advanced course may retake the course and apply for retroactive credit once the minimum C or S grade is achieved and posted.
- Course credits earned through the retroactive policy are not assigned a letter (A-F) grade. The mark CR will be posted to a student's transcript for the enrolled term the student applied for the retroactive credit.
- Retroactive credit will count toward students' class standing, total credit hours earned for graduation and hours required for graduation honors. Retroactive credit will not count in students' grade point average (GPA), quality points and residence requirement.
- Students are not eligible for retroactive credit if they previously earned college credit for a course that is comparable to a lower level course in the same subject of the advanced course. Previous college credit includes c~~C~~redit earned through exam (e.g., AP, CLEP); ~~or~~ courses transferred from other college-level institutions, tech prep programs or dual enrollment in a high school; or any other alternative credit listed in the University Catalog ~~are not eligible for retroactive credit~~.
- Not all courses that offer retroactive credits are available each semester.
- Retroactive credit is not available for graduate courses.
- Students may apply for retroactive credit following the posting of the grade at any time before graduation, but no later than the second Sunday of the semester in which they are graduating.

A fee per credit hour is charged for processing and posting of the credit on the student's transcript. The Kent State Retroactive Credit Chart *[link]* provides information about eligible courses and credits earned.

Alternative Credit-Testing Eligibility

The student's college determines eligibility for testing. The following regulations govern credit through testing:

1. Credit is awarded on a course-by-course basis. Students may be tested for Credit-By-Examination (CBE) only once for any given course. Students may not attempt a course CBE for which they have previously attempted through the College Level Examination Program (CLEP).
2. New students may take the CLEP before beginning work at Kent State University. CBE is available to currently enrolled degree- and certificate-seeking Kent State students only.
3. Students are allowed to take CBE only if they are in good standing (i.e., not on probation).
4. Students may not take CLEP or CBE for any course:
   a In which they have audited
   b In which they are currently enrolled
   c In which they have previously enrolled and earned a grade, including withdrawal (A-F, AU, IN, IP, NF, NR, S, SF, U, W, Y or Z)
5. In subject fields in which knowledge is sequential or accumulative (e.g., mathematics and foreign language), courses are structured in prescribed sequences. Students who have received credit for, or established proficiency at, one level in such a sequence (either by testing or by enrolling in and completing the course) cannot subsequently earn CLEP or CBE credit for any prior course in the sequence or in any lower level sequence. Students who want to earn CBE for more than one course in such a sequence must complete CBE one course at a time, beginning with the lowest level course for which they want to receive academic CBE credit.
6. Students approaching graduation must complete all CBE and CLEP credit by at least the semester proceeding the semester in which they plan to graduate.
7. Students who sign up for CBE must take the exam within 60 days of the payment date of application. If they do not, they forfeit any fees paid and must reapply to take the exam.

TO: Educational Policies Council

FROM: Senior Vice President and Provost Todd A. Diacon

SUBJECT: Agenda for Monday, 20 April 2015
3:20 p.m., Governance Chambers, 2nd floor of Kent Student Center

DATE: Monday, 13 April 2015

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 the Office of Curriculum Services by Friday, 17 April 2015, to ensure that the materials are available at the meeting for review.

JOINT EDUCATIONAL POLICIES COUNCIL

ACTION ITEMS

1. Approval of minutes of 16 March 2015.
   Attachment 1

UNDERGRADUATE EDUCATIONAL POLICIES COUNCIL

ACTION ITEMS

EPC Ad Hoc Committee for Academic Policies *(presented by Associate Provost Melody J. Tankersley)*

1. Revision of Dismissal, Appeal and Reinstatement policies to, among the changes, allow students to be dismissed in their first semester, to lower the GPA range for dismissal review, to revise the deadline date for an appeal, and to clarify that students may be reinstated to the university, but not into a particular program.
   Effective Fall 2015 | Attachment 2

Undergraduate Studies *(presented by Dean Eboni J. Pringle)*

2. Establishment of College Credit Plus policy to replace the Dual Credit and The Post-Secondary Enrollment Option Program (PSEOP) policies.
   Effective Fall 2015 | Attachment 3

LESSER ACTION ITEMS

College of Applied Engineering, Sustainability and Technology

1. Establishment of tech prep articulation agreements for the Construction Management [COMA] major within the Bachelor of Science [BS] degree. Eligible graduates of the following tech prep programs will earn credit for one to two courses (CMGT 11044 and/or CMGT 31015) applicable toward the degree program: (1) building construction program at East Liverpool High School (2); power line technologies program at Wayne County Schools Career Center (Smithville); and (3) construction trades program and heating, ventilating and air conditioning (HVAC) program at Medina County Career Center.
   Effective Fall 2015

UNDERGRADUATE EPC – LESSER ACTION ITEMS *continued*

College of the Arts

School of Theatre and Dance

2. Establishment of tech prep articulation agreement for the Theatre Studies [THEA] major within the Bachelor of Fine Arts [BFA] degree. Eligible graduates of the performance arts program at McKinley High School (Canton) will earn credit for nine to 10 courses (THEA 11100, 11303, 11722, 11723, 11724, 11732, 11733, 11734, 21700 and/or 22192) applicable toward the degree program.
   Effective Fall 2015

College of Education, Health and Human Services

School of Health Sciences

3. Establishment of tech prep articulation agreement for the Athletic Training [ATTR] major within the Bachelor of Science [BS] degree. Eligible graduates of the exercise science program at McKinley High School (Canton) will earn credit for ATTR 25036 applicable toward the degree program.
   Effective Fall 2015

College of Nursing

4. Revision of admission requirements and course requirements for the Nursing [NURS] major within the Bachelor of Science in Nursing [BSN] degree. Revision includes replacing physiology electives with new BSCI 21010 and BSCI 21020; adding new CHEM 10055 to chemistry electives; removing five required NURS courses; and adding four new NURS courses as required. Minimum total credit hours to program completion are unchanged at 120.
   Effective Fall 2015

Regional College

5. Revision of course requirements for the Computer Forensics and Security [CFSE] minor. Revisions include adding COMT 40000 and COMT 46320 as electives. Minimum total credit hours to program completion are unchanged at 18.
   Effective Fall 2016

6. Revision of course requirements for the Information Technology for Administrative Professionals [ITAP] major within the Associate of Applied Business [AAB] degree. Revisions include adding new ITAP 16638 and removing existing ITAP 16636 as required. Minimum total hours to program completion are unchanged at 61.
   Effective Fall 2016

7. Revision of course requirements for the Technical and Applied Studies [TAS] major within the Bachelor of Technical and Applied Studies [BTAS] degree. Revisions include adding new COMT 36314 to major electives; changing COMT 36340 from elective to required and decreasing electives from 7 to 3-4 in the Computer Technology Networking [CTN] concentration; and changing COMT 36321 from elective to required and adding COMT 40000, COMT 46320 and COMT 46313 as electives in the Computer Technology Applied Computer Security and Forensics Technology [CTAC] concentration. Minimum total credit hours to program completion are unchanged at 120.
   Effective Fall 2016

8. Establishment of tech prep articulation agreement for the Veterinary Technology [VTEC] major within the Associate of Applied Science [AAS] degree. Eligible graduates of the animal science program at Canton South High School will earn credit for VTEC 10001 toward the degree program.
   Effective Fall 2016

GRADUATE EDUCATIONAL POLICIES COUNCIL

ACTION ITEMS

Division of Graduate Studies *(presented by Dean Mary Ann P. Stephens)*

1. Establishment of policy for undergraduate students who want to enroll in graduate courses.
   Effective Fall 2015 | Attachment 4
2. Revision of Multiple Degrees policy, now called Graduate Dual Degrees.
   Effective Fall 2015 | Attachment 5

College of Business Administration *(presented by Dean Deborah F. Spake)*

Department of Management and Information Systems

3. Establishment of Business Analytics [BA] major within the Master of Science [MS] degree.
   Included in the proposal is establishment of one CS and five MIS courses and revision of two IAKM and seven MIS courses.
   Effective Fall 2016 | Attachment 6: Proposal | Catalog Copy and Courses | Letters of Support and Library Resources | Response to OBR Feedback

LESSER ACTION ITEM

College of Education, Health and Human Services

School of Lifespan Development and Educational Sciences

1. Inactivation of Behavioral Intervention Specialist [C818] post-master's certificate.
   The post-baccalaureate certificate will continue to be offered.
   Effective Fall 2015

UNIVERSITY REQUIREMENTS COURSE CHANGES

Courses Approved for Experiential Learning Requirement for Fall 2016

CHEM 40092 Internship in Chemistry and Biochemistry (1-9) ..... New

Writing Intensive Course Revisions for Spring 2016

VCD 45000 Graphic Design Perspectives (3) ..... Revise

Kent Core Course Revisions for Fall 2016

CHEM 10054 General and Elementary Organic Chemistry (5) ..... Inactive

COURSE CHANGES

Course Changes Effective Spring 2016

BUS 30234 International Business (3) ..... Revise

COMM 21000 Communication Grammar Review (1) ..... Revise

COMT 36314 Seminar in Emerging Computer and Information Technologies (3) ..... New

COMT 40000 Cybersecurity (3) ..... New

COMT 41002 Cloud Technology (3) ..... New

Course Changes Effective Spring 2016*continued*

COMT 46320 Cloud Forensics (3) ..... New

EPI 52017 Fundamentals of Public Health Epidemiology (3) ..... Revise

EPI 72017 Fundamentals of Public Health Epidemiology (3) ..... New

IAKM 60370 Semantic Analysis Methods and Technologies (3) ..... Revise

IAKM 60411 Clinical Analytics (3) ..... Revise

RTT 21001 Mechanical Ventilation (5) ..... Revise

Course Changes Effective Fall 2016

BSCI 20021 Basic Microbiology (3) ..... Revise

COMT 46314 Technology of Application Services to:
Advanced Server Configuration (3) ..... Revise

CS 63016 Big Data Analytics (3) ..... New

CS 73016 Big Data Analytics (3) ..... New

JMC 60021 Advanced Magazine Writing to:
Literary Journalism (3) ..... Revise

MIS 64011 Systems Simulation (3) ..... Revise

MIS 64018 Mathematical Programming (3) to:
Quantitative Management Modeling ..... Revise

MIS 64026 Global Supply Chain Management and Sustainable Strategies (3) ..... Revise

MIS 64028 Global Supply Chain Business Models (3) ..... Revise

MIS 64029 Supply Chain Vendor Management Strategies (3) ..... Revise

MIS 64036 Business Analytics (3) ..... New

MIS 64037 Advanced Data Mining and Predictive Analytics (3) ..... New

MIS 64038 Analytics in Practice (3) ..... New

MIS 64082 Database Management Systems (3) to:
Database Management and Database Analytics (3) ..... Revise

MIS 64092 Internship in Business Analytics (3) ..... New

MIS 64098 Capstone Project in Business Analytics (3) ..... New

MIS 64160 Leadership and Organizational Change (3) ..... Revise

MIS 74018 Mathematical Programming (3) to:
Quantitative Management Modeling ..... Revise

MIS 74082 Database Management Systems (3) to:
Database Management and Database Analytics (3) ..... Revise

RTT 21010 Respiratory Therapy Capstone Course (3) to: (2) ..... Revise

UPDATES TO 26 JANUARY 2015 EPC AGENDA

University Requirements Curriculum Committee

1. Designation of Kent Core status to the following two new courses in the basic sciences category: BSCI 21010 Anatomy and Physiology I (4) and CHEM 10055 Molecules of Life (3).
   Item also contained BSCI 21020 Anatomy and Physiology II, which has been withdrawn for Kent Core consideration by the College of Arts and Sciences.

College of Education, Health and Human Services

School of Teaching, Learning and Curriculum Studies

2. Establishment of six new concentrations and revision of admission and course requirements for the Curriculum and Instruction [CI] major within the Master of Education [MED] degree. The new concentrations, formerly specializations, are Curriculum and Teaching Studies [CTS], English/Language Arts Education [ELAE], Mathematics Education [MTHE], Middle Childhood Education [MCED], Science Education [SCED], Social Studies Education [SSED].
   Concentration titles reported incorrectly as English/Language Arts [ENLA], Mathematics [MATH], Middle Childhood [MCED], Science [SCNC], Social Studies [SST].

Course Changes

IGST 40099 Senior Project ..... New
Course is also approved for Experiential Learning Requirement for fall 2015

FDM 10020 Fashion Visuals (3) ..... Inactive
Course originally reported as a revision

FDM 10023 Fashion Visuals (1) ..... New
Course number reported incorrectly as FDM 10020

FDM 10024 Fashion Visuals Laboratory (2) ..... New
Course number reported incorrectly as FDM 10023

FDM 10030 Fashion Fabrics I (3) ..... Inactive
Course originally reported as a revision

FDM 10033 Fashion Fabrics (1) ..... New
Course number reported incorrectly as FDM 10030

FDM 10034 Fashion Fabrics Laboratory (2) ..... New
Course number reported incorrectly as FDM 10033

FDM 10050 Introduction to Fashion Technology (3) ..... Inactive
Course originally reported as a revision

FDM 10053 Introduction to Fashion Technology (1) ..... New
Course number reported incorrectly as FDM 10050

FDM 10054 Introduction to Fashion Technology Laboratory (2) ..... New
Course number reported incorrectly as FDM 10053

TO:	Educational Policies Council
FROM:	Senior Vice President and Provost Todd A. Diacon
SUBJECT:	**ADDENDUM** to the Agenda for Monday, 20 April 2015 3:20 p.m., Governance Chambers, 2nd floor of Kent Student Center
DATE:	Friday, 17 April 2015

The following is an addendum to the agenda sent to members on Tuesday, 14 April 2015.

JOINT EDUCATIONAL POLICIES COUNCIL

ACTION ITEM

EPC Ad Hoc Committee for Academic Policies *(presented by Associate Provost Melody J. Tankersley)*

2. Revision of Catalog Rights and Exclusions policy to update language, clarify practice, allow consistent application, remove barriers for student success and bring consistency with other policies and procedures.
   Effective Fall 2015 | Attachment 7

Agenda prepared by the Office of Curriculum Services

Educational Policies Council
Minutes of the Meeting
Monday, 16 March 2015

Ex-Officio Members present (or represented): Associate Provost Melody J. Tankersley (representing Todd A. Diacon); Faculty Senate Chair Donna (Lee) L. Fox-Cardamone; Deans Sonia A. Alemagno, James L. Blank, James K. Bracken, Barbara A. Broome, John R. Crawford, AnnMarie LeBlanc, Donald F. Palmer, Eboni J. Pringle, Robert G. Sines, Deborah F. Spake, Douglas L. Steidl, Mary Ann P. Stephens, Wanda E. Thomas; Senior Associate Dean Vincent J. Hetherington; Associate Deans Joanne M. Arhar, Robert D. Hisrich, John (Jack) R. Graham, Catherine E. Hackney, I. Richmond Nettey, Cynthia R. Stillings; Director Robert A. Walker

Ex-officio Members not present (or represented): Associate Deans Janis H. Crowther, LuEtt J. Hanson, William T. Willoughby; Assistant Dean Thomas E. Klingler

Faculty Senate-Appointed Representatives present (or represented): Professors Richard Feinberg, Thomas Janson, Fred T. Smith, Roberto M. Uribe-Rendon, Donald L. White; Associate Professor Linda L. Williams; Assistant Professor Terrence L. Uber

Faculty Senate-Appointed Representatives not present (or represented): Professor Kathryn A. Kerns; Associate Professors William C. Ward III, Christopher A. Was

Council Representatives present (or represented): Professors Ann F. Jacobson, David H. Kaplan; Associate Professors Robert E. Cimera, John C. Duncan, Michael Ensley, Athena Salaba, Jonathan F. Swoboda; Assistant Professors Lindsay C. Baran, Tina D. Bhargava, Mary A. Mooney, Debra S. Shelestak, Pamela L. Stephenson, Belinda S. Zimmerman

Council Representatives not present (or represented): Professor Michael W. Chunn; Associate Professors Thomas W. Brewer, Pamela K. Evans, John A. Marino, Jayaram (Jay) Muthuswamy, Denice Sheehan; Assistant Professors Danielle S. Coombs, Jonathan P. Fleming; David (Blake) Stringer

Observers present: Graduate Student Senate Vice Executive Chair Fritz W. Yarrison

Observers not present: Undergraduate Student Government Academic Affairs Director Michelle A. Crisler

Consultants and Guests present: Fashaad Crawford, Nancy J. Dellavecchia, Mary Ann Haley, Lynette Johnson, Jennifer S. Kellogg, Alyssa S. Kyff, Yza Y. Melvin, Alexander W. Moore, Brian J. Pekarek, Susan R. Peti, Gail M. Rebeta, Matthew M. Rollyson, Katherine (Katie) J. Smith, Misty L. Sommers, Linnea A. Stafford, Therese E. Tillett, Whitney E. Wenger

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Associate Provost Melody J. Tankersley called the meeting to order at 3:23 p.m., on Monday, 16 March 2015, in the Governance Chambers of the Kent Student Center.

Joint EPC Action Item 1: Approval of minutes of 16 February 2015.

Professor Thomas Janson moved for approval of the minutes, and the motion was seconded by Associate Dean Catherine E. Hackney. No changes, corrections or clarifications were requested. The motion passed unanimously.

Joint EPC Action Item 2: Revision of academic structure to move the school of Digital Sciences from an independent school within the university to a dependent school within the College of Arts and Sciences.

Associate Provost Tankersley introduced the item and summarized the proposal. Additionally, she highlighted aspects of the proposal related to curricular approval and representation.

Regarding curricular approval, the proposal indicates that Digital Sciences' Interdisciplinary Curriculum Committee will submit curricular proposals to the school's Deans Advisory Group, being forwarded to the dean of the College of Arts and Sciences and then to the provost and Educational Policies Council for approval. Digital sciences curricular proposals would not be voted on by the Arts and Sciences College Curriculum Committee.

Regarding representation, the proposal indicates that the School of Digital Sciences will retain its separate representation on Faculty Senate and Educational Policies Council, and the director will continue to attend meetings of the Advising Deans Council, Chairs and Directors Committee and the Associate and Assistant Deans Committee.

Associate Dean I. Richmond Nettey made a motion for approval of the item, which was seconded by Assistant Professor Mary A. Mooney.

An EPC member asked if students enrolled in digital sciences programs would be subject to the specific requirements of the College of Arts and Sciences. He noted that the proposal does not specifically state if digital sciences students would, for example, be required to fulfill the foreign language requirement.

An EPC member voiced her opinion that digital sciences curricular proposals should be voted on by the Arts and Sciences College Curriculum Committee. Director Robert A. Walker clarified the role of the Digital Sciences' Interdisciplinary Curriculum Committee, and pointed out that the committee is composed of representatives from digital sciences-affiliated academic units.

An EPC member expressed his confusion about the purpose of the transition from an independent school outside any college to a dependent school within the College of Arts and Sciences, if the school would retain separate curricular approval processes and university representation.

An EPC member stated that approval by the Arts and Sciences College Curriculum Committee is a step that should have been taken prior to the presentation of the proposal at the Educational Policies Council.

Associate Provost Tankersley clarified the purpose of the proposal. She explained that the Office of the Provost is not able to offer academic oversight to the extent that the School of Digital Sciences needs and deserves. She summarized what she felt to be the two main concerns regarding the proposal: (1) that the College of Arts and Sciences College Curriculum Committee should be a step in the curricular approval process for digital sciences programs and courses; and (2) that the proposal should be approved by the Arts and Sciences College Curriculum Committee before appearing on the EPC agenda.

An EPC member shared that the bylaws of Faculty Senate indicate that directors of dependent schools within academic units are not extended ex-officio Faculty Senate representation.

Associate Professor Linda L. Williams made a motion to postpone voting on the item until the proposal is approved by the Arts and Sciences College Curriculum Committee. Associate Professor Williams also requested documentation indicating the specific elements of academic oversight that the Office of the Provost is unable to offer the School of Digital Sciences, so that the College of Arts and Sciences will be in a position to make an informed judgment as to whether they are able to meet the needs of the unit. Professor Donald L. White seconded the motion.

With no further questions or discussion, EPC members unanimously postponed voting on the item.

Joint EPC Action Item 3: Revision of Registration policy to clarify specific procedures, inform students of consequences for certain actions and remove outdated information, among other changes. A new course overload policy for graduate students is also proposed.

Associate Provost Tankersley explained that the purpose of the proposal is to ensure that published policies reflect current practices and regulations. Many of the changes are considered house-keeping items to bring the information within the policies up to date.

Associate Dean Hackney made a motion for approval of the item, and the motion was seconded by Professor Fred T. Smith.

An EPC member requested clarification on the timeline for the electronic petition for exception to registration. Associate Provost Tankersley stated that the electronic petition will be functional starting fall 2015. An EPC member commented on the importance of communicating this new procedure to students and faculty, as it represents a culture change at Kent State.

Members passed the item unanimously with no further questions or discussion.

In response to a request from an EPC member prior to the conclusion of the joint and graduate portions of the meeting, Curriculum Services Director Therese E. Tillett stated that she would add language to the Grading Policies and Procedures as published in the University Catalog (revisions approved at the 16 February 2015 EPC meeting). The EPC member expressed concern that students would not understand the grade change deadline of "three consecutive terms", and Director Tillett responded that clarifying examples would be included with the policy in the catalog.

Undergraduate EPC Action Item 1: Revision of the Admission—Post-Undergraduate Student policy to require students to submit official transcripts from all colleges and universities attended no matter if they are degree-or non-degree seeking at the time of admission.

Director of Admissions Nancy J. Dellavechia presented the item and summarized the proposal.

Associate Dean John (Jack) R. Graham's motion for approval of the item was seconded by Associate Dean I. Richmond Nettey. Members passed the item unanimously with no further questions or discussion.

Undergraduate EPC Action Item 2: Establishment of an Alternative Credit policy in the University Catalog, with the merger of separate alternative credit policies, addition of other alternative credit policies and minor revisions to reflect current practices.

Associate Provost Tankersley introduced the item and summarized the proposal, highlighting the current need to combine information regarding all of the ways a student can earn alternative credit into one cohesive policy.

An EPC member asked for clarification regarding DANTES Subject Standardized Tests. Associate Provost Tankersley directed the EPC member to the description of these tests on page 4 of the proposal. An EPC member shared that DANTES is acronym for Defense Activity for Non-Traditional Education Support.

A motion to approve the item was made by Senior Associate Dean Vincent J. Hetherington and seconded by Dean Douglas L. Steidl. Members passed the item unanimously with no further questions or discussion.

Associate Provost Tankersley adjourned the meeting at 3:57 p.m.

Respectfully submitted,

Katie J. Smith
Academic Program Coordinator, Curriculum Services
Office of the Provost

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **3-Apr-15** Curriculum Bulletin _____

Effective Date **Fall 2015** Approved by EPC _____

Department **EPC Ad Hoc Committee for Academic Policies**

College

Proposal **Revise Policy**

Proposal Name **Revision of the Undergraduate Academic Dismissal, Appeal and Reinstatement Policies**

Description of proposal:

Proposal seeks to revise the criteria for determining academic dismissal for undergraduate students, and the deadline for appeal, as well as to clarify language in the reinstatement policy.

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

N/A

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

EPC Ad Hoc Committee comprises faculty, students, administrators and staff (including those from advising, registrar, provost, financial aid, institutional research). Members reached out to their respective units for feedback.

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 Undergraduate Academic Dismissal, Appeal and Reinstatement Policies

SUBJECT SPECIFICATION

Proposal seeks to revise the criteria for determining academic dismissal for undergraduate students, and the deadline for appeal, as well as to clarify language in the reinstatement policy.

BACKGROUND INFORMATION

The EPC Ad Hoc Committee for Academic Policy—comprising faculty, staff, administrators and students—is charged by the provost and Faculty Senate to examine obstacles for undergraduate student success. One issue brought to the committee was the current academic dismissal policy, specifically, the rules that students in their first semester at Kent State or with less than 15 GPA hours are not subject to dismissal.

The current dismissal policy has been in place for the past five years. Previously, students with less than 0.500 GPA at the end of the first semester or less than a 2.000 at the end of their second semester were considered for dismissal (see appendix A for the history of the academic dismissal policy). That changed in 2010 with the passage of a new policy to increase student retention. However, as the data has shown, retaining these poor performing students has not increased their likelihood for graduation, but has increased their default on federal loans and Kent State's bad debt.

In addition, a new stipulation was added that the provost would not dismiss students with less than 15 GPA hours ("GPA hours" comprises only Kent State graded courses). For the regional campuses, with its higher percentage of part time undergraduate students, the 15-hour condition makes it possible for students to have two, three or more terms with a low cumulative GPA before their progress is reviewed for academic dismissal. For all campuses, it is possible for students to fail or withdraw from the same courses over and over again, repeating them and not reaching 15 GPA hours for several terms due to the grade either being forgiven from or not counting toward the GPA. Both in turn can mean multiple terms of student loan debt for a student who is not making satisfactory academic progress toward a degree.

Data compiled by the Office of Institutional Research (see appendix B) suggests that freshmen with a first-semester GPA equal to or below 0.500 have a very low rate of success at Kent State. The one-year retention of these students has steadily declined since 2009. In fall 2013, only 6.1 percent of new freshman with an end-of-term GPA with a 0.500 or less returned to Kent State for their sophomore year, while 76.7 percent of new freshman with a GPA above 0.500 retuned. When considering all students who comprised the fall 2009 cohort of new freshman (6,807 students total), only 2.5 percent of students (n=12) with a first semester GPA with a 0.500 or less had either graduated or remained enrolled at Kent State after five years compared to 51.7 percent of students (n= 3274) in the same cohort with an end of term GPA above 0.500.

More recent data indicate a similar trend. One-year progression rates of students who comprised the fall 2013 cohort of new freshman were substantially lower for students with an end-of-term GPA of 0.500 or less, than for students with a higher GPA. When considering all 6,315 students who comprised the fall 2013 cohort of new freshman, six percent (n=22) of those who completed the fall 2013 semester with a 0.500 GPA or less (362 total) were enrolled for fall 2014, compared to 76.7 percent (n=4,845) of students in those same cohort who completed the fall 2013 semester with a GPA above 0.500 (6, 314 total).

The good news is that the number of new freshman on all campuses earning less than a 0.500 GPA in their first fall semester has declined since 2010. In fall 2010, 586 students (8.7 percent) earned an end-of-term GPA of less than 0.5000. In fall 2013, that number fell to 362 (5.4 percent).

These unsuccessful students are not the only ones incurring debt. Unpaid balances that result from financial aid recalculations required for students who withdraw from courses or earn marks of NF (Never Attended–Fail) and SF (Stopped Attending–Fail) eventually become bad debt for Kent State.

In fall 2013, the Ashtabula, Trumbull and Tuscarawas campuses commissioned a report to summarize the write-off debt accrued for years 2009-2010 and 2010-2011. During that time, the three campuses had a total bad debt of nearly $1.7 million. Bad debt in fall 2010 was 12 times greater than in fall 2009. While the report analyzed how external factors led to this debt—including unemployment rates and ease of federal financial aid eligibility over traditional means of borrowing—the investigation also pointed to Kent State policies during that time that contributed to that growth. Allowance of late registration and the changes in dismissal criteria were two that showed significant correlation to the amount of debt accrued each term.

While requested changes tighten criteria for dismissal, another recommendation lowers slightly the overall GPA for matriculated students on probation to be considered for dismissal – freshmen with below 1.100 GPA, sophomores with below 1.500 GPA and juniors with below 1.750 GPA. Current policy allows dismissal of freshmen, sophomores and juniors on probation with below 1.500, 1.700 and 1.800 overall GPA, respectively. (Senior criteria are unchanged.) This recommendation comes from the dismissal subcommittee of the Associate and Assistant Deans Committee, based on data assessment and evaluation, as well as proposed intervention initiatives to better prepare these students to progress toward graduation.

In addition to the changes to the dismissal policies, smaller modifications are made to the appeal deadline and the language in the reinstatement policy. The deadline for students to submit an appeal is decreased from 14 calendar days to 10 calendar days after final grades are posted. This will allow the university more time to process, review and respond to an appeal before the next term begins. Students at risk for academic dismissal are made aware of their predicament early; therefore, receiving a dismissal letter should not come as a surprise. The deadline on the dismissal letter is customized to allow extensions when a student's deadline falls on a holiday or a weekend (in other words, some students may be given more than 10 days when the deadline falls on a day when Kent State is closed; no one will be given less). As comparison, students who receive disciplinary suspension or dismissal from the university are given seven calendar days to appeal.

Students who appeal successfully are reinstated to the university. Therefore, language in the policy is clarified that while students are able to come back to the university, they may not be able to re-enroll in a specific program that has selective admission standards.

ALTERNATIVES AND CONSEQUENCES

The alternative is status quo in the University Catalog and the Policy Register. One consequence is the effect on Kent State's ethical obligation to student success by not letting students who are incapable of advancement to continue to amass financial debt with a small chance to earn a degree. Another consequence is the responsibility of Kent State to collect on bad debt for students who truly are not attending Kent State but continually are allowed to register and receive federal financial aid.

SPECIFIC RECOMMENDATION AND JUSTIFICATION

It is recommended that the dismissal, appeal and reinstatement policies be revised as listed on the following pages to allow the university to dismiss students who from the start perform poorly and, as data has shown, are at a high risk to not earn a degree, accumulate student debt and default on student loans, of which that debt become the responsibility of Kent State.

TIMETABLE AND ACTIONS REQUIRED

Approval from Educational Policies Council ..... 20 April 2015
Approval from Faculty Senate ..... 18 May 2015
Implementation in University Catalog..... 1 June 2015 (fall 2015)

The proposed revised policies will be operational for end-of-term fall 2015 for all Kent State students regardless of their first term of enrollment or catalog year.

UNIVERSITY CATALOG
DISMISSAL, APPEAL AND REINSTATEMENT

The policies below are in force for undergraduate students. For graduate students, the policies for dismissal, appeals and reinstatement are found under Academic Standing–Graduate Student in the University Catalog.

Dismissal

Students whose academic performance indicates a limited chance of obtaining the minimum grades required for graduation will be subject to dismissal from the university.

~~B.~~ The provost will not dismiss a student ~~on probation~~ if any of the following conditions apply to that student:

~~1. It is the student's first semester of enrollment at Kent State University (including first-semester freshman or first-semester transfer student).~~

~~2. The student has 15 or fewer GPA hours at Kent State University.~~

1~~3~~. The student was in good academic standing at the end of the preceding term of enrollment.

2~~4~~. The student earns a 2.000 term GPA (unadjusted for the recalculation provisions in the course repeat policy).

~~A.~~ The provost may dismiss a student if any of the following conditions apply to that student:

1. The student earns between a 0.000 and 0.500 GPA in the first semester at Kent State.

2~~1~~. The student ~~Students~~ on probation (including the transfer student admitted on probation) when ~~if~~ the student's cumulative grade point average (GPA) is within the following ranges~~*~~:

   a. 0-29 ~~16-29~~ GPA hours: below 1.100 ~~1.500~~ cumulative GPA
   b. 30-59 GPA hours: below 1.500 ~~1.700~~ cumulative GPA
   c. 60-89 GPA hours: below 1.750 ~~1.800~~ cumulative GPA
   d. 90 or more GPA hours: below 1.900 cumulative GPA

3~~2~~. ~~A~~ The full-time student ~~on probation or a transfer student admitted on probation~~ who receives 9 or more credit hours and the less-than-full-time student who receives 6 or more credit hours of any combination of the following grades or marks in the semester under review: F (Fail), NF (Never Attended–Fail), SF (Stopped Attending–Fail), U (Unsatisfactory). This policy applies without regard to whether the designated grades were included or excluded from the student's cumulative GPA.

~~3. A student who fails to make adequate progress toward completion of the program of study (including, but not limited to, excessive complete term withdrawals, course withdrawals or grades of NF, SF or U).~~

~~* The provost may choose not to dismiss a student within the stated ranges if circumstances warrant.~~

A student who is dismissed should expect to be away from the university for a minimum of 12 consecutive months. A dismissed student may not register for any coursework at any campus of Kent State University. The notation of academic dismissal will be printed on the student's official transcript.

For further information concerning the conditions of probation and dismissal, students should contact their college or campus advising office. See guidelines for dismissal appeals below.

Dismissal Appeal

A student who is dismissed has the right to appeal the decision. Appeals must be based on recent circumstances that were beyond the control of the student. 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 10 ~~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.

Reinstatement

Reinstatement after dismissal from Kent State University is neither automatic nor guaranteed. A student may be reinstated only if the student provides convincing evidence of probable academic success if permitted to return to the university. A dismissed student who has previously accumulated a substantial number of credit hours and/or an excessively low GPA should expect that reinstatement is not likely to be approved. ~~For programs with selective admission requirements, specified certification standards or additional program and graduation requirements, reinstatement may be impossible.~~

Application for reinstatement after the required period of time away from the university should be to the dean of the college or campus that houses the major program the student wishes to enter. Students wanting to be reinstated into a program with selective admission requirements, specified certification standards or additional graduation requirements may be approved to be reinstated into the university but not into that particular program. The application should include convincing evidence of the student's motivation to continue and of the student's specific efforts during the period of dismissal to

eliminate previous weaknesses. After evaluating the application for reinstatement and all supporting materials, the dean will inform the student of the reinstatement decision.

A student who is reinstated is automatically placed on probation until good academic standing (minimum 2.000 cumulative GPA) is attained. Academic requirements will be determined by the Catalog-in-force at the time the student re-enrolls at the university. For further information concerning reinstatement, students should consult their college or campus advising office.

POLICY 3342-3-01.10
ADMINISTRATIVE POLICY REGARDING DISMISSAL OF UNDERGRADUATE STUDENTS FOR ACADEMIC REASONS

(A) Purpose. A student whose academic performance indicates a limited chance of obtaining the minimum grades required for graduation will be subject to dismissal from the university.

(B)~~(C)~~ ~~The provost may choose not to dismiss a student within the stated ranges above if circumstances warrant.~~ The provost will not dismiss a student ~~on probation~~ if any of the following conditions apply to that student:

~~(1) It is the student's first semester of enrollment at Kent state university (including first-semester freshman or first-semester transfer student).~~

~~(2) The student has fifteen or fewer GPA hours at Kent state university.~~

(1)~~(3)~~ The student was in good academic standing at the end of the preceding term of enrollment.

(2)~~(4)~~ The student earns a 2.000 term GPA (unadjusted for the recalculation provisions in the course repeat policy).

(C)~~(B)~~ Eligibility. Specifically, the provost may dismiss a student if any of the following conditions apply to that student:

(1) The student earns between a 0.000 and 0.500 GPA in the first semester at Kent State.

(2)~~(1)~~ The ~~A~~ student on probation (including the transfer student admitted on probation) when ~~if~~ the student's cumulative grade point average (GPA) is within the following ranges:

(a) 0-29 ~~16-29~~ GPA hours: below 1.100 ~~1.5000~~ cumulative GPA.

(b) 30-59 GPA hours: below 1.500 ~~1.700~~ cumulative GPA.

(c) 60-89 GPA hours: below 1.750 ~~1.800~~ cumulative GPA.

(d) 90 or more GPA hours: below 1.900 cumulative GPA.

(3)~~(2)~~ The full-time ~~A~~ student ~~on probation or a transfer student admitted on probation~~ who receives nine or more credit hours and the less-than-full-time student who receives six or more credit hours of any combination of the following grades or marks in the semester under review: F, NF, SF, U. This policy applies without regard to whether the designated grades were included or excluded from the student's cumulative GPA.

~~(3) A student who fails to make adequate progress toward completion of the program of study (including, but not limited to, excessive complete term withdrawals, course withdrawals or grades of NF, SF or U).~~

~~(C) The provost may choose not to dismiss a student within the stated ranges above if circumstances warrant. The provost will not dismiss a student on probation if any of the following conditions apply to that student:~~

~~(1) It is the student's first semester of enrollment at Kent state university (including first-semester freshman or first-semester transfer student).~~

~~(2) The student has fifteen or fewer GPA hours at Kent state university.~~

~~(3) The student was in good academic standing at the end of the preceding term of enrollment.~~

~~(4) The student earns a 2.000 term GPA (unadjusted for the recalculation provisions in the course repeat policy).~~

(D) Required absence. Students meeting the above conditions will be subject to academic dismissal and should expect to be away from the university for a minimum of twelve consecutive months. A dismissed student may not register for any coursework at any campus of Kent state university. The notation of academic dismissal will be printed on the student's official transcript.

(E) Dismissal Appeal. A student who is dismissed has the right to appeal the decision. Appeals must be based on recent circumstances that were beyond the control of the student.

(1) 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.

(2) Appeal letters for dismissals must be received by the college or campus no later than 10 calendar days after final grades are posted on the student's FlashLine account.

(3) Appeal letters must include the following.

(a) 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.

(b) 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.

(c) 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.

(d) A detailed plan of action for achieving academic success for any future enrollment at Kent State University.

(e) 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.

(4) Appeals that do not meet these guidelines will not be reviewed.

(E) Reinstatement.

(1) Reinstatement after dismissal from Kent state university is neither automatic nor guaranteed. A student may be reinstated only if the student provides convincing evidence of probable academic success if permitted to return to the university. A dismissed student who has previously accumulated a substantial number of credit hours and/or an excessively low GPA should expect that reinstatement is not likely to be approved. ~~For programs with selective admission requirements, specified certification standards or additional program and graduation requirements, reinstatement may be impossible. Application for reinstatement after the required period of time away from the university should be to the dean of the college or campus that houses the major program the student wishes to enter. The application should include convincing evidence of the student's motivation to continue and of the student's specific efforts during the period of dismissal to eliminate previous weaknesses. After evaluating the application for reinstatement and all supporting materials, the dean will inform the student of the reinstatement decision.~~

(2) Application for reinstatement after the required period of time away from the university should be to the dean of the college or campus that houses the major program the student wishes to enter. Students wanting to be reinstated into a program with selective admission requirements, specified certification standards or additional graduation requirements may be approved to be reinstated into the university but not into that particular program. The application should include convincing evidence of the student's motivation to continue and of the student's specific efforts during the period of dismissal to eliminate previous weaknesses. After evaluating the application for reinstatement and all supporting materials, the dean will inform the student of the reinstatement decision.

(3)~~(2)~~ A student who is reinstated is automatically placed on probation until good academic standing (minimum 2.000 cumulative GPA) is attained. Academic requirements will be determined by the catalog-in-force at the time the student re-enrolls at the university.

APPENDIX A

HISTORY OF KENT STATE'S ACADEMIC DISMISSAL POLICY FOR UNDERGRADUATE STUDENTS

DISMISSAL (2014)

Students whose academic performance indicates a limited chance of obtaining the minimum grades required for graduation will be subject to dismissal from the university.

A. The provost may dismiss:

1. Students on probation if the student's cumulative grade point average (GPA) is within the following ranges*:
    1. 16-29 GPA hours: below 1.500 cumulative GPA
    2. 30-59 GPA hours: below 1.700 cumulative GPA
    3. 60-89 GPA hours: below 1.800 cumulative GPA
    4. 90 or more GPA hours: below 1.900 cumulative GPA
2. A student on probation or a transfer student admitted on probation who receives 9 or more credit hours of any combination of the following grades in the semester under review: F (Fail), NF (Never Attended–Fail), SF (Stopped Attending–Fail), U (Unsatisfactory). This policy applies without regard to whether the designated grades were included or excluded from the student's cumulative GPA.
3. A student who fails to make adequate progress toward completion of the program of study (including, but not limited to, excessive complete term withdrawals, course withdrawals or grades of NF, SF or U).

* The provost may choose not to dismiss a student within the stated ranges if circumstances warrant.

B. The provost will not dismiss a student on probation if any of the following conditions apply to that student:

1. It is the student's first semester of enrollment at Kent State University (including first-semester freshman or first-semester transfer student).
2. The student has 15 or fewer GPA hours at Kent State University.
3. The student was in good academic standing at the end of the preceding term of enrollment.
4. The student earns a 2.000 term GPA (unadjusted for the recalculation provisions in the course repeat policy).

A student who is dismissed should expect to be away from the university for a minimum 12 consecutive months. A dismissed student may not register for any coursework at any campus of Kent State University. The notation of academic dismissal will be printed on the student's official transcript.

DISMISSAL (2012 – 2013)

Same as 2014 policy, except B(4) is not included.

DISMISSAL (2010 – 2011)

Same as 2014 policy, except A(2) is not included.

APPENDIX A

HISTORY OF KENT STATE'S ACADEMIC DISMISSAL POLICY FOR UNDERGRADUATE STUDENTS

DISMISSAL (1988 – 2009)

Students whose academic performance indicates little chance of obtaining the minimum grades required for graduation will be dismissed from the university.

Specifically, the academic dean may dismiss

1. Students on probation if the work is not improving sufficiently to indicate good likelihood of obtaining minimum grades required for graduation.
2. Freshmen or first-semester transfer students with less than .50 average at the end of the first semester.
3. Freshmen at the end of the second semester with less than a 2.00 cumulative grade point average unless the students have maintained a 2.00 average for the prescribed course load during the second semester.
4. Sophomores and above with less than a 2.00 cumulative grade point average who are not meeting probationary expectations or who are not making prescribed progress in their major program.
5. Failure to make adequate progress toward completion of program of study (including but not limited to excessive withdrawals; failure to meet conditions of admission, major requirements or degree requirements).

Please Note: For further information concerning the conditions of probation and dismissal, consult your college office.

Students not meeting the above conditions will be subject to academic dismissal and should expect to be away from the university for a minimum of 12 consecutive months. Dismissed students may not register for any coursework at Kent State University, including its Regional Campuses. This notation will be printed on students' official transcripts.

DISMISSAL (1982 – 1987)

Same as 1988-2009 policy, except (5) is not included, and the following note is included:

Note: Conditionally admitted students who fail to complete coursework specifically assigned as part of the conditions for their admission may also be dismissed. For further information concerning the conditions of probation and dismissal, consult your college office.

DISMISSAL (1981)

Same as 1982-1987 policy, except the note regarding conditional admission is not included.

DISMISSAL (1967 – 1980)

A student whose academic performance indicates little chance of obtaining the minimum grades required for graduation will be dismissed from the university.

Specifically, the academic dean may dismiss

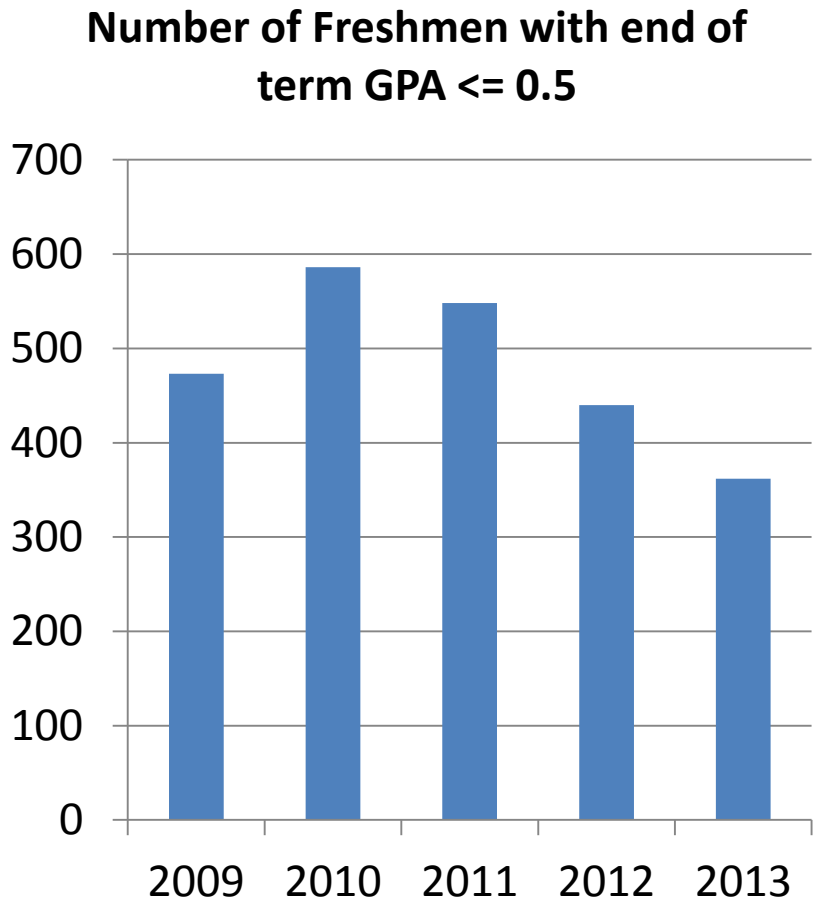
1. A student on probation if the work is not improving sufficiently to indicate good likelihood of obtaining the minimum grades required for graduation.
2. A freshman with less than 1.0 average in the first semester unless he/she can show that the poor grades were caused by circumstances beyond his/her control.
3. Any student on probation who fails to make appropriate course selections under the chosen curriculum.

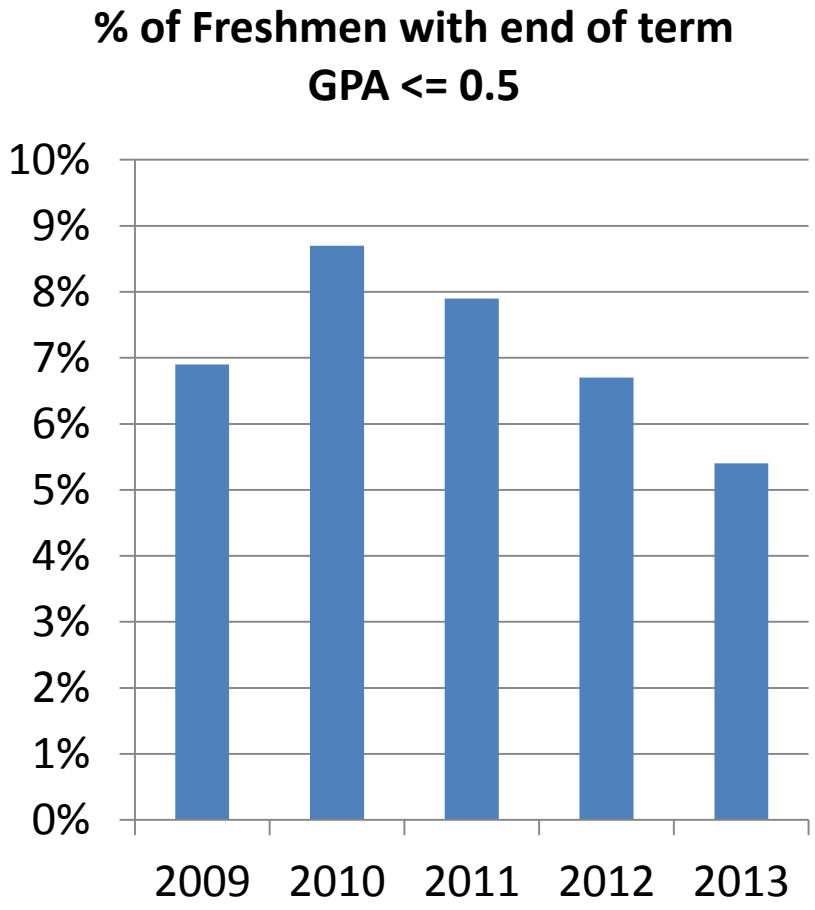
Academic dismissal is usually for two semesters.

The number of new Freshmen with an end of fall term GPA of <= 0.5 has been declining.

All New Freshmen, All Campuses

APPENDIX B





These students have a very low rate of success at Kent State.

APPENDIX B

- In terms of 1-year retention:

	GPA > 0.5	GPA <= 0.5
200980	75.4%	16.7%
201080	71.7%	10.8%
201180	72.4%	11.5%
201280	73.8%	7.3%
201380	76.7%	6.1%

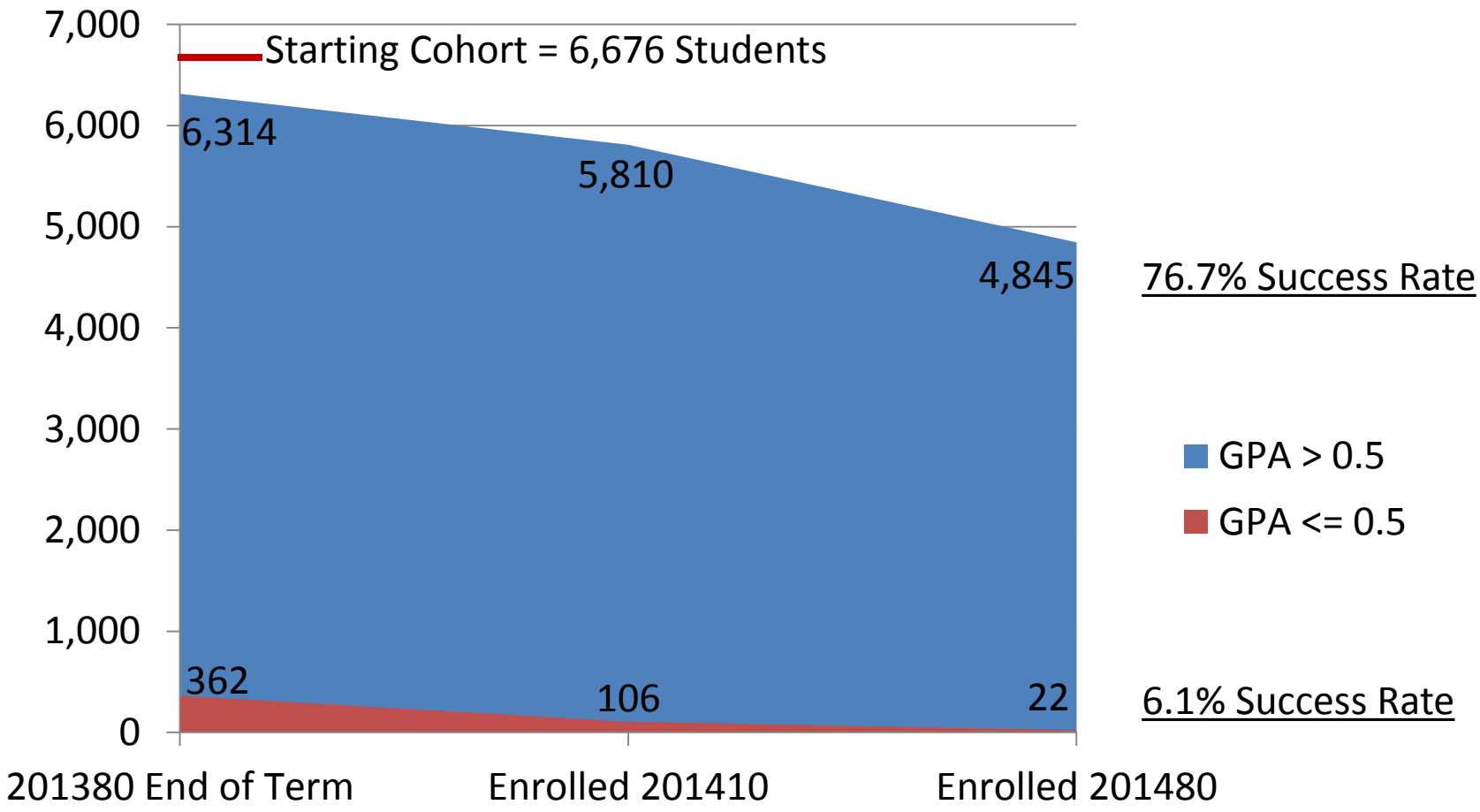
- And in terms of degree attainment/continued enrollment at the 5-year mark:

	GPA > 0.5	GPA <= 0.5
200980	51.7%	2.5%

1-Year Progression of 201380 New Freshmen Based on End of Fall Term GPA

APPENDIX B

All New Freshmen, All Campuses



The Twenty-Two 201480 Low GPA "Success" Cases

APPENDIX B

- All are currently Freshmen
- Current enrollment by campus:

Campus	Count	Campus	Count	Campus	Count	Campus	Count
AC	2	GC	1	SA	2	TR	2
EC	3	KC	3	ST	8	TU	1

- Current enrollment by major:

Major	Count	Major	Count
EXPL	7	AERN, BMGT, BMRT, CAG, CIS, CRJU, ECB, HIST, HST, NONE, PEP, PHDF, PSYC	1 each Total = 13
PNUR	2		

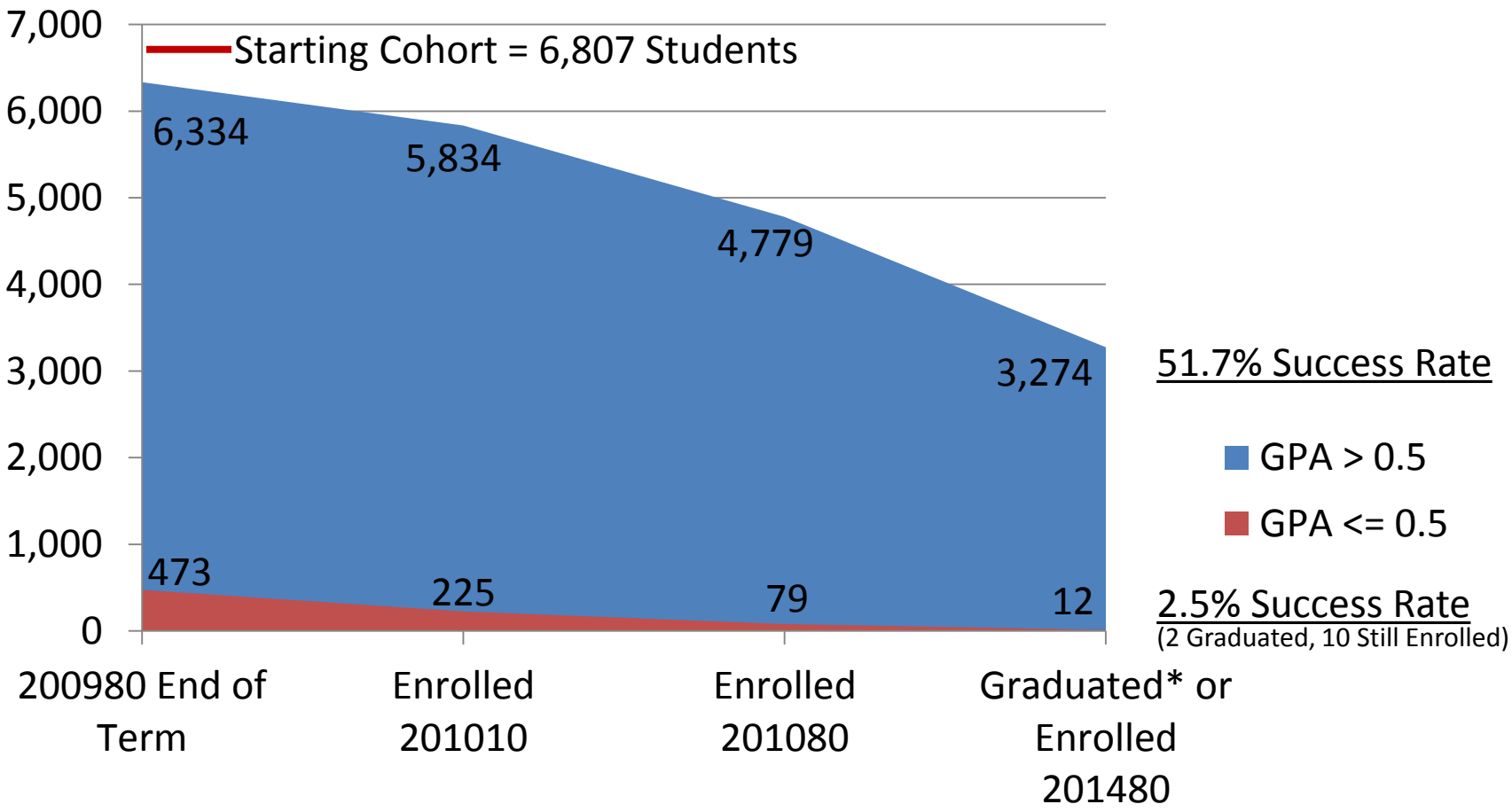
- Only 10 of these students attended in 201410. Of those who attended in the spring, their 201480 15th Day cumulative GPAs look like:

Minimum	Maximum	Average
0.8	2.53	1.49

5-Year Progression of 200980 New Freshmen Based on End of Fall Term GPA

All New Freshmen, All Campuses

APPENDIX B



* Graduated students include those who earned any degree or certificate from Kent State prior to 201480

The Twelve 200980 Low GPA "Success" Cases

- 2 graduated in 201410:

	Degree	Major	GPA
Student 1	A	NRST	2.80
Student 2	B	HDFS	2.42

APPENDIX B

- 10 enrolled in 201480:

	Original Campus	Current Campus	Degree Level	Class Level	FT/PT	Major	GPA
Student 3	KC	TR	A	FR	PT	NONE	0.00
Student 4	KC	TR	B	FR	PT	VCD	0.67
Student 5	ST	ST		SO	FT	EXPL	1.02
Student 6	KC	ST	B	SO	FT	BMGT	3.34
Student 7	TR	KC	B	JR	PT	ARTS	2.50
Student 8	KC	KC	B	JR	FT	CIS	2.87
Student 9	KC	KC	B	SR	FT	FIN	2.60
Student 10	KC	KC	B	SR	FT	COMM	2.70
Student 11	KC	KC	B	SR	PT	FIN	3.30
Student 12	GC	KC	B	SR	FT	CHEM	3.57

APPENDIX C

Academic Dismissal Policies at Benchmark and Ohio Public Universities

University	Academic Dismissal Definitions
Arizona State University	To be considered in academic good standing in University College, students must achieve a cumulative GPA of 2.00 or higher. Students who do not achieve a 2.00 GPA will be placed on academic probation, and must meet with an academic success specialist to discuss academic success strategies for the subsequent semester. Students on academic probation will be required to take UNI 220 Academic Refresher. UNI 220 will appear on the student DARS. In addition, students who have fewer than 24 credit hours will be required to participate in the ASU PASS Program. If students successfully complete UNI 220 and participate in the PASS program, students will get an additional semester of continuing probation before being disqualified. Within one semester, a student on academic probation must do one of the following: 1. Raise ASU cumulative GPA to 2.00 or higher in order to return to academic good standing. 2. Obtain a semester GPA of 2.00 or higher and be continued on probation, even if the ASU cumulative GPA is below a 2.00. The student may be continued on academic probation, earning the required semester GPA, for as many semesters as needed to achieve academic good standing. Students who fail to meet either of these options may be disqualified from ASU. https://catalog.asu.edu/policies/univ_college
Ball State University	If you fail to earn a grade point average (GPA) of at least 2.0 during the first semester of attendance, you will be placed on academic probation. If you do not achieve a 2.0 accumulative average after completing one semester of attendance, you risk dismissal. To continue your education at Ball State, you must earn 2.0 in the next semester and each following semester until your accumulative average reaches 2.0. After completing 30 earned credits (transfer credit and other credit granted included), to continue your education at Ball State, you must earn a GPA of at least 2.1 in the next semester and each following semester until the accumulated average reaches 2.0. http://cms.bsu.edu/about/administrativeoffices/registrar/forenrolledstudents/academicprogress/disqualification
Bowling Green State University	If a student's cumulative BGSU GPA is in the probation/suspension/dismissal range, the student will be dismissed from the University: ▪ who has attempted 12 or more hours of letter-graded credit at BGSU; and ▪ who has been placed on suspension in any previous semester. A student who has been academically dismissed may not enroll at the University for a period of three calendar years. http://www2.bgsu.edu/catalog/Acad_policies/Acad_policies21.html
Capital University	A student ordinarily will be academically dismissed when any of the following conditions exist: ▪ if, following suspension from and reinstatement to the university, the student continues to work below levels established by the college; ▪ if, the student displays a fundamental lack of ability or motivation to achieve a baccalaureate degree. The university reserves the right to dismiss at any time a student whose academic or professional behavior is unsatisfactory. A period of probation is not necessary for dismissal. http://bulletin.capital.edu/content.php?catoid=4&navoid=69#acad_sanc
Central State University	A minimum cumulative grade point average is required for graduation from Central State University (2.00 or better cumulative grade point average). When the cumulative grade point average falls below the required minimum, as indicated below, students will be "Placed on Academic Probation". Students will be permitted to enroll for the next semester, but must earn a 2.0 or better for that semester. If at the end of the next semester of enrollment, the semester GPA is less than 2.0 and the cumulative GPA is less than the required minimum, the student will be "Academically Dismissed". http://www.centralstate.edu/current/registrar/gen_info.php

APPENDIX C

Academic Dismissal Policies at Benchmark and Ohio Public Universities

<table>
<tr><th>University</th><th>Academic Dismissal Definitions</th></tr>
<tr><td>Cleveland State University</td><td>A student is permanently separated from the university if they have been suspended more than once. On rare occasions, students may be reinstated after a separation of at least two years.

A student is suspended if he/she was on academic probation the previous semester and failed to earn a cumulative grade point average of 2.00, or a semester grade point average of 3.0, or does not successfully complete 67% of the credits attempted during the probation term.

http://catalog.csuohio.edu/content.php?catoid=13&navoid=1148#Grading</td></tr>
<tr><td>Miami University</td><td>An undergraduate student with 16 or more cumulative Miami grade point average hours is placed on academic probation at the end of any semester or summer term in which his or her cumulative average is lower than 2.00. If an undergraduate student's cumulative average is 2.00 or better, the student is removed from academic probation.

An undergraduate student with 16-29 Miami grade point average hours who is on academic probation and who has a cumulative average lower than 2.00 is continued on academic probation. An undergraduate student with 30 or more Miami grade point average hours who is on academic probation and who has an average for a semester or summer term of 2.00 or better, but has a cumulative average lower than 2.00, is continued on academic probation.

An undergraduate student with 30 or more Miami grade point average hours who is on academic probation will be suspended if his or her average for a semester or summer term is lower than 2.00. The period of suspension is two consecutive terms including summer terms.

A second academic suspension for low scholarship constitutes an academic dismissal. The period of academic dismissal is two calendar years and is usually considered a permanent action.

A student may petition for an exception to academic suspension or academic dismissal. Freshmen should consult their freshman advisor or commuter advisor about the petitioning process. Upper-class students can get a petition from their divisional dean. These petitions are considered by the Committee of Advisors in your academic division.

All decisions on petitions are reviewed by the Interdivisional Committee of Advisors, which has the authority to affirm or reverse the decision.

http://www.units.miamioh.edu/reg/bulletins/GeneralBulletin2014-2015.pdf</td></tr>
<tr><td>Northern Illinois University</td><td>Students failing to remove academic probation after one enrollment by attaining a cumulative GPA in NIU courses of at least 2.00 will become candidates for academic dismissal from the university.

Students failing all of the courses for which they are registered for a single semester, including summer session, will become candidates for academic dismissal from the university.

http://catalog.niu.edu/content.php?catoid=10&navoid=268#acad_prob_and</td></tr>
<tr><td>Ohio State University</td><td>If you remain in academic difficulty for an extended period of time, you are at risk of being dismissed from the university. There is no particular cumulative GPA or number of deficiency points that warrants a dismissal. Decisions about dismissal are made on a case-by-case basis, given serious thought, and are NOT made without warning. You are a likely candidate for dismissal if you are on academic probation for an extended period of time or if you do not show steady academic progress, especially in the area of your major. Dismissed students are always notified of their current dismissal status and are always given plenty of warnings prior to dismissal.

http://advising.osu.edu/Dismissal.shtml</td></tr>
<tr><td>Ohio University</td><td>At the time of the review, if you do not have the required 2.0 minimum accumulative GPA, you will be placed on academic probation. If you have fewer than 90 semester credit hours earned and are not removed from probation, you will be continued on probation or academically dismissed.

To be continued on probation, you must have either (1) semester GPA at least 2.0 or (2) accumulative GPA equal to or greater than the minimum GPA defined by your hours earned:
<table>
<tr><th>Total Hours Earned</th><th>Minimum Accumulative GPA to be Continued on Probation</th></tr>
<tr><td>0 — 29.99</td><td>1.6</td></tr>
<tr><td>30.00 — 59.99</td><td>1.8</td></tr>
<tr><td>60.00 — 89.99</td><td>1.9</td></tr>
</table>
If you are on probation and fail both of the criteria described above, you will be academically dismissed.

http://www.catalogs.ohio.edu/content.php?catoid=42&navoid=2715#acad_stat</td></tr>
</table>

APPENDIX C

Academic Dismissal Policies at Benchmark and Ohio Public Universities

University	Academic Dismissal Definitions
Shawnee State University	A student whose cumulative grade point average (GPA) drops below the suspension standard for the second time is placed on Academic Suspension. After completing a first (three-semester) suspension, the first time the student's cumulative GPA falls below the suspension standards again, and he/she does not achieve a 2.00 GPA for the term, he/she will be placed on Academic Dismissal. http://www.shawnee.edu/offices/registration/policies.aspx#probation
University of Akron	An undergraduate student who fails to maintain a total quality point ratio of 2.0 is on academic probation and is subject to such academic discipline as may be imposed by the dean of the student's college. Probation is a warning to the student whose academic record is unsatisfactory and who is in danger of being dismissed from the university. A student may, however, be dismissed without having previously been placed on probation. http://www.uakron.edu/academics_majors/ub/important-policies/grade-policy-and-credit.dot#Probation-Dismissal
University of Cincinnati	A student on Academic Probation following Academic Suspension who fails to earn a 2.0 term GPA will face Academic Dismissal from the University. Should the student's UGPA ever drop below 2.0 after returning to Good Academic Standing, s/he is subject to Academic Dismissal at the end of any academic term in which the UGPA drops below 2.0. As a matter of general policy, students are not eligible for readmission to the University of Cincinnati following Dismissal. http://www.artsci.uc.edu/students/undergrad/academic-policies/satisfactory-academic-progress-policy.html
University at Albany, SUNY	Academic dismissal will occur only if a student has been on Terminal Probation* and fails to earn a semester grade point average of at least 2.00. The student's record will have the notation "Academic Dismissal." *A student will be placed on Terminal Probation for the following semester if either of the following occurs: ▪ the student's semester grade point average is below 1.00 ▪ the student has a cumulative grade point average below 2.00 for a second semester. http://www.albany.edu/undergraduateeducation/academic_standing.php
University of Memphis	Students on probation will be suspended in the following term if their overall combined GPA is below 2.00 AND the term GPA is below 2.00. After a second suspension, a student may be ineligible for further enrollment at the University of Memphis. http://memphis.edu/sacscoc2015/pdfs/ug_catalog_cares_20131126.pdf
University of North Carolina at Greensboro	Freshmen who return on academic probation after suspension will be dismissed if they fail to earn either a minimum 2.30 GPA each term or raise their cumulative GPA to 1.75. Sophomores, juniors, and seniors who return on academic probation after suspension will be dismissed if they fail to earn either a minimum 2.30 GPA each term or raise their cumulative GPA to 2.0. http://undergraduate.uncg.edu/academics/dismissal.php
University of North Texas	A student who, during a probationary fall or spring term/semester, fails to raise the CGPA to the minimum 2.0 standard, or who fails to make at least a 2.25 for the term/semester, is automatically suspended from UNT for one or more long terms/semesters. http://catalog.unt.edu/content.php?catoid=3&navoid=98
University of Oklahoma at Norman	A student enrolled on probation who fails to raise his or her cumulative retention/graduation grade point average to minimum requirements or to make a grade point average of 2.0 or better on work taken while enrolled on probation, excluding activity courses, will be suspended for poor scholarship. A student suspended from the University for poor scholarship is not eligible for readmission until one full semester has elapsed following the date of suspension. http://www.ou.edu/enrollment/policies/grading_policies.html
University of Oregon	Academic disqualification is earned and the notation "disqualification" is recorded on the student's academic transcript whenever the following conditions exist: 1. Students on academic probation for having a UO cumulative GPA lower than 2.00 who earn a UO term GPA lower than 2.00 in their next term. 2. Students on academic probation for having their three most recent terms of UO term GPAs lower than 2.00 and who earn less than a 2.00 term GPA for the fourth consecutive term. http://advising.uoregon.edu/AA_Pages/AA_AcademicStandingHonors.html

APPENDIX C

Academic Dismissal Policies at Benchmark and Ohio Public Universities

University	Academic Dismissal Definitions
University of Southern Mississippi	The first time that you fail all courses while enrolled full-time or the third consecutive time that you fail to earn the minimum required GPA, you will be placed on academic suspension. When this happens, you are not allowed to attend the university for one semester; and if you have registered for courses for the upcoming semester, those classes will be dropped. http://www.usm.edu/success/understanding-academic-standing
University of Texas at Arlington	Any student who registers to attend classes at UT Arlington and is ineligible to attend for academic or disciplinary reasons will be dropped automatically from the rolls of the University. Students placed on academic dismissal for the first time are eligible to continue enrollment after not having attended UT Arlington for one regular semester (fall or spring). Students placed on academic dismissal for a second or subsequent time are eligible to apply for readmission after having not attended UT Arlington for a minimum 12-month period. http://wweb.uta.edu/catalog/content/general/academic_regulations.aspx#32
University of Toledo	A student whose cumulative grade point average (GPA) falls below a 2.0 is automatically placed on probation until a 2.0 cumulative GPA is achieved. A student may be suspended from the university if they fail to maintain the required cumulative grade point average (GPA) for the number of semester credit hours attempted as follows: ▪ Less than 1.0 after attempting 10-19 semester hours ▪ Less than 1.5 after attempting 20-29 semester hours ▪ Less than 1.7 after attempting 30-39 semester hours ▪ Less than 1.8 after attempting 40-49 semester hours ▪ Less than 1.9 after attempting 50-59 semester hours ▪ Less than 2.0 after attempting 60 semester hours A student may be suspended if the student falls below a cumulative GPA of 2.0 for two consecutive semesters after attempting more than 60 semester hours. http://www.utoledo.edu/policies/academic/undergraduate/pdfs/3364-71-01%20Academic%20standing.pdf
University of Wisconsin at Milwaukee	Academic drop is dismissal from the University for academic ineligibility. Academic drop is initiated by administrative offices. The student must apply for readmission and be granted permission to re-enroll by the dean of the school or college from which the student was dropped. http://www4.uwm.edu/academics/undergraduatecatalog/AcademicInfo.html
Western Michigan University	Academic Dismissal occurs when an undergraduate does not achieve at least a 2.00 semester grade point average while on probation or extended probation, or from failing to achieve a 2.00 overall grade point average while on final probation. A first semester GPA of 0.00 will result in academic dismissal. https://wmich.edu/registrar/academic_standards.html
Wright State University	Students who remain on probation for two semesters may be dismissed from the university for unsatisfactory academic performance. Also, students enrolled in study skills classes who do not successfully complete more than one half of their developmental course work over a period of two semesters will be subject to dismissal. Dismissal action is taken by the chief academic officer of the college, school, or division to which the students are assigned, in consultation with the head of the respective program unit or the academic advisor. http://catalog.wright.edu/policy-and-resources/undergraduate/academic-standards-and requirements/scholastic-policies
Youngstown State University	Students are required to maintain a minimum grade point average to remain in good academic standing; the minimum gpa for students with fewer than 32 hours completed is 1.75, and the minimum gpa for all other students is 2.0. If you fall below the minimum you will be placed on academic warning. If you fail to bring your average up the next semester you will be placed on academic probation. Another poor semester will result in academic suspension. http://web.ysu.edu/contentm/easy_pages/view.php?sid=25&page_id=217

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **20-Mar-15** Curriculum Bulletin _____

Effective Date **Fall 2015** Approved by EPC _____

Department

College **US - Undergraduate Studies**

Proposal **Establish Policy**

Proposal Name **College Credit Plus Policy**

Description of proposal:

Proposal seeks to establish in the University Catalog a College Credit Plus policy to replace the existing Dual Credit policy and Post-Secondary Enrollment Option Program (PSEOP) policy. This revision is a result of House Bill 487 (July 2014) and changes to the Ohio Revised Code.

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

The Office of Dual Enrollment in Undergraduate Studies (University College) will continue to oversee programs that allows middle/high school students to earn college credit.

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

Assistant and associate deans, advisors, registrar, bursar, admissions, student financial aid

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REQUIRED ENDORSEMENTS

_____ ____/____/____

Department Chair / School Director

_____ ____/____/____

Campus Dean (for Regional Campuses proposals)

_____ ____/____/____

College Dean (or designee)

_____ ____/____/____

Dean of Graduate Studies (for graduate proposals)

_____ ____/____/____

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

Proposal Summary
Establishment of College Credit Plus Policy to Replace Dual Credit Policy and Post-Secondary Enrollment Option Program (PSEOP) Policy

SUBJECT SPECIFICATION

As a result of House Bill 487,[1] passed in July 2014, changes have made to the Ohio Revised Code.[2] These changes necessitate an update in the University Catalog regarding the awarding of college credit to middle/high school students.

BACKGROUND INFORMATION

Policies for dual credit and the Post-Secondary Enrollment Option Program (PSEOP) at Kent State University were created as a result of legislative action. These programs have been administered through Undergraduate Studies[3] for a number of years, providing opportunities for college-ready high school students to take university courses taught either on a Kent State campus, at their high school or through online delivery.

PSEOP was created by the State of Minnesota in 1985 and adopted by the State of Ohio in 1989 to allow high school students to apply for early admission to a college or university and take courses at the college level while still in high school. See current policy on page 5.

Under dual credit (also called dual enrollment), high school instructors who met the minimum statewide and university standards for adjunct faculty status were able to teach Kent State courses at their respective high schools for students to earn both high school and college credit. College courses taught at the high school were required to be duplicates of the courses taught at Kent. All students enrolled in the university courses taught at the high school had to apply and be accepted to Kent State under the dual credit program. See current policy on page 5.

As a result of the passage of House Bill 487, PSEOP and dual credit have been replaced by College Credit Plus, effective for the 2015-2016 academic year. All Ohio public universities are required to participate in College Credit Plus.

Additional changes due to the new legislation include the following:

- College Credit Plus is open to students in grades 7-12, whereas PSEOP and dual credit were available to students in grades 9-12 only.
- Per the Ohio Revised Code and the Ohio Administrative Code, Kent State must utilize and apply the same standards for admission to College Credit Plus students as would be applied to any traditional college applicant.

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[1] To read a comparative synopsis of House Bill 487, 130th General Assembly, visit www.lsc.ohio.gov/synopsis130/h0487-130.pdf.

[2] Ohio Revised Code. Chapter 3365: College Credit Plus Program. Retrieved from codes.ohio.gov/orc/3365.

[3] Name of Undergraduate Studies changes to University College, effective for fall 2015.

- College Credit Plus students must meet the minimum remediation-free standards according to Kent State[4] and the state's College Readiness Expectations and Statewide Placement Policy.[5]
- College Credit Plus students are not permitted to take courses that are remedial or sectarian in nature.
- All College Credit Plus students must be assigned an academic advisor and meet with that advisor at least once each semester before the date on which the W (Withdrawal) mark can be assigned to a course.
- College Credit Plus students are limited to a maximum of 30 credit hours per academic year and a maximum of 120 credit hours overall prior to high school graduation.
- Kent State may give priority to matriculated students for course registration over College Credit Plus students. However, once a College Credit Plus student has been registered into a course, Kent State cannot displace that student for another student.

College Credit Plus requires more support than the dual credit for secondary school instructors who are approved to teach university courses. Those instructors must be provided with the following:

1. Three (3) hours of professional development by Kent State each academic year
2. One (1) full classroom observation of each college course in the first year of teaching the course, and every other year thereafter
3. Participation in university course evaluations

Instructors teaching College Credit Plus courses at the middle/high school must use the same syllabi, textbooks, materials and assessments as used by faculty at Kent State.

To enroll and receive college credit for courses taught at the middle/high school, students must apply, meet admission criteria and be accepted to Kent State University. Other students may be enrolled in the middle/high school course; however, they will complete all the same work as the College Credit Plus student, and they and their parents must sign a form indicating that they understand they will receive high school credit only upon course completion.

Under reporting responsibilities, Kent State will be required to not only verify College Credit Plus student admission and enrollment, but also provide statistical information regarding the profiles of all students who are accepted to and declined enrollment in College Credit Plus. In anticipation of this requirement, Kent State has transitioned from a paper to an online application system for College Credit Plus students.

ALTERNATIVES AND CONSEQUENCES

The alternative is status quo in the University Catalog. Consequences are non-compliancy with the Ohio Revised Code and confusion among staff, students and parents on how the new mandated policy is to be administered at Kent State.

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[4] Kent State University (2014-2015). University Readiness Standards. Kent State University Catalog. Retrieved from www.kent.edu/catalog/2014/info/policies?policy=univreadstand.

[5] University System of Ohio. Ohio's Uniform Statewide Standards for Remediation-Free Status Established by the Presidents of Ohio's Public Colleges and Universities (December 2012). Retrieved from www.ohiohighered.org/college-readiness.

Proposal Summary to Establish College Credit Plus Policy to Replace Dual Credit and Post-Secondary Enrollment Option Program (PSEOP) Policies

SPECIFIC RECOMMENDATION AND JUSTIFICATION

It is recommended that the new College Credit Plus policy, as listed below, be added to the University Catalog to replace the university policies for dual credit and PSEOP and reflect the change in Ohio legislation.

***New Policy* – College Credit Plus**

College Credit Plus is offered through the University College for middle/high school students (grades 7-12) who want to take Kent State courses at any Kent State campus, online, hybrid in-class/online or at their middle/high school. The course is taught by either a Kent State faculty member or a Kent State-qualified secondary instructor.

A College Credit Plus course offered in middle/high schools through the university must duplicate the course offered by Kent State to matriculated students. Courses must be approved for College Credit Plus status, and credit awarded must be deemed acceptable for transfer by faculty of the appropriate Kent State academic department/school.

Students enrolled in College Credit Plus courses must adhere to the deadline dates specified by Kent State for registration, drop, withdrawal and refund. Kent State may give priority to matriculated students for course registration over College Credit Plus students. However, once a College Credit Plus student has been registered into a course, Kent State will not displace that student for another student.

Kent State will provide students full access to Kent State libraries and electronic databases, as appropriate, and general academic support services, including academic advising, regardless of whether the course is taken in person, online or at a middle/high school.

Kent State is responsible for maintaining a College Credit Plus student's college transcript. Courses will be identified on the Kent State transcript as a college-level course. The middle/high school is responsible for maintaining the student's middle/high school transcript. The evaluation of courses when transferring to a college or university other than Kent State is the purview of that college or university.

College Credit Plus students are limited to a maximum of 30 credit hours per academic year and a maximum of 120 credit hours overall prior to high school graduation. Students who wish to continue at Kent State University after high school graduation should apply for admission as new freshman during the fall of their senior year.

For acceptance into College Credit Plus, students must provide the following application materials and adhere to listed admission criteria:

- Completed College Credit Plus program application
- Middle/high school transcript(s)
- Recommendations from middle/high school faculty and guidance counselor
- College Credit Plus permission/authorization form signed by the student and parent/guardian
- Preferred 3.000 cumulative high school GPA on a 4.000 scale
- Preferred minimum 21 ACT composite score or minimum 970 SAT combined score (reading and mathematics) and/or Compass placement score as required by campus of enrollment
- Meet the State of Ohio's uniform statewide standards for remediation-free status

Proposal Summary to Establish College Credit Plus Policy to Replace Dual Credit and Post-Secondary Enrollment Option Program (PSEOP) Policies

Deleted Policy – Post-Secondary Enrollment Option (PSEOP)

The Post-Secondary Enrollment Option Program (PSEOP), offered through Undergraduate Studies, is designed for high school students wishing to take university courses prior to graduating from high school. It is offered on each Kent State campus. PSEOP students who wish to continue college coursework at Kent State University after high school graduation should apply for admission as a new freshman during the fall of their senior year of high school. Applying early as a new freshman gives a PSEOP student consideration for on-campus housing, financial aid, freshman scholarships and orientation information.

Program requirements and expectations:

- Students enrolled in PSEOP courses must adhere to the dates specified on the college campus for registration, drop, withdrawal or refund.
- Kent State will provide PSEOP students full access to Kent State libraries and electronic databases, as appropriate, and general academic support services, including academic advising, regardless of whether the course is taken in person or online.
- For acceptance in the program, students must provide the following application materials as well as listed admission criteria:
  - Completed written program application
  - High school transcript(s)
  - Recommendations from high school faculty and guidance counselor
  - Preferred 3.000 cumulative high school GPA on a 4.000 scale
  - Preferred minimum 23 ACT composite score or minimum 1070 SAT combined score (reading and mathematics)

Deleted Policy – Dual Credit

Dual-credit courses offered in high schools through Kent State University must duplicate the identical course offerings delivered on the campuses of Kent State to matriculated students. Courses must be approved for dual-credit status, and credit awarded must be deemed acceptable in transfer by faculty of the appropriate academic department/school of the university. Kent State is responsible for maintaining a dual-credit student's college transcript. All courses will be identified on the college transcript as the regular college-level course. The high school is responsible for maintaining the student's high school transcript. The evaluation of courses when transferring to post-secondary institutions other than Kent State is the purview of the receiving institution.

Program requirements and expectations:

- Students enrolled in dual-credit classes must adhere to the dates comparable to those specified on the college campus for registration, drop, withdrawal or refund.
- A dual-credit course taught in a high school must be composed only of students who have been admitted to Kent State University and who are registered for the course.
- Grading criteria for a dual-credit course must allow faculty the opportunity to award high school-only credit or high school and college credit, depending on student performance.
- Kent State will provide dual-credit students full access to Kent State libraries and electronic databases, as appropriate, and general academic support services, including academic advising, regardless of whether the course is taken at the high school or the university.

Proposal Summary to Establish College Credit Plus Policy to Replace Dual Credit and Post-Secondary Enrollment Option Program (PSEOP) Policies

- For acceptance in the program, students must provide the following application materials as well as listed admissions criteria:
  - Completed written college application
  - High school transcript(s)
  - Recommendation from high school faculty and guidance counselor
  - Preferred 3.000 cumulative high school GPA on a 4.000 scale
  - Preferred minimum 23 ACT composite score or minimum 1070 SAT combined score (reading and mathematics)

TIMETABLE AND ACTIONS REQUIRED

Approval from Educational Policies Council..... 20 April 2015
Approval from Faculty Senate..... 18 May 2015
Implementation in University Catalog..... 1 June 2015 (fall 2015)

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **24-Mar-15** Curriculum Bulletin _____

Effective Date **Fall 2015** Approved by EPC _____

Department **Graduate Studies**

College **PR - Provost**

Proposal **Establish Policy**

Proposal Name **Undergraduate Students Enrolling in Graduate Courses**

Description of proposal:

Although there is an unofficial policy statement at the bottom of the Permission for Undergraduate Students to Enroll in Graduate Courses form, there is no official policy providing guidance for undergraduate students who want to enroll in graduate coursework. Furthermore, the unofficial policy statement lacks specificity and is inconsistent with other similar policies. To address these limitations, the Graduate Studies Administrative Advisory Committee (GSAAC) drafted the proposed policy for publication in the University Catalog. The proposed policy provides a set of guidelines, eligibility requirements and an approval process for undergraduate students who want to enroll in graduate coursework.

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

The proposed policy is consistent with other university policies (e.g., combined bachelor's/master's degrees), but because there is no official policy, actual practices may vary widely. Therefore, some units may need to change their practices to conform to the proposed policy.

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

The proposed policy was developed by 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 Rankin 3/24/15

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

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

Proposal Summary for a Policy
Undergraduate Students Enrolling in Graduate Courses

Subject Specification:

Develop policy for undergraduate students who want to enroll in graduate coursework.

Background Information:

There is no policy regarding undergraduate students' registration in graduate coursework, although there is an unofficial policy statement at the bottom of the Permission for Undergraduate Students to Enroll in Graduate Courses form. This proposal is to develop an official policy for publication in the University Catalog.

The Graduate Studies Administrative Advisory Committee (GSAAC) drafted the proposed policy following a review of the policies at five other universities: Ohio State University (OSU); University of Cincinnati (UC); Arizona State University (ASU); University of Washington-Seattle (UWash); and University of Wisconsin-Madison (UWisc). Three of the universities (ASU, UWash and UWisc) do not have a relevant policy. OSU has a policy which allows seniors with a GPA of at least 3.3 to enroll in a maximum of nine graduate credit hours. UC has a policy which allows seniors with a GPA of at least 3.0 to enroll in a maximum of 10 graduate credit hours. At OSU, the coursework is not used to meet baccalaureate degree requirements; it is not clear how this is handled at UC.

The unofficial policy statement on KSU's form allows juniors with at least a 2.75 GPA to enroll "in a limited number of graduate courses." This policy statement is inconsistent with other similar policies at KSU (e.g., combined bachelor's/master's degrees), as well as the policies at OSU and UC. In addition, it fails to set a limit on the number or level of graduate courses that an undergraduate student may take.

The proposed policy addresses these limitations by: 1) establishing eligibility for students with senior standing and a minimum 3.3 GPA; 2) allowing undergraduates to enroll in a maximum of 12 graduate credit hours; and 3) limiting enrollment to master's level (50000 and 60000) courses. Consistent with current practice, the proposed policy allows undergraduate students to apply the graduate coursework to their undergraduate degree. The proposed policy also articulates the current approval process for obtaining permission to enroll in graduate coursework.

Alternatives and Consequences:

The alternative is for KSU to allow undergraduate students to enroll in graduate coursework without the use of an official policy. As a consequence, expectations will remain ambiguous to students and programs/colleges, and practices will vary across programs/colleges.

Specific Recommendation and Justification*:*

The specific recommendation is to adopt the proposed policy on Undergraduate Students Enrolling in Graduate Courses for publication in the 2015-16 University Catalog.

The rationale for developing the policy is to have a consistent set of standards and a process in place for undergraduate students who want to take graduate coursework.

Timetable and Actions Required:

EPC Approval: April 20, 2015
Faculty Senate approval: May 11, 2015
Implementation: 2015-16 University Catalog

PROPOSED COPY FOR 2015 UNIVERSITY CATALOG

Undergraduate Students Enrolling in Graduate Courses

Undergraduate students who have earned a minimum of 90 semester hours and a minimum 3.300 cumulative GPA may enroll in a maximum of 12 credit hours of graduate coursework and apply these hours toward an undergraduate program. Once completed, these courses and hours cannot apply to a future graduate program at Kent State University, and the student cannot take the course(s) again at the graduate level. Enrollment in graduate coursework is limited to master's (50000 and 60000) level courses.

Students must obtain permission in advance of registration by submitting the *Permission for Undergraduate Students to Enroll in Graduate Courses* form and the *Petition for Exception to Undergraduate Program Requirements* form to their undergraduate advisor. The advisor and undergraduate coordinator may approve the request if they determine that:

- the student has earned the minimum undergraduate semester hours and minimum GPA requirement;
- the graduate course will provide enrichment while the student pursues the undergraduate program; and
- the student does not exceed the maximum number of 12 graduate hours.

Before the student may enroll in the course(s), the request forms must be approved by the graduate coordinator of the program offering the course(s) to be taken.

Another option for undergraduate students to take graduate level coursework is through a combined bachelor's/master's degree program. See the Combined Bachelor's/Master's Degree Program policy in the University Catalog for more information.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **11-Mar-15** Curriculum Bulletin _____

Effective Date **Fall 2015** Approved by EPC _____

Department **Graduate Studies**

College **PR - Provost**

Proposal **Establish Policy**

Proposal Name **Dual Graduate Degree Programs**

Description of proposal:

KSU currently has a policy on Multiple Degrees in the catalog. In AY 2013-14, the Graduate Studies Administrative Advisory Committee (GSAAC) began to address limitations of the Multiple Degrees policy by developing a separate policy for combined bachelor's/master's degrees. The present proposal seeks to replace the Multiple Degrees policy with a policy on Dual Graduate Degree Programs. The policy on Dual Graduate Degree Programs will explicitly articulate the purpose of dual graduate degrees and specify their chief characteristics, including admissions procedures, deadlines and degree requirements.

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. The only real change is moving from a fixed number of credit hours that may be "double-counted" (12 hours) to a minimum percentage of the degree that must be unique (60%). Because 12 hours is 40% of a 30 hour master's degree, the impact will be that degree programs that are longer in length will be able to "double-count" more than 12 hours.

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

The proposed policy was developed by GSAAC, with consultation from graduate coordinators within their respective colleges. Graduate Admissions and the Registrar's Office were consulted during development of the policy.

REQUIRED ENDORSEMENTS

_____ ____/____/____

Department Chair / School Director

_____ ____/____/____

Campus Dean (for Regional Campuses proposals)

_____ ____/____/____

College Dean (or designee)

Mary Ann Rankin _____ ____/____/____

Dean of Graduate Studies (for graduate proposals)

_____ ____/____/____

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

Proposal Summary for a Policy
Dual Graduate Degree Programs

Subject Specification:

Develop policy on dual graduate degree programs (formal and informal).

Background Information:

KSU currently has a policy on Multiple Degrees in the catalog, which includes simultaneous or sequential work on everything from a "master's degree and a baccalaureate in two different disciplines" to "master's degrees of two designations in one discipline" to a "doctorate in one discipline and a master's or baccalaureate in another discipline." In AY 2013-14, the Graduate Studies Administrative Advisory Committee (GSAAC) began to address the limitations of the Multiple Degrees policy by developing a separate policy for combined bachelor's/master's degrees. The present proposal seeks to complete the revisions by replacing the Multiple Degrees policy with a policy on Dual Graduate Degrees.

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. All five universities have policies on dual graduate degrees that describe admissions procedures and address degree requirements. Two of the five universities allow for both formal and informal dual programs, two have only informal programs and one allows only formally established programs. KSU's current policy on Multiple Degrees does little more than specify the number of credit hours that may be double-counted between two programs and list those programs that are an exception to this rule.

The proposed policy seeks to clarify the purpose of dual graduate degrees and to describe their characteristics. More specifically, the following changes were made:

1. The term "dual graduate degree" will be used instead of "multiple degrees," and is defined as the simultaneous pursuit of two graduate degrees at the same level. GSAAC believes that the term "dual degree" is more intuitive, and it is consistent with terminology used at the undergraduate level.
2. The policy distinguishes between formal (university approved) and informal dual degree programs.
3. Although the admissions procedures themselves have not changed, they are articulated in the policy. In particular, applicants to an informal dual degree must submit an application and application fee to each program; applicants to a formal dual degree program submit an application to the primary program and select a concentration in the formal dual degree program (i.e., the second degree). Application to the second program is limited to the end of the student's second semester in the first program in order to ensure a well-planned and coordinated program of study.
4. The revised policy requires that a minimum of 60% of the total hours required for each degree must be unique to that degree, rather than the current policy of limiting the "double-counted" credit hours to 12. Using a percentage rather than a fixed number of hours allows for differences in degree program length. The percentage of unique hours may vary from the 60% minimum only when the dual graduate degree program has been formally approved

by the university.

5. Lastly, the revised policy references pertinent information such as the transfer of coursework taken at another institution and time limits for completing degree requirements and graduation.

Alternatives and Consequences:

The alternative is for KSU to leave the current policy language in place. As a consequence, expectations and requirements for dual graduate degrees will remain ambiguous to students and programs/colleges.

Specific Recommendation and Justification:

The specific recommendation is to inactivate the existing policy on Multiple Degrees and establish the proposed policy on Dual Graduate Degrees for publication in the 2015-16 university catalog.

The rationale for developing/revising the policy is to explicitly articulate the purpose of dual graduate degree programs and specify their chief characteristics.

Timetable and Actions Required:

EPC Approval: April 20, 2015
Faculty Senate approval: May 11, 2015
Implementation: 2015-16 Catalog

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Dual Degrees/Double Majors~~/Multiple Degrees~~

UNDERGRADUATE DUAL DEGREES / DOUBLE MAJORS

In certain cases students may be able to complete the requirements for more than one academic major through either a double major or a dual-degree program of study. A double-major program of study combines two major fields of study within the same degree program. Students completing a double major are awarded a single degree with two majors. Students pursuing a double major for a bachelor's degree must complete a minimum 120 semester hours.

A dual degree combines two majors from distinct degree programs. Any combination of major fields of study involving undergraduate degree programs in more than one college is a dual degree even if both degrees bear the same title. Students completing a dual degree are awarded two distinct degrees. Students pursuing a dual degree at the baccalaureate level must complete a minimum of 140 total semester hours. Students pursuing concurrent associate degrees must successfully complete all the requirements for both and a minimum of 15 credit hours beyond those required for the primary degree. Because of the similarity in program requirements, the Associate of Arts and the Associate of Science degrees may not be earned concurrently; nor may either be awarded as an additional degree when one or the other has been previously conferred.

Certain major combinations are not appropriate and are not permitted by the colleges. Students interested in a double major or dual degree must consult the offices of the appropriate colleges and/or campus to determine whether the desired combination of majors is permitted. Students seeking concurrent associate degrees must be in good academic standing and enrolled officially for a first, or primary, associate degree. If the combination is permitted, the college offices will assist the students in formally declaring the degrees/majors and will provide the students with major sheets for both of the degrees/majors showing the course requirements to be satisfied for both majors. The students must complete all requirements for both degrees/majors.

Students who hold an associate, bachelor's or graduate degree and wish to pursue an associate degree may do so by successfully completing all program and residency requirements, in addition to a minimum 15 semester hours.

Students are required to file a graduation application for each degree/major program of study. Students must officially declare any degree/major in time to meet the graduation application deadline for the semester in which they expect to complete the program of study.

GRADUATE DUAL DEGREES

Graduate dual degree programs allow students to simultaneously pursue two graduate degrees at the same level (two master's degrees or two doctoral degrees).* Rather than sequentially completing first one degree and then the other, the amount of time required to complete both sets of degree requirements may be reduced by completing the programs in a coordinated way. "Combined" degree programs allow students to simultaneously pursue two degrees at different levels (see policy on Combined Bachelor's/Master's Degree Program in the University Catalog for details).

Coursework common to both programs must constitute a well-planned and meaningful part of each program. A minimum of 60 percent of the total credit hours required for each degree program must be unique to that degree program. The percentage of unique hours that must be completed in each degree program may vary from the 60 percent minimum only when the graduate dual degree program has been formally approved by the university.

Graduate credit transferred from another institution is limited to a maximum of 12 credit hours across both degree programs.

The maximum time limits for completing degree requirements and graduation apply to each degree individually (six years from the term of first attendance to complete each master's; 10 years from the term of first attendance to complete each doctoral degree beyond the bachelor's; and nine years from the term of first attendance to complete each doctoral degree beyond the master's).

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Dual Degrees/Double Majors~~/Multiple Degrees~~

Kent State University allows for both informal and formal dual degree programs, as described below.

Informal Dual Graduate Degree Programs

Students may simultaneously pursue two degrees at the same level from different programs through an informal dual degree program (those that have not received official university approval). Informal dual degree programs offer students the flexibility to double-count some coursework, given that the two programs in question approve the arrangements. A minimum of 60% of total hours required for each degree must be unique to that degree, after which some courses may be double-counted.

Admission

An applicant who is not currently a graduate student at Kent State University must submit an application and an application fee for each program.

Students who are currently enrolled in one graduate program at Kent State University must submit an application and an application fee for the second program. Application to the second program must be made no later than the end of the student's second semester in the first program.

Requirements

The student and advisor(s) must plan an integrated course of study. The plan must be approved by both programs and filed with the respective college(s) no later than the end of the student's second semester in the first program.

Culminating experiences (e.g. capstone courses, theses, dissertations, applied projects) and comprehensive examinations cannot be shared.

Formal Dual Graduate Degree Programs

A formal dual degree program is one that has been officially approved by the university. It has one curriculum established by two programs resulting in the completion of two graduate degrees at the same level. The following programs have been formally approved by the university:

- Master of Architecture / Master of Business Administration
- Master of Architecture / Master of Urban Design
- Master of Arts in Communication Studies / Master of Business Administration
- Master of Arts in Translation / Master of Business Administration
- Master of Business Administration / Master of Science in Nursing
- Master of Business Administration / Master of Library and Information Science
- Master of Education in Instructional Technology / Master of Library and Information and Information Science (School Library concentration for both)

Admission

An applicant who is not currently a graduate student at Kent State University submits one application and one application fee. The applicant selects the primary program of interest on the application and indicates a concentration in the formal dual degree program that the applicant wishes to pursue (i.e., the second degree program). Both programs must offer admission to the applicant before admission into the dual degree program is granted.

Students who are currently enrolled in one graduate program must submit an application and an application fee for the second program, indicating on the application that the intent is to complete both degrees rather than to transfer from the first to the second program. Application to the second program must be made no later than the end of the student's second semester in the first program.

* This policy does not apply to dual concentrations. Students should see program coordinator if they are interested in completing dual concentrations.

UNIVERSITY CATALOG – REVISED COPY

Dual Degrees/Double Majors~~/Multiple Degrees~~

~~**Multiple Degrees**~~

~~A student may work simultaneously or sequentially on any of the following if the departments involved believe there is good reason for so doing and will admit the student to both programs:~~

- ~~A master's degree and a baccalaureate in two different disciplines~~
- ~~Master's degrees of two designations in one discipline~~
- ~~Master's degrees of one or two designations in two disciplines~~
- ~~Doctorates in two different disciplines~~
- ~~Doctorate in one discipline and a master's or baccalaureate in another discipline~~

~~Persons having a doctorate will not be permitted to work on a second degree from the same department with a different emphasis.~~

~~Courses to be counted toward both programs (double counted) shall be determined by the department(s), but in no case may the number of credits exceed 12 credits for the master's degree (except for the special cases listed below) or equivalent of a master's degree plus 12 credits for the doctorate. The appropriate college dean(s) involved shall be notified of these decisions.~~

~~Exceptions to the 12-credit-double-count policy for dual degree and multiple degree programs:~~

- ~~When one of the degrees is the Master of Fine Arts, a two-year degree, the courses to be double counted shall not exceed 26 credits.~~
- ~~Students pursuing the Master of Business Administration and the Master of Science in Nursing degrees may double count a maximum of 28 credits.~~
- ~~Students pursuing the Master of Business Administration and the Master of Library and Information Science degrees may double count a maximum of 28 credits.~~
- ~~Students pursuing the Master of Science degree in Information Architecture and Knowledge Management and the Master of Arts degree in Journalism and Mass Communication may double count a maximum of 28 credits.~~
- ~~Students pursuing the Master of Science degree in Information Architecture and Knowledge Management and the Master of Library and Information Science degree may double count a maximum of 24 credits.~~
- ~~Students pursuing the Master of Business Administration degree and the Master of Arts degree in Communication Studies may double count a maximum of 27 credits.~~
- ~~Students pursuing the Master of Education degree in Instructional Technology and the Master of Library and Information and Information Science degree (Dual Degree MEd/MLIS School Library concentration for both) may double count a maximum 27 credits.~~

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **18-Mar-15** Curriculum Bulletin _____

Effective Date Fall 2016 Approved by EPC _____

Department	**Management & Information Systems**
College	**BU - Business Administration**
Degree	**MS - Master of Science**
Program Name	~~**Master of Science in**~~ **Business Analytics** Program Banner Code **MSBA**
Concentration(s)	Concentration(s) Banner Code(s)
Proposal	**Establish program**

Description of proposal:

The MSBA is designed to provide students with the knowledge that will enable them to glean meaningful information they need to provide business solutions from natural and often imperfect data. The need for business analytics experts has become more acute in recent years due to proliferation of technologies, both for capturing and analyzing the data. Consequently, as sophistication in technology grows, the need for data analytics experts will continue. At the present, there are much fewer experts in the field of data analytics than there are opportunities for them.

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

Current total credit hours: Proposed total credit hours **30**

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

The MSBA may improve enrollment in the School of Digital Sciences (SDSC), Computer Science (CS), and Information Architecture & Knowledge Management (IAKM). Otherwise, the program will have no appreciable impact on any other programs.

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

SDSC, CS, IAKM, and the College of Business Graduate Council

REQUIRED ENDORSEMENTS

Department Chair / School Director	3/18/15
Campus Dean (for Regional Campuses proposals)	___/___/___
College Dean (or designee)	3/19/15
Dean of Graduate Studies (for graduate proposals)	3/26/15
Provost and Senior Vice President for Academic Affairs (or designee)	___/___/___

KENT STATE
UNIVERSITY

Interdepartmental Correspondence

Department of Management & Information Systems

TO: Dr. Deborah Spake, *Dean*, College of Business

FROM: O. Felix Offodile, *Chair*, M&IS Department

DATE: March 18, 2015

SUBJECT: Full Proposal to establish a Master of Science in Business Analytics (MSBA)

Attached is the full proposal to establish a Master of Science in Business Analytics (MSBA) in the College. The development of the full proposal was informed by our industry survey that shows strong support for the program curriculum, and comments from our peer Ohio institutions that reviewed the PDP. The proposed program aims to educate students to become cross-functional decision-makers at multiple levels of an organization's complex data-driven decision-making process for competitive advantage. Several publications show that there is ever-growing demand for graduates with expertise in business analytics. The goal of the proposed program is to graduate students who could take advantage of these opportunities.

The program has been approved by the M&IS Faculty Advisory Committee (FAC) and the College's Graduate Council.

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 Master of Science in Business Analytics (MSBA)

Date: _____

KENT STATE UNIVERSITY

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Master of Science in Business Analytics (MSBA)

Summary and Rationale

The College of Business Administration, Kent State University, proposes to establish a Master of Science in Business Analytics (MSBA). Analytics is the science of turning data into meaningful information a business could use for its competitive advantage. Demand for business analytics expertise transcends all areas of business including banking, healthcare, retail markets, manufacturing, finance and the public sector. As a diverse field that caters to the needs of equally diverse industries, business analytics programs are an amalgamation of curricula from business, engineering, mathematics, information systems, statistics, and other cognate disciplines. Designating the degree program at a master's level will enable the college to attract more mature students with work experiences and/or strong science, technology, engineering and mathematics (STEM) or business requisite baccalaureate proficiencies.

The College of Business Administration offers undergraduate majors in Accounting, Business Management, Computer Information Systems, Economics, Entrepreneurship, Finance, Managerial Marketing, and Marketing while graduate degrees are offered in MBA, EMBA, Masters in Accounting, and Masters in Economics, and Ph.D. in several concentrations. The proposed MSBA will draw from the college's diverse expertise in some of these disciplines to provide an interdisciplinary curriculum in business analytics. Graduates from the program will gain the knowledge that will enable them to glean meaningful information they need to provide business solutions from natural and often imperfect data.

The disciplinary purpose of the program is to produce graduates that understand and are ready to implement business analytical methods in realistic business contexts. By being 'ready to implement' business analytical methods, we mean that the graduate is not only aware of the general analytical methodologies in play but also has an understanding of the challenges involved in choosing the right problems or opportunities to address, selecting the best method(s) for analysis, interpreting the results into actionable solutions, and communicating and promoting the solution to stakeholders. Additionally, graduates of this program should be prepared to provide leadership throughout the entire process. The MSBA program, described in detail below, will provide opportunities for baccalaureate graduates from Business, Computer Science, Digital Sciences, Mathematics, Technology, etc. to advance and diversify their educational backgrounds in an emerging field with excellent potential for continued growth and employment.

1. Academic Quality

1.1 Program Structure

The core tenet of the philosophy behind the design of the program is that Business Analytics is more than a collection of quantitative tools. The business analytics professional first must be a member of the business team. They must understand underlying technologies such as databases and ERP systems. They must be expert communicators and decision-makers in order to be able to identify the right problem and communicate solutions. They must be leaders who are able to guide projects from inception to completion. They must be problem solvers – not simply data processors.

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The courses in the curriculum have been designed to achieve a balance between the technologies, analytical methods, and the business and personal acumen needed in order to effectively implement analytical methods and interpret, communicate, and act on the results. The correct balance (note that an equal balance is not the goal) should provide a graduate from the program with both a firm grasp of the most important analytical techniques along with the knowledge of how they should be implemented, interpreted, and communicated in a variety of business contexts. To help guide and evaluate the curriculum the following "Three-Foci Model" (Figure 1) was developed to help ensure adequate coverage of these areas. The overall philosophy of the program is reflected in an observation made by Dave Clark, Vice President of Amazon.com: "People who can do high level math are practically a commodity. People who can figure out which problem is the right one to solve and then apply high level math are both expensive and elusive. Those who can communicate effectively the answer in such a way managers can understand, priceless."[1] Our goal for the MSBA program is to produce these "priceless" individuals.

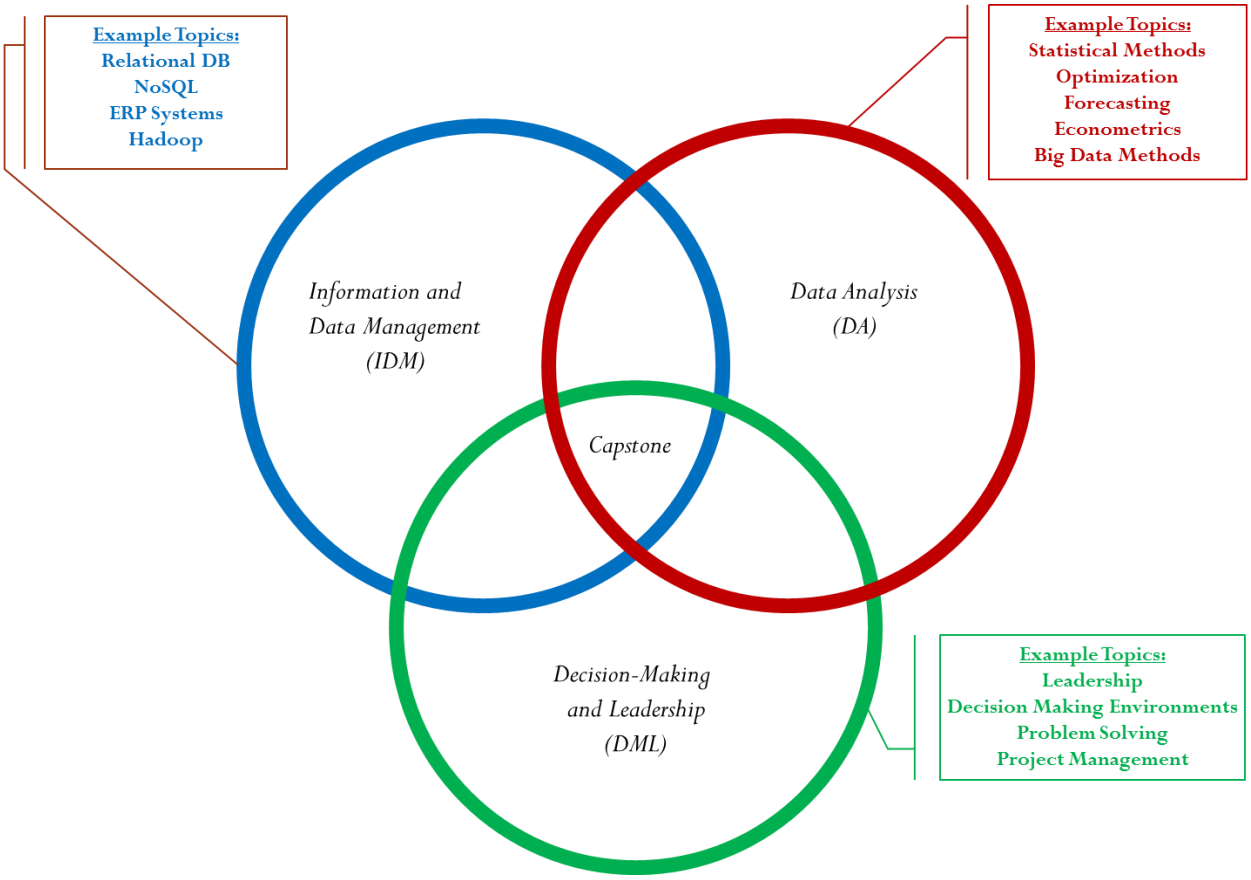

Figure 1 – Three-Foci Model

[1] Minter,S. "New Business Analytics Degree Aims to Produce Problem Solvers." *IndustryWeek*. Sep 23, 2011. http://www.industryweek.com/articles/new_business_analytics_degree_aims_to_produce_problem_solvers_25653.aspx. Retrieved January 4, 2015.

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The balance the program strives for would be towards a mixture of 50% Data Analysis [2](DA) with the other 50% split evenly between both Information and Data Management (IDM) and Decision-Making and Leadership (DML). As the data analysis portion contains the primary computational skills associated with analytics it is appropriate that the mix would emphasize this portion while still adequately addressing the important skills represented in the other two facets. Although this is conceptually appealing, we wanted to ensure that potential employers viewed the necessary mix in a similar fashion. In our survey of potential employers we described these three program facets and asked them to enter what percentage of a graduate's knowledge should be aligned with each facet. Respondents could enter any percentage they wished as long as they totaled 100%. The results were: 40.83% of knowledge should be aligned with Data Analysis (DA), while 29.58% should be aligned with both Information and Data Management (IDM) and Decision-Making and Leadership (DML). While the percentages are marginally different this lends support to the overall philosophy and emphases of the program. Full survey results can be found in Sections 1.4, 2.2, and Appendix A.

Information and Data Management includes technologies and methods used to collect, manipulate, and extract data from the extremely large, "messy", and unstructured data commonly referred to as "Big Data", as well as from traditional data sources. Data Analysis includes methods and software technologies for implementing those methods. Decision-Making and Leadership includes decision-making at all stages of analysis: from identifying and defining the problem, to identifying correct technologies and methods to employ, to interpreting the mathematical results and making sound business decisions based on those results. Finally, the leadership component of this facet is a term that is used here in its broadest sense and encapsulates all the business acumen, communication, human, and other soft skills necessary to be an effective leader within an organization, thus facilitating the ability to achieve maximum benefits associated with the organization's analytics efforts. These communication and leadership skills are covered explicitly in the "Analytics in Practice" and "Business Analytics" required courses and will be 'practiced' in each of the methods-oriented courses as is described below. Additionally, electives such as "Leadership and Organizational Change" allow a student to go into even more depth. Finally, ethics is appropriately becoming a major topic in analytics circles.[3] The INFORMS Certified Analytics Professional (discussed in detail in Section 1.2.3) program has created a code of ethical principles that should inform this discussion well.[4] These and other social responsibility topics will have formal coverage in these two classes and should be included in the context discussions concerning problem examples as well.

The goal in the design of each of the courses listed below is that all three facets will be integrated into every course. The courses that are predominantly focused on methods should expend at least 10 to 20% of course time on business contextual elements that elevate "mathematical problems" to the level of "business cases". Starting with artificial and polished datasets and stopping with the mathematical conclusions should be strictly avoided. These courses should spend significant time exploring data

[2] The focus named 'Data Analysis' is intentionally not named 'Data Analytics' in this model. It is our view that the profession of business analytics encompasses all three foci and, therefore, no one of them would be properly termed 'analytics'. 'Data analysis' was chosen to convey that this is the computational component of analytics but is not analytics by itself.

[3] Robb, D. "Big Data Analytics Needs a Code of Ethics." *enterprise APPS today*. October 8, 2014. http://www.enterpriseappstoday.com/business-intelligence/big-data-analytics-needs-a-code-of-ethics.html. Retrieved December 19, 2014.

[4] INFORMS, "Code of Ethics for Certified Analytics Professionals Prepared by the INFORMS Certification Task Force." https://www.informs.org/content/download/268914/2540648/file/CAP_CodeofEthics.pdf. Retrieved January 7, 2015.

sources, as well as extracting, modifying, and cleaning data that would be required when encountering problems in the real world. Additionally, they should explore the business motivation behind and value of such analyses and, finally, they should explore how the mathematical conclusions inform the business problem and how the results of the analysis can best be communicated. Leadership, as was discussed earlier, is emphasized throughout the process. Leadership is not only reflected in the final conclusions, decisions, and solution implementation but throughout the process from problem identification through implementation and evaluation. Again, the need to incorporate full business cases and contexts in the methods-based courses is a requirement to achieve this goal. Focusing on only the mathematical portion of the process would exclude this critical component.

Simulating the organizational context of business analytics cannot really be accomplished without utilizing the same technologies that are likely to be encountered in real-world organizations. Hence, our memberships in the SAP University Alliance program and Oracle Academy give our students access to some of the premier enterprise-level analytical software available today. Instead of using *predominantly* MS Excel and statistical packages for demonstration and practice of analytical concepts, our students will interact with fully functional enterprise versions of the various software packages these vendors provide. This is not to say that MS Excel will not be used at all; Excel is currently an important component within the set of available analytical tools - as both a standalone analysis tool as well as a tool for viewing and manipulating the output of other analytical tools.

Although one will not see SAP or Oracle names in any of our course descriptions or course names (the SAP Alliance actually prohibits that), they will be used pervasively as example environments within the coursework. Students will use SAP (*as well as other technologies*) for tasks such as data visualization, big data analytics (using the huge Sam's Club data warehouse provided through SAP among other sources), predictive analytics and data mining, OLAP analysis, and reporting (Crystal Reports). In addition to these more exclusive technologies, the program will also utilize open source and other proprietary software such as Hadoop, Map Reduce, SAS, JMP, R (through SAP integration and standalone), and others.

As new technologies are constantly being developed, the program will actively seek out and incorporate these new technologies where appropriate and available. It is important to note that the program will not be built on, and will not over-emphasize any specific technological environment (such as SAP). We adhere to a technology-agnostic view in our instruction of methods. Technologies will be used to gain hands-on experience with prevalent industry software as an example of the implementation of the underlying general method. Our instructional focus will be on applying the general method and then specific implementations of the method in industry-software will be explored.

The value of the program described above and detailed below is again supported by our survey of NE Ohio potential employers. When asked how they felt about the program overall on a scale from very negative to very positive, 96% were positive or very positive, 4% were neutral, while 0% were negative or very negative. Additionally, they were asked, "If you were responsible for hiring an entry-level employee for an analytics position in your organization, how interested would you be in interviewing graduates of this proposed program?" To this question their responses were, 70% were very interested, 22% were somewhat interested, and only 9% were not interested. Complete survey results are introduced in Sections 1.4 and 2.2 and discussed in Appendix A.

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1.2 Courses (30 total credit hours) and Course Descriptions

1.2.1 Required Courses (24 credit hours)

The proposed program has eight required courses, all of which are designed as three-credit hour courses yielding 24 total credit hours. Four of these have been taught previously (with minor modifications) and four of these are new courses. The program is designed to provide coverage of the three foci as follows: Information and Data Management (IDM) – 25%, Data Analysis (DA) – 50%, Decision-Making and Leadership (DML) – 25%. The degree of coverage of the three foci in each course is given at the end of each course description using the acronyms listed here.

Required Course Descriptions

Business Analytics (MIS 64036)
This course provides an overview of business analytics and its appropriate applications in various industries and functional areas. Critical thinking, problem definition, problem solving, effective communication, and leadership are emphasized. Methods such as data visualization and descriptive, predictive, and prescriptive analytics are covered from a broad perspective. This course is applied, hands-on, and case-based. Cases emphasize the communication of quantitative solutions to laypeople and required leadership during decision-making and implementation stages. Must be taken during the first semester of enrollment after acceptance into the program (20% IDM, 40% DA, 40% DML).

Database Management and Database Analytics (revision of MIS 64082)
The design, implementation and management of database management systems within organizations are studied from an applied perspective. Additional emphases include data warehousing, structured query language for analytics, and introductions to NoSQL databases and Big Data analytics. Must be taken during the first semester of enrollment after acceptance into the program (70% IDM, 20% DA, 10% DML).

Data Mining Techniques (CS 63015)
The course presents the concepts and techniques of data mining. Data mining is a process of discovering information from a large set of databases. This course takes a database perspective on data mining. (10% IDM, 80% DA, 10% DML).

Advanced Data Mining and Predictive Analytics (MIS 64037)
This course extends the coverage of data mining and predictive analytics. Topics will focus on the applied use of these techniques in realistic settings. Statistical and machine learning techniques will be covered. (10% IDM, 80% DA, 10% DML).

Quantitative Management Modeling (MIS 64018)
A variety of optimization and heuristic modeling techniques are explored. Decision-making environments, model selection, and interpretation are emphasized. Various linear and non-linear mathematical programming techniques are the primary topic but are supplemented with other optimization and heuristic techniques (10% IDM, 80% DA, 10% DML).

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Big Data Analytics (CS 63016)
This course focuses on techniques commonly applied to the vast stores of mostly unstructured data being generated in business today. Focal techniques and technologies include: Hadoop, map reduce technology, unstructured data concepts, and NoSQL databases (40% IDM, 50% DA, 10% DML).

Analytics in Practice (MIS 64038)
This course focuses on supporting techniques and managerial and professional skills necessary to being an effective business analyst. Other topics include project management, requirements analysis, change management, team dynamics, leadership, and effective communication between all stakeholders (10% IDM, 10% DA, 80% DML).

Capstone Project in Business Analytics (MIS 64098)
In this culminating project, students draw on the breadth and depth of the curriculum to address an industry supplied problem in small teams. Teams will explore prescriptive analytics as is appropriate to their design project (30% IDM, 40% DA, 30% DML).

Table 1 below shows the responses from our industry survey on the importance of the courses proposed for the program. It is notable that 100% of respondents find that every one of the proposed courses is at least 'somewhat important'. Full details and additional discussion can be found in Appendix A (question A2.5).

Table 1. Employers View of the Importance of Each Course.
Survey Question to Potential Employers:
"Please provide your opinion as to the importance of each course in the curriculum as a whole"

Course Title	Not Important	Somewhat Important to Important	Critical
Business Analytics	0%	26.1%	73.9%
Database Management & Database Analytics	0%	60.9%	39.1%
Data Mining Techniques	0%	65.2%	34.8%
Advanced Data Mining and Predictive Analytics	0%	73.9%	26.1%
Quantitative Management Modeling	0%	82.6%	17.4%
Analytics for Big Data	0%	73.9%	26.1%
Analytics in Practice	0%	52.2%	47.8%
Capstone Project in Business Analytics	0%	47.8%	52.2%

1.2.2 Elective Courses (6 credit hours)

The program also requires students to complete two three-credit hour elective courses. As much of the program is required, students can use these courses to customize their program to their specific interests without compromising the general business analytics components that reside in the eight required courses.

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These electives are intended to extend knowledge on methods and/or business functions and processes. Additionally, an industry internship course is also available as an elective. Students will select two total from any or all categories (forcing a selection from specific categories was considered but individual students may need additional knowledge from one category more than the others).

Elective Course Descriptions - Methods Electives:

Systems Simulation (MIS 64011)
Techniques and applications of computer simulation of existing or proposed real-world systems. Use of simulation language, simulations studies, analysis and interpretation of results.

Econometrics I (ECON 62054)
Introduction to problems and methods of the empirical estimation of economic relationships.

Semantic Analysis Methods (IAKM 60370)
Introduces students to the practical contexts, methods and tools associated with semantic analysis. Focuses on early life cycle aspects of semantics, including identification and modeling of semantic problems, design of semantic solutions, and the identification and implementation of appropriate semantic technologies. Covers natural language processing, rule-based and grammar based concept extraction, rule-based and dynamic classification and automated summarization. Students work with a variety of semantic technologies.

Clinical Analytics (IAKM 60411)
The use of well-defined and well-integrated clinical analytics throughout the healthcare value chain can be transformative. Through careful implementation of health analytics, hospitals can transform unwieldy amalgamations of data into information that can: improve patient outcomes, increase safety, enhance operational efficiency and support public health. Given the immense size of the data challenge, the distinctness and geographic spread of many healthcare-related activities, and the fact that so many healthcare activities are conducted by different entities which must interact with each other, there is really no other way to provide operations management tools necessary to deliver personalized medicine and to control spiraling costs. Since clinical analytics is an immature discipline, we carefully examine the practices of those institutions who are standard setters in the industry.

Data Science (DSCI 64210)
Introduction to the concept of big data and data analytics, including the business challenges of working with big data. Students are introduced to the concepts of both structured and unstructured data. Fundamental concepts include data design and management, database design and management, data driven programming and discovery, and data presentation and use. Data analytics in industry verticals are discussed, including science, intelligence and law enforcement, health, retail and financial services.

Elective Course Descriptions - Business Functions and Processes Electives:

Global Supply Chain Business Models (MIS 64028)
Focus on modeling techniques for supporting decision making in supply chain management. Introduces students to the problems facing a global supply chain manager and the implementation of spreadsheet-based models for solving problems that arise in the operation of a supply chain. Emphasis is placed on model formulation and interpretation in support of decisions to coordinate and improve supply chain operations.

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Leadership and Organizational Change (MIS 64160)
Course provides students in-depth knowledge of leading organization change. Covers analysis of existing conditions, drivers of change and readiness for change along with methods of change and change implementation.

Marketing Research (MKTG 65057)
Examination of the research process as applied to decision making. Course focuses on steps in problem formulation, the research process, application of techniques and basic data analysis using SPSS-PC.

Enterprise Architecture (DSCI 61010)
Facilitates the alignment of IT and IS investment decisions with business goals. Enterprise architecture is increasingly used in industry as a result of the continued emergence of new technologies and ongoing pressures to reengineer business processes to achieve improved efficiency and greater customer focus. Enterprise architecture identifies the main components of an organization and the ways in which these components work together. The components include performance and strategy, people, business capabilities, applications, technology, knowledge and information, as well as financial and other resources.

Elective Course Descriptions – Experiential Learning Elective:

Internship in Business Analytics (MIS 64092)
A supervised field experience at a cooperating organization. Requires regular contact with instructor and preparation of an internship report connecting academic coursework to on-the-job experiences.

1.2.3 Program Congruence with Industry Standards – The Certified Analytics Professional

"The Institute for Operations Research and the Management Sciences (INFORMS) is the largest society in the world for professionals in the field of operations research (O.R.), management science, and analytics."[5] Recently, INFORMS began a certification program for analytics professionals (Certified Analytics Professional or CAP). During the design of the program this and other analytics job task analyses were reviewed to help frame the coverage of the program. It is notable that to qualify to take the CAP exam a person would need to complete a BA/BS or a MA/MS and have three years of analytics-related work experience or seven years of unrelated work experience. As such, a new graduate from our program would not be expected to be ready to take and pass this exam (unless they had prior work experience sufficient to qualify). Therefore, we would not expect our program to fully prepare the student on every element in the CAP listed job tasks. However, this is a current, well-researched, and validated list of analytical job tasks constructed by multiple subject matter experts so it is, in our opinion, valid to view this list as a proxy for the current state of the art of the analytics profession. Therefore, while our program does not seek to fully cover every element of the certification tasks it should be congruent with that list and offer a solid academic foundation for the student to build on with their ensuing job experience in the field. Therefore, the balance of this section will discuss the job tasks associated with INFORMS CAP certification and how our program fits into that framework.

[5] INFORMS. "About INFORMS." https://www.informs.org/About-INFORMS. Retrieved January 24, 2015.

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Table 2 lists the job task breakdown and categorization into seven related domains[6] and maps our proposed program's foci and courses to those job tasks. As can be seen in the breakdown each of the tasks listed has some coverage within the program. It should be noted that we do not consider any of our courses to be 100% in one focus so we use the phrase 'all DA courses' in the table for brevity but intend the meaning to be, 'those courses that have a goal of 80% coverage within the DA focus'. We also have not put the capstone course in the table since it would be expected to touch on all the domains. We do not claim that each topic is covered in the depth required to pass that portion of the certification exam as the certification designers do not feel academic preparation is sufficient in itself and we are not attempting to 'teach to the test'. However, we do believe that this table does validate that our program will provide a solid academic base for the student to augment with experience and prepare for, take, and successfully pass the INFORMS Certified Analytics Professional exam. This further lends credence to our proposed program being congruent with established industry standards.

1.2.4 Course Delivery & Schedule Options

The courses in the proposed program are all currently designed as face-to-face rather than online or hybrid. In light of the ever-increasing demand for online and blended learning education, the program could be modified to any of these delivery modes in the future; however, this is not part of the current proposal. The program is not cohort-based and the courses could be taken in any order if their prerequisites are met. The normal time to completion for the 30-hour, 10-course program is one academic year, plus summer, with a course load of 4 for each academic semester and 2 for the summer term. However, the curriculum is designed to be flexible enough to offer exceptional students with requisite experiences the opportunity to complete the program within one academic year. Similar 15-credit hours per semester programs are available at the Carlson School of Management (University of Minnesota), Lindner College of Business (University of Cincinnati), and the Carey School of Business (Arizona State University), to name a few. At Kent State University, the Master of Science in Chemical Physics is also designed with this flexibility.

[6] INFORMS, "Analytics Job Task Analysis." https://www.informs.org/Certification-Continuing-Ed/Analytics-Certification/Analytics-Job-Task-Analysis. Retrieved January 24, 2015.

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Table 2. Program Foci and Courses Mapped to CAP Tasks.

Certified Analytics Professional: Domains and Tasks	Primary Foci	Primary Courses
(12-18%) Domain I: Business Problem Framing	**DML: All Tasks DA (problem definition portion): All Tasks.**	**Business Analytics, Analytics in Practice, All DA courses.**
T-1 Obtain or receive problem statement and usability requirements		
T-2 Identify stakeholders		
T-3 Determine if the problem is amenable to an analytics solution		
T-4 Refine the problem statement and delineate constraints		
T-5 Define an initial set of business benefits		
T-6 Obtain stakeholder agreement on the problem statement		
(14-20%) Domain II: Analytics Problem Framing	**DA: All Tasks**	**All DA courses**
T-1 Reformulate the problem statement as an analytics problem		
T-2 Develop a proposed set of drivers and relationships to outputs		
T-3 State the set of assumptions related to the problem		
T-4 Define key metrics of success		
T-5 Obtain stakeholder agreement		
(18-26%) Domain III: Data	**IDM: T1, T2, T3, T4 DA: T4, T5, T6 DML: T5, T6**	**Database Management and Database Analytics, All DA courses, Business Analytics, Analytics in Practice**
T-1 Identify and prioritize data needs and sources		
T-2 Acquire data		
T-3 Harmonize, rescale, clean and share data		
T-4 Identify relationships in the data		
T-5 Document and report findings (e.g., insights, results, business performance)		
T-6 Refine the business and analytics problem statements		
(12-18%) Domain IV: Methodology Selection	**DA: All Tasks DML: T1, T2**	**All DA courses, Business Analytics**
T-1 Identify available problem solving approaches (methods)		
T-2 Select software tools		
T-3 Test approaches (methods)1		
T-4 Select approaches (methods) 1		
(13-19%) Domain V: Model Building	**DA: All Tasks IDM: T3 DML: T5**	**All DA courses, Database Management and Database Analytics, Business Analytics, Analytics in Practice**
T-1 Identify model structures1		
T-2 Run and evaluate the models		
T-3 Calibrate models and data1		
T-4 Integrate the models1		
T-5 Document and communicate findings (including assumptions, limitations and constraints)		
(7-11%) Domain VI: Deployment	**DML: T1, T2, T5 DA: T1, T2, T3, T4**	**Business Analytics, Analytics in Practice, All DA courses**
T-1 Perform business validation of the model		
T-2 Deliver report with findings; or		
T-3 Create model, usability and system requirements for production		
T-4 Deliver production model/system1		
T-5 Support deployment		
(4-8%) Domain VII: Model Lifecycle Management	**DML: All Tasks**	**Business Analytics, Analytics in Practice**
T-1 Document initial structure		
T-2 Track model quality		
T-3 Re-calibrate and maintain the model1		
T-4 Support training activities		
T-5 Evaluate the business benefit of the model over time		

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1.2.5 Example Schedules for Degree Completion

Full-Time Schedules:

- **One-year, 12 Months, example:**

Fall – 12 credit hours
Business Analytics*
Database Management and Database Analytics*
Data Mining Techniques*
Analytics in Practice or Elective

Spring – 12 credit hours
Advanced Data Mining and Predictive Analytics
Quantitative Management Modeling
Analytics for Big Data
Analytics in Practice or Elective

Summer – 6 credit hours
Capstone Project
Analytics in Practice or Elective

- **One-year, 9 Months, example (only suggested for exceptionally prepared students):**

Fall – 15 credit hours
Business Analytics*
Database Management and Database Analytics*
Data Mining Techniques*
Analytics in Practice or Elective
Elective

Spring – 15 credit hours
Advanced Data Mining and Predictive Analytics
Quantitative Management Modeling
Analytics for Big Data
Analytics in Practice or Elective
Capstone Project**

* Must be taken first semester
** Take in final term

- **Part-Time Schedules:**

Part-time students should be carefully advised so their schedules are kept in tune with projected course offerings. There is substantially more flexibility in a part-time schedule so this is just one of many possible schedules:

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Fall 1 – 6 credit hours
Business Analytics*
Database Management and Database Analytics*

Spring 1 – 6 credit hours
Data Mining Techniques*
Quantitative Management Modeling

Summer 1 – 3 credit hours
Analytics in Practice

Fall 2 – 6 credit hours
Advanced Data Mining and Predictive Analytics
Elective

Spring 2 – 6 credit hours
Analytics for Big Data
Elective
Summer 2 – 3 credit hours
Capstone Project**

* Take as early in the program as possible
** Take in final term

1.2.6 Bridge Courses

The program will require students to have completed a baccalaureate degree in STEM disciplines such as engineering, computer science, mathematics, the sciences, or in business where they would have gained the requisite background for the program. As it is expected that students will be coming from different feeder undergraduate programs, bridge courses, undergraduate or graduate level courses, may be assigned by a program advisor. For instance, on entry to the program students should have general knowledge of inferential statistics, adequate general business knowledge, basic knowledge of business information systems and technologies, and a solid understanding of algebra and general mathematics with some exposure to calculus. Students who have not passed at least an undergraduate course (B minimum grade) that has substantial coverage of inferential statistics must take MIS 64005 - Statistics for Management. Students who have at least three years of experience working in industry may have the academic business requirement waved. Students entering without any business coursework or experience will generally be required to take MIS 24163 - Principles of Management and/or MIS 64158—Leadership and Managerial Assessment. Deficiencies in math would be met with appropriate undergraduate courses and business information systems and technologies as well as partial fulfillment of the business knowledge requirement can be obtained by taking MIS 64042 – Globalization and Technology Strategy. Students will usually be required to complete these bridge courses before they start on the related program requirements. Concurrent enrollment may be considered according to the background of the student and the courses proposed to take concurrently with the bridge courses.

1.2.7 Program and Course Technologies

As some of the technologies used in the program are currently evolving, our plans for exposing our students to these technologies must evolve along with them. However, we already have two of the

primary environments, Oracle and SAP, installed and being used in several courses in our information systems, supply chain, MBA, and MS Accounting programs. Additionally, our Oracle server (and our database courses) are used by the School of Digital Sciences in both their undergraduate and graduate programs (even with all this usage the server is operating at a small fraction of its capacity). As such, we already have solid experience in delivering many of the required technological environments to our students.

The department has been successfully delivering hands-on education in the area of databases for some time. As mentioned, we have a departmentally-managed server with Oracle 12C Enterprise Edition (the most current version) installed on Windows 2012 Datacenter Server OS. Students work on Oracle with client software (such as Oracle SQL Developer – available free from Oracle) on their own computers or our lab computers. SAP is hosted by the SAP University Alliance at the University of Wisconsin – Milwaukee. We need not host or manage any of the SAP server software since as a member of the alliance, full access is granted to our instructors and students through SAP's client software. SAP software does have big data capabilities[7] and Sam's Club database, as well as other big data sources, is available through SAP. As we have discussed earlier we will avoid learning concepts exclusively (or even primarily) in SAP or other proprietary environments. Direct non-SAP Hadoop access and training will be delivered either through a hosted solution such as Cloudera[8] or our own Hadoop cluster installation. Currently a single-node cluster Hadoop instance has been installed and tested. Expanding this into a multi-node cluster may be required if a hosted solution is not chosen. A hosted solution is preferred so that local resources do not have to be used to manage the cluster. The college and university have more than adequate computer labs and network infrastructure to allow students to interact with these technologies from any on-campus computer and from anywhere with Internet access using a VPN (virtual private network) connection.

1.3 Curriculum Development Process

The proposed curriculum was developed through a combination of activities. The primary sources of information utilized during curriculum development included:

- Bench-marking of leading programs (e.g. InformationWeek: 20 Top Analytics Programs[9])
- Workshops at international conferences (e.g. Decision Sciences Institute: Panel discussion on *Business Analytics Programs and Curricula)*[10]
- Weekly reading of practitioner newsletters (e.g. *Data Science Central*[11])

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[7] Nerney, C. "SAP Updates University Alliances Program to Include Big Data Analytics." *Data Informed*. January 29, 2013. http://data-informed.com/saps-updates-university-alliances-program-to-include-big-data-analytics/. Retrieved January 15, 2015.
[8] Cloudera. "Cloudera Academic Partnership." http://www.cloudera.com/content/cloudera/en/developers/home/academic-partnership.html. Retrieved December 28, 2014.
[9] Henschen, D. "Big Data Analytics Master's Degrees: 20 Top Programs." *InformationWeek*. January 7, 2013. http://www.informationweek.com/big-data/big-data-analytics/big-data-analytics-masters-degrees-20-top-programs/d/d-id/1108042. Retrieved July 22, 2014.
[10] Decision Sciences Institute, "44th Decision Sciences Institute Annual Meeting 2013." http://convention2.allacademic.com/one/dsi/dsi13/. Retrieved November 27, 2013.
[11] Granville, V. "DSC Digest and Membership - Big Data, Analytics, Visualization and Data Science." June 20, 2013. http://www.datasciencecentral.com/profiles/blogs/check-out-our-dsc-newsletter. Retrieved September 7, 2014.

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- Vendor informational meetings (e.g. TDWI & IBM[12])
- Vendor workshops (e.g. SAP Analytics[13])
- The Guide to the Business Analysis Body of Knowledge[14]
- Invited talks in our *Center for Information Systems* meetings on analytics from area practitioners[15]
- Personal discussions with many interested parties in both the academic and practitioner circles
- Analyzing the content of leading analytics textbooks

The process of building the curriculum began with a review of InformationWeek's list of the top 20 analytics programs. The first differentiating characteristic noted was the difference between *business* analytics programs and *non*-business programs. As one would expect, the business analytics programs tend to include more managerial and business-oriented courses than the non-business analytics programs that are generally offered by schools of mathematics, statistics, and engineering. York University[16] in Toronto has a very good example of a business analytics program. In addition to a selection of data analysis and data management courses, they have courses titled: *Skills for Leadership*, *Analytics Consulting*, and *Case Analysis and Presentation Skills.* These courses clearly fall into our focal category of *Leadership and Decision-Making* and would not likely be present in a non-business analytics program. In our proposed curriculum, similar content can be found in the *Analytics in Practice*, *Business Analytics*, and *Capstone Project* courses. On the other-side, a non-business program that provides a good example of the alternative form is the Master of Science in Analytics (MSA) program offered by the Institute for Advanced Analytics at NC State.[17] It is unlikely that one would find a course specifically dealing with leadership and management in these more technically-oriented programs offered outside of business schools.

After initial benchmarking that provided the three focal categories of the program, other sources were used to support this framework and additionally revalidate the model. An "analytical body of knowledge" (BOK) was constructed through reviewing another BOK from a professional society (The International Institute of Business Analysis or IIBA) and cross-referencing this with other MSBA programs, skill lists from the program at Villanova as well as from professional websites (e.g. INFORMS) and textbooks. This produced a list of technical, managerial, and software skills that were relevant to the program. The final result balances these skill sets in the curriculum within our three-foci model. No program can hope

[12] TDWI. "Join Us in Cleveland for a Free Event on Big Data Analytics!" http://events.tdwi.org/events/solution-spotlight-ibm-2014/information/cleveland.aspx. Retrieved May 2014.
[13] McLeod, A. "SAP University Alliances Americas Faculty Summer Workshops 2014." *SAP Community Network*. http://scn.sap.com/community/uac/blog/2014/04/01/sap-university-alliances-americas-faculty-summer-workshops-2014. Retrieved September 22, 2014.
[14] IIBA International Institute of Business Analysis. (2009) *A Guide to the Business Analysis Body of Knowledge.* IIBA press.
[15] KSU Center for Information Systems. "Big Data." Joe Turk, Director for Technology Business Development, The Cleveland Clinic; Doug Meil, Chief Software Architect, Explorys; Gary Weber, IT Group Manager, Progressive. Nov 1, 2013.
[16] York University, Schulich School of Business. "Schulich Master of Business Analytics." http://www.schulich.yorku.ca/client/schulich/Schulich_LP4W_LND_WebStation.nsf/resources/File+Downloads/$file/MSBAViewbook.pdf. Retrieved February 2, 2015.
[17] NC State, Institute for Advanced Analytics. "MSA Curriculum." http://analytics.ncsu.edu/?page_id=123. Retrieved February 2, 2015.

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to include a comprehensive treatment of all possible analytical skills so prioritization was also part of the final selection of skills and the course designs to impart them. The degree plan is a one-year 30 credit-hour full-time program with part-time options. Courses will be delivered traditionally (face-to-face) and the program is not cohort-based. Twenty-four (24) of the hours will be required and six (6) will be electives. The curriculum will be balanced with respect to the coverage of problem types within functional business areas. Irrespective of their area of specialization, instructors of required courses will be expected to pull examples from all of the various business functional areas. There are substantial numbers of public datasets available within each functional area, where instructors could select appropriate examples and project scenarios in consultation with appropriate departmental units. Finally, the balance of the functional area coverage may be customized by selecting appropriate electives. As the program grows, it is expected that additional functional-area offerings will be developed, though initially, electives will be selected from predominantly existing method-based courses as well as a set of the most relevant business courses. Optimally, some or all of the function-specific elective courses should be designed and staffed by faculty in those areas.

Table 3. Summary of Questions and Conclusions from Industry Survey: Curriculum Design and Academic Quality

Question (click on question to go to discussion)	Assesses	Conclusions
How important do you view each of these areas to be in the MSBA (M.S. in Business Analytics) curriculum?	Curriculum Design, Academic Quality	The respondents view each of the three foci to be from 'important' to 'critical' for the program.
Assuming the proposed model will be implemented, what percentage of a graduate's knowledge should be associated with each area?	Curriculum Design, Academic Quality, Validity of Program's Three-Foci Model.	Respondents largely agree with the foci weights proposed. The aggregate percentages would suggest *slightly* more time to be spent on business/management topics than the design.
What about the program philosophy is good and should not be changed?	Curriculum Design, Academic Quality	Those who chose to respond to this question seem to like the general philosophy of the program mix and identify several specific individual elements such as data analysis and big data methods that should not be changed.
What is the program philosophy missing? What should be changed?	Curriculum Design, Academic Quality	These responses are very insightful and reflect the respondents' real-world perspectives on the topic. Each comment is addressed individually in the discussion.
Please provide your opinion as to the importance of each course in the curriculum as a whole:	Curriculum Design, Academic Quality	The results show that all of the courses are generally considered important by respondents.
Please use this space to provide any feedback that you have, positive or negative, concerning any aspect of the curriculum, philosophy, or any other aspects of the proposal.	Curriculum Design, Academic Quality	Each of these comments is addressed individually in the discussion.
Given the brief description of the proposed program that you have read as part of this survey, how positive/negative are you concerning the program?	Curriculum Design, Academic Quality, Overall Program Quality	96% of respondents describe their opinion of the program as positive to very positive.
If you were responsible for hiring an entry-level employee for an analytics position in your organization, how interested would you be in interviewing graduates of this proposed program?	Curriculum Design, Academic Quality, Overall Program Quality, Employment Opportunities	70% report they would be *very* interested and 92% report they would be at least somewhat interested in interviewing graduates of the program.

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1.4 Industry Survey of Curriculum Design and Academic Quality

One part of the local industry survey focuses on the curriculum design and the respondent's perceptions of the quality of the proposed program. The survey methodology and metrics are further discussed in Section 2.2; and Table 3 in the previous page displays each question, the issue(s) being assessed, and brief conclusions. Full information on the responses and a full discussion is included in Appendix A. Clicking on the question text in the table will take the reader to the question's discussion in the appendix.

1.5 Faculty Resources

Kent State University College of Business Administration is accredited by the Association to Advance Collegiate Schools of Business (AACSB), International and abides by that organization's strict standards for faculty qualifications and curricula rigor. With a Doctor of Philosophy (Ph.D.) degree in several disciplines the M&IS department faculty have the requisite expertise to offer the MSBA program. Table 4 shows qualifications of the M&IS faculty who will be involved in the proposed MSBA program.

1.6 Program Accreditation

The proposed MSBA program aligns with the standards of the college's accreditor, AACSB, International. All AACSB standards (faculty qualifications, admission requirements, technology resources, curricular expectations, etc.) will be followed. The College of Business Administration was originally accredited in 1915. This accreditation has been continuously reaffirmed, with the last reaffirmation occurring in 2013. The next review is scheduled for 2018 at which point the prosed program, if approved, will be part of the review. No separate accreditation is planned for the proposed program at this time.

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Table 4: Faculty Resources

Name	Rank	Status	Highest Degree	Degree Date	Field	Expertise
Arikan, Ilgaz	Assistant Professor	Tenure Track	Ph.D.	2004	Business Administration, Economics	Competitive Strategy, International Business, Strategy
Brandyberry, Alan	Associate Professor	Tenured	DBA	1995	Decision Sciences, Information Systems	IS, Operations Research, Management Science
Datta, Pratim	Associate Professor	Tenured	Ph.D.	2003	Information Systems, Decision Science	IT, Systems Security, Analytics, Infrastructure/ Process Redesign and Engineering
Dragan, Natalia	Assistant Professor	Non-Tenure Track	Ph.D.	2010	Computer Science, Data Mining	Software Engineering, Applied Mathematics
Guiffrida, Alfred	Associate Professor	Tenured	Ph.D.	2005	Industrial Engineering, Statistics	SCM, Statistics, Operations, Management Science
Kwak, Dong-Heon (Austin)	Assistant Professor	Tenure Track	Ph.D.	2014	Management Information Systems, Management, Science	Online Donations, Web Design, ERP, Data Mining, Business Intelligence
Patuwo, Eddy	Professor	Tenured	Ph.D.	1989	Industrial Engineering, OR	OR, Neural NWs, Operations Management
Offodile, O. Felix	Professor	Tenured	Ph.D.	1984	Industrial Engineering, Operations Research	Operations Management, SCM, Manufacturing Mgt, Statistics, Stochastic Models, Decision Sciences
Polites, Greta	Assistant Professor	Tenure Track	Ph.D.	2009	Management Information Systems	Habits/Resistance to Change, Human-Computer Inter., Cross-Cultural Differences in IS, Analytics, Stats.
Shanker, Murali	Professor	Tenured	Ph.D.	1990	Operations Mgt., Management Science, Statistics	Parallel Simulation, Neural NWs, Optimization, Statistics

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2. Need for Proposed Program

There has always been need for data analysts. But, this need has become more acute in recent years due to proliferation of technologies, both for capturing and analyzing the data. Consequently, as sophistication in technology grows, the need for data analytics experts will continue to grow. At the present, and more importantly, for the foreseeable future, there are substantially fewer experts in the field of data analytics than there are opportunities for them. The projected shortfall of analytics professionals in the coming years is virtually universally accepted and supported by substantial research in both the private and public sectors. For instance, the McKinsey Global Institute projects a 50-60% shortfall in deep analytic talent by 2018 (see Figure 2).[18]

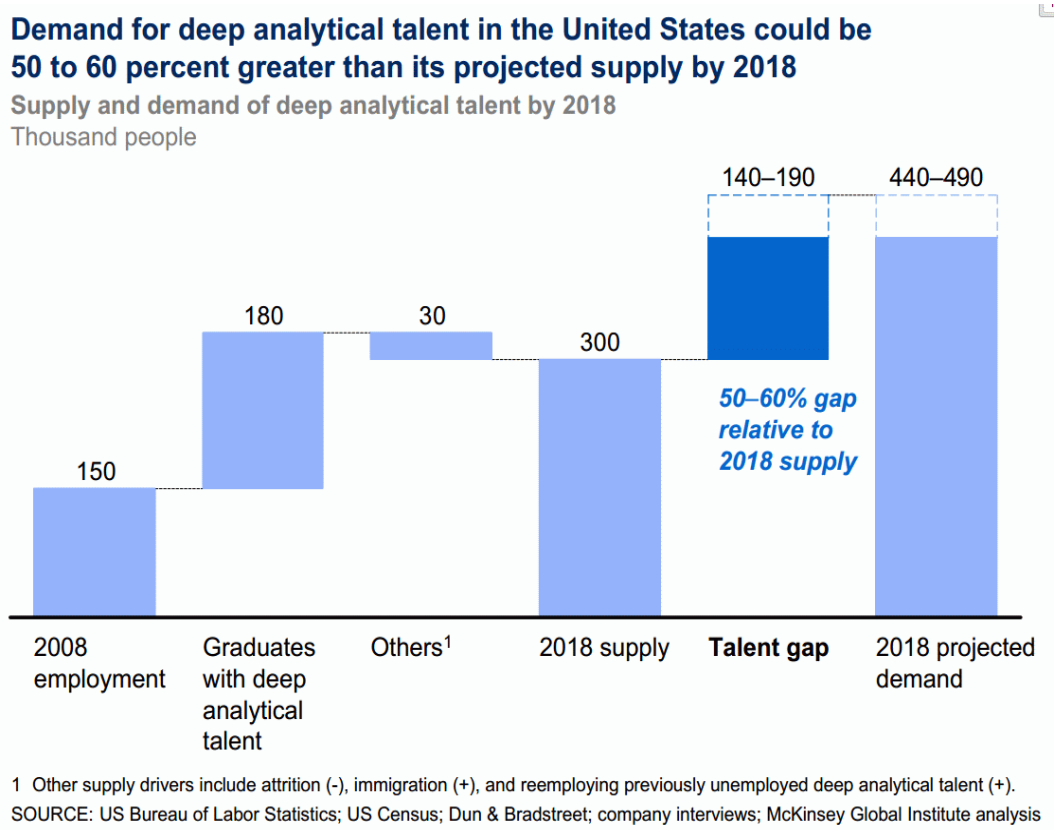

Figure 2. Demand for Analytics

[18] Manyika, J., Chui, M., Brown, B., Bughin, J., Dobbs, R., Roxburgh, C., & Byers, A. H. (2011). "Big data: The next frontier for innovation, competition, and productivity." McKinsey Global Institute.

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Likewise, the Accenture Institute for High Performance projects analytics labor shortfalls worldwide in the current period of 2010-2015[19] (see Figure 3). As can be seen from the graphic below, of studied countries, the shortfall is by far the greatest within the United States with a projected shortfall of more than 20,000 analytics professionals.

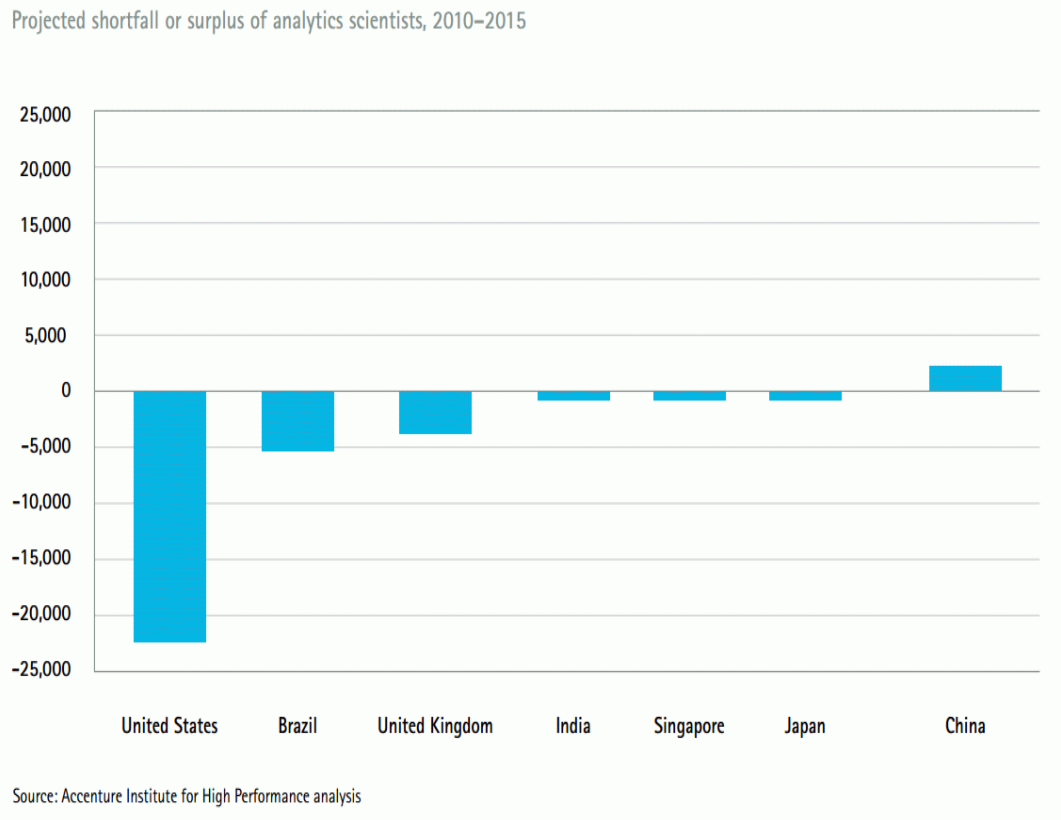

Figure 3. Projected Surplus of Analytics Positions

2.1 Employment Opportunities

In the past several years the general job outlook for various majors has been sporadic at best. However, job prospects for majors that are founded on educational fundamentals of STEM have been reasonably stable, with growth in areas such as analytics. Richie Bernardo reports that the Department of Commerce estimates that STEM "professionals will expand 1.7 times faster than non-STEM occupations between 2008 and 2018" with most lucrative careers in the country that are less susceptible to unemployment and salaries that are "71 percent more than the national" average.[20]

[19] Elizabeth Craig, David Smith, Narendra P. Mulani and Robert J. Thomas, "Where will you find your analytics talent?" Outlook, October 2012.
[20] Bernardo, Richie, "2015's Best and Worst Metro Areas for STEM Professionals." http://wallethub.com/edu/best-worst-metro-areas-for-stem-professionals/9200/. Retrieved January 25, 2015.

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The continuing need for target marketing by businesses has created data sources that were not possible only a few years ago. Data collection from web logs, smartphones, social media, business and sales transactions, among others, has created a new data mining industry, and demand for data analysts who can extract meaningful information from data. A Jobs Ohio[21] report that "data-driven marketing now accounts for about 3.3 percent of Ohio's gross domestic product…an industry that employs more than 20,000 Ohioans" buttresses the need for the proposed MSBA program. Additionally, organizations continue to search for methods to gain advantages within their budgeting, forecasting, and planning processes. Increasingly, these firms are turning toward analytics to contribute to attaining this goal. In a separate, recent survey of Northeast Ohio Employers, more than 90 percent indicated that they desire graduate business students to have proficiency in using statistical and analytical tools for data-driven decision making. In addition, this survey reports that analytic skill is among the top five desired by local employers.

Additionally, in our own survey of Northeast Ohio businesses (respondents = 29), the respondents indicated that the cumulative increase in the number of analytics employees within their organizations will be 97.4% over the next three years. In the intermediate to long-term time horizons 48% predict that employment opportunities will "increase dramatically", 48% predict it will "increase moderately", and 4% predict it will remain the same, while 0% believe the employment opportunities will contract. Full results from this survey can be found in Sections 1.4 & 2.2 and Appendix A.

According to the U.S. Bureau of Labor Statistics[22] (BLS) 2022 projections, the fastest growing occupations include healthcare related professions, information technology, and data analytics (information security and marketing). But for medical practitioners like doctors, nurses, and therapists, the common thread among these occupations is data analytics. In the healthcare industry for example, there is strong need for collecting and analyzing patient information in all forms (text, voice, and video) on maladies, diagnosis, and treatment. The data complexity in this realm is exacerbated by government mandated healthcare laws and the deployment of electronic health records, which could be mitigated through analytics.

The BLS[23] 2012-2022 projections of *Job openings by occupational group* report show job openings (from both growth and replacement needs) of about 1,732,900 for healthcare practitioners and technical; 1,155,800 in healthcare support; 898,000 in business and financial operations; and 685,800 in computer and mathematical fields. While the majority of these more than 4 million job openings are expected to be in actual healthcare service provision, a good proportion will be in support services that involve data analytics. With Ohio accounting for about 3% of the US GDP, about 134,000 of these job openings are likely to be in Ohio, with a good proportion being in data analytics. The 2012-2022 expected job growths in select areas that would have need for analytics is presented in Table 5. The proposed MSBA program will provide graduates with the requisite knowledge they need to take advantage of these opportunities.

As briefly discussed in the opening section, projections concerning employment in analytics positions have suggested fast growth in analytical solution deployment in industry, resulting in a widening shortage

[21] Jobs Ohio, "2013/2014 annual report/strategic plan." http://jobs-ohio.com/images/JO_annual_report_2013_14.pdf. Retrieved January 31, 2015.
[22] Bureau of Labor Statistics, "Economic News Release." http://www.bls.gov/news.release/ecopro.t04.htm. Retrieved January 31, 2015.
[23] Bureau of Labor Statistics, "Occupational Employment Projections to 2022." December 2013. http://www.bls.gov/opub/mlr/2013/article/pdf/occupational-employment-projections-to-2022.pdf. Retrieved February 2, 2015.

of qualified analytics professionals through at least 2018. The high growth projections have begun to be realized. The McKinsey Institute conducted surveys in 2012 and 2013 concerning the usage of analytical methods in industry. Figure 4 demonstrates the substantial increase in respondents stating they are deploying some capabilities of analytics in just one year. These results help to validate these very optimistic growth projections.[24] The percent increases of deployment in each analytics capability range from 19% to 85% growth, in just a *single* year. Looking at Figure 4, there does appear to be one process that actually showed a small contraction in deployment; however, the question asked was different between the two compared years. In 2012 they asked about using analytics for 'pricing' whereas in 2013 they were asked about using analytics for 'developing differentiated and dynamic pricing strategies'. Since 'pricing' is the more general term, it would make sense that more respondents would select that option than would have selected the more specific description used in 2013 and probably does not represent a real contraction.

Table 5. 2012-2022 Job Outlook for Analytics Related Occupations

Occupation	Job Outlook	Percent Change	Rate of Change	Median Pay/year
Mathematicians	800	23%	Much faster than average	$101,360
Financial Analysts	39,300	16%	Faster than average	$76,900
Budget Analysts	3,800	6%	Slower than Average	$69,280
Market Research Analysts	131,500	32%	Much faster than average	$60,300
Statisticians	7,400	27%	Much faster than average	$75,560
Operations Research Analysts	19,500	27%	Much faster than average	$72,100
Computer Systems Analysts	127,700	25%	Much faster than average	$79,680
Information Security Analysts	27,400	37%	Much faster than average	$86,170

[24] McKinsey Global Institute, "Bullish on digital: McKinsey global survey results." August 2013. http://www.mckinsey.com/insights/business_technology/bullish_on_digital_mckinsey_global_survey_results. Retrieved January 28, 2015.

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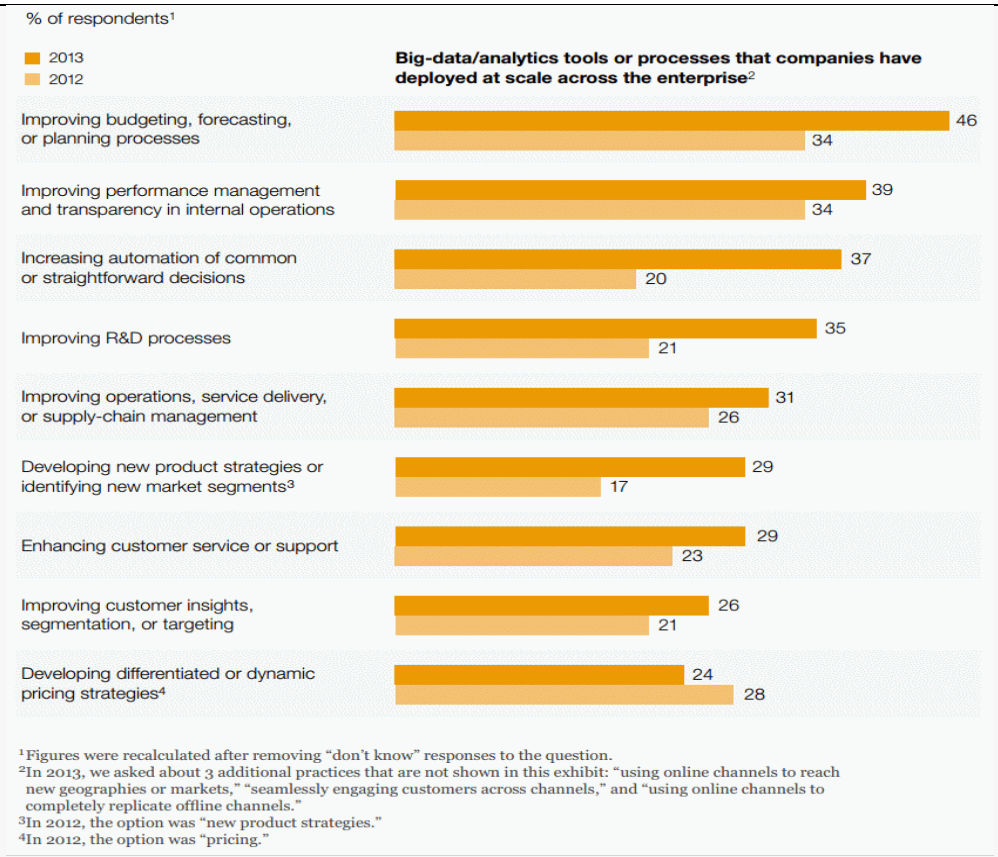

Figure 4. One-Year Growth of Deployment of Analytical Solutions

Subjectively, there appears to be little debate over whether employment opportunities in this sector are currently very good and will continue to increase. Objectively, we note that the University of Cincinnati has impressively reported over a *95% placement* of its MSBA graduates.[25] Programs in other states are also reporting solid placement figures. For instance, North Carolina State University, reports that 93% of students have job offers, sometimes multiple, at graduation. In April of 2014, *ComputerWorld* reported, "the 75 students in the class of 2014, which is nearing graduation, received, in total, 246 job offers from 55 employers."[26] Reported starting salaries are $78,419 and $95,700 (for UC and NCSU respectively). Established programs such as the one at NCSU are also reporting dramatic salary growth and employment opportunity growth, as well as the fact that they are turning away students and cannot meet current demand. The *ComputerWorld* article further reports that the "university [NCSU] received close to 800 applications for its next class, three times the number of just two years ago, when it doubled enrollment to 85. The school will offer admission to 99 or 100 students, for an acceptance rate of just 12.5%."[27]

[25] University of Cincinnati, Linder College of Business, "MS-Business Analytics Program." http://business.uc.edu/graduate/ms-business-analytics.html, Retrieved Nov 11, 2014.
[26] Thibodeau, P., "Career alert: A Master of analytics degree is the ticket -- if you can get into class." *Computerworld*. Apr. 24, 2014. http://www.computerworld.com/article/2488544/it-careers/career-alert--a-master-of-analytics-degree-is-the-ticket----if-you-can-get-into-class.html. Retrieved January 20, 2015.
[27] Ibid.

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Table 6. Summary of Questions and Conclusions from Industry Survey: Local Analytical Capabilities and Employment Opportunities

Question (Click on Question to Go to Discussion)	Assesses	Conclusions
What is the primary industry that your organization participates in?	Sample Validity	The survey results represent diverse and representative industries.
Where is your organization located?	Sample Validity	The respondents are within the Northeast Ohio region.
Approximately how many employees does your organization employ only in Northeast Ohio?	Sample Validity	The results were obtained from a cross-section of organizational sizes.
Approximately how many employees does your organization employ in total (nationally or internationally)?	Sample Validity	The results were obtained from a cross-section of organizational sizes.
What is your position or title within the organization?	Sample Validity	The respondents were generally high ranking technical or executive officers in the firm.
What are your organization's current planned or implemented technologies?	Respondent Analytical Characteristics	These results provide a picture of the current status of analytics-related technologies implemented or planned by the responding firms.
Which of the following business processes has your organization deployed business analytics tools or processes to support?	Respondent Analytical Characteristics	These organizations use analytics broadly across relevant business processes and only very small numbers of organizations believe they will not use analytics eventually for some business processes.
"Analytics Workers" are any employees who spend a significant portion of their work day engaged in analytics activities… What is your best estimate for how many people your organization currently employs in this role?	Respondent Analytical Characteristics	These responses demonstrate the diversity of the sample with current analytics employees ranging from zero to a few thousand.
What is your best estimate of how many additional analytics employees (if any) do you think you will need over the next three years?	Analytics-Related Employment Growth	The respondents expect to nearly double their current employment level of analytical workers in the next three years.
What is your best estimate of the percentage of analytics activities that are currently outsourced by your organization?	Respondent Analytical Characteristics	These responses show that analytics is generally done in-house. Responding firms report that 11.59% of their business analytics work is currently outsourced.
This question is seeking your opinion on the economic outlook for analytics in general rather than relative to any particular program. In general, employment opportunities in analytics will ____?____ over the next 5-10 years, relative to today.	Analytics-Related Employment Growth	*Dramatic* growth is predicted by 48% of respondents and 96% predict some level of expansion of employment opportunities.

2.2 Industry Survey: Local Analytical Capabilities and Employment Opportunities

In July 2014 an industry survey was sent to 112 high-ranking officers (mostly in IT) at local organizations (Northeast Ohio). A total of 63 emails were opened and read and a total of 29 were submitted and used in the analysis. Depending on one's preferences, the response rate with 'total emails sent' in the denominator would be 25.9%, and the response rate with 'emails read' in the denominator would be 46.0%. Many different industries participated in the survey including health care, insurance, consulting, retail, chemical manufacturing, discrete manufacturing, financial services, utilities, software development, and metals and mining (among others). Many large and well-known employers are included such as Goodyear, Eaton, Timken, Lubrizol, Jo-Ann Fabrics, Nationwide Insurance, and EMC Corporation (among others). Smaller organizations are also represented including Chagrin Consulting, DentalOne

Partners, and Findaway World. The survey detail presented separately in Section 1.4 is based on the same instrument so these characteristics apply to those results as well.

This section of the local industry survey focuses on local analytical capabilities and the respondent's perceptions of the employment opportunities. Table 6 displays each question, the issue(s) being assessed and brief conclusions. Full information on the responses and full discussions are included in Appendix A. Clicking on the question text in the table will link the reader to the question's discussion in the appendix.

2.3 Institutional Need

Strategically, many U.S. universities including Kent State are investing in specialty masters programs such as the proposed MSBA; especially since enrollment in the traditional MBA programs remain static at best. Furthermore, the international market presents promising growth potentials for recruiting graduate students, which seems to be more prevalent in specialty masters programs. As discussed later in Section 3, KSU and the College of Business have intensified their national and international marketing efforts and have established offices in some foreign countries that would enable them to grow their programs.

3. Access and Retention of Underrepresented Groups

Historically, underrepresented groups and women do not pursue degrees in STEM disciplines as much as they do in the arts and education. For example, in 2007 "underrepresented minorities comprised… 33.2 percent of the U.S. college age population, 26.2 percent of undergraduate enrollment, and 17.7 percent of those earning science and engineering bachelor's degrees."[28] Several reasons have been advanced for these paltry results including lack of preparedness, inadequate facilities and curricula, and socio-economic background. Solutions have also been advanced such as early exposure to STEM curricula, career advising, faculty mentorship, and scholarships. Most experts agree that this is a national phenomenon with economic and national security implications which will require collaborative efforts between governments, parents, and educational institutions that must start at the elementary school level. Otherwise, the U.S. will not have "scientists and medical practitioners who are responsive" to the underrepresented demographics and will continue to outsource "more jobs, so our economy is going to suffer."[29] This is in the face of the fact that the underrepresented population, according to William Frey of Brookings Institute, is growing faster than that of the majority group, and likely to surpass it by 2040.[30] However, the erosion of U.S. STEM intellectual capital is not limited to the underrepresented population. According to one study on the phenomenon, in 2002 "The United States has one of the lowest rates of

[28] National Academy of Sciences, National Academy of Engineering, and Institute of Medicine of the National Academies. "Expanding Underrepresented Minority Participation." The National Academies Press, Washington, DC. 2011.
[29] Jones, Andrew, "Minority groups underrepresented in STEM fields." http://www.browndailyherald.com/2013/10/30/minority-groups-underrepresented-stem-fields/. Retrieved January 25, 2015.
[30] Shah, N. "Waiting for the U.S. to Become a "Majority-Minority" Nation? You'll Have to Wait A Little Longer." Dec. 10, 2014. http://blogs.wsj.com/economics/2014/12/10/waiting-for-the-u-s-to-become-a-majority-minority-nation-youll-have-to-wait-a-little-longer/. Retrieved January 29, 2015.

STEM to non-STEM degree production worldwide, with STEM accounting for 16.8% of all first university degrees awarded …"[31] compared to the international average of 26.4%.

As part of its diversity initiatives to recruit and retain African American, Latino American, and Native American (AALANA) students Kent State University established the Division of Diversity, Equity and Inclusion (DEI), which is led by a Vice-President. The DEI created the first university Equity Action Plan with the primary purpose of increasing "opportunities for underrepresented and underserved groups" through recruitment, retention, persistence, and scholarship initiatives. These efforts have resulted in enrollment of underrepresented groups in the university increasing from 12.4% in the baseline year of 2009 to 13.8% today for undergraduate students, and 7.3% to 9.7%[32] for graduate students. The MSBA program will gain from these successes and will be actively marketed to this group of students. The degree program would also help underrepresented groups and their peers in the program to combine their analytical skills with business decision-making acumen, which would make them even more marketable to prospective employers.

According to the latest statistics, Table 7, from the Kent State University's office of Research, Planning and Institutional Effectiveness (RPIE) the total fall 2014 enrollment of underrepresented groups and women are about 7.2% and 63.9% of all graduate enrollments, with that of the college (6.1% and 43.7%) trailing the university norms.

Tables 8 show the number of graduate degrees awarded by Kent State University and College of Business Administration in 2014. Again, the college's percentages for underrepresented groups (2.6%) and women (45.5%) trail those of the university (6.1% and 65.1%, respectively). What is not reflected in the tables is that even though graduation of women in the college remained stable from 2011 through 2014, those of the AALANA population were 3.3%, 4.5%, and 4.0% in 2011, 2012, and 2013, respectively. However, it is clear from these Tables that the university and the college have to do more to increase its recruitment and graduation of underrepresented groups and women.

Although the College's enrollment and graduation percentages for underrepresented groups are below those of the university, the college believes that its recent marketing efforts would narrow those gaps in the near future. Furthermore, in recent years some organizations such as the PhD Project have embarked on efforts aimed at recruiting underrepresented groups into graduate programs in business.

The PhD Project is an organization established for the purpose of increasing the number of AALANA full-time tenure-track faculty in colleges of business. Specifically, it is designed to encourage and attract minority students into doctoral programs in business, who upon graduation may become business professors. The premise is that "If you have diversity in front of the classroom, you can diversity the classroom," since diverse faculty attract and retain diverse students. Thus, The PhD Project provides fertile grounds for recruiting minority students into graduate programs in business. Every year hundreds of minority students attend PhD Project sponsored events and conferences that KSU attends in an effort to recruit this group of students into its graduate programs. Many of these students become active in the project as undergraduates.

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[31] Kuenzi, J. J., "Science, Technology, Engineering, and mathematics (STEM) Education: Background, Federal Policy, and Legislative Action." Congressional Research Service Reports. Paper 35. 2008. http://digitalcommons.unl.edu/crsdocs/35. Retrieved January 28, 2015.

[32] The disparity between this number, provided by DEI, and the one shown in Table 7, mined by the Department from RPIE website, is probably due to ethnicity classification errors.

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Kent State's College of Business Administration is a member of The PhD Project and has worked with that organization to advance its goals. The college will use its network of PhD Project member schools and non-member schools with predominantly AALANA and women population of students to market and recruit underrepresented groups. Also, the college has strong internship programs for master's level students and underrepresented groups are considered for awarding of scholarships.

Table 7: KSU and Business AALANA Enrollment Profiles (2014)

(a) Fall 2014 Enrollments	Masters		Special (Ed. S.)		Doctoral		Total Graduate	
Kent State University	**4029**		**40**		**1371**		**5440**	
White, non-Hispanic	2706	67.2%	33	82.5%	819	59.7%	**3558**	65.4%
Black or African American	206	5.1%	3	7.5%	60	4.4%	**269**	4.9%
Hispanic or Latino	85	2.1%	0	0.0%	23	1.7%	**108**	2.0%
Asian	45	1.1%	1	2.5%	31	2.3%	**77**	1.4%
Native American/Alaskan Native	12	0.3%	0	0.0%	2	0.1%	**14**	0.3%
Native Hawaiian/Pacific Island	2	0.0%	0	0.0%	1	0.1%	**3**	0.1%
International, non-US Resident	609	15.1%	0	0.0%	392	28.6%	**1001**	18.4%
Other	364	9.0%	3	7.5%	43	3.1%	**410**	7.5%
AALANA	**303**	**7.5%**	**3**	**7.5%**	**85**	**6.2%**	**391**	**7.2%**
Female	**2650**	**65.8%**	**35**	**87.5%**	**790**	**57.6%**	**3475**	**63.9%**
Male	1379	34.2%	5	12.5%	581	42.4%	1965	36.1%

(b) Fall 2014 Enrollments	Masters		Special (Ed. S.)		Doctoral		Total Graduate	
College of Business Administration	**249**		**0**		**46**		**295**	
White, non-Hispanic	140	56.2%			19	41.3%	**159**	53.9%
Black or African American	14	5.6%			0	0.0%	**14**	4.7%
Hispanic or Latino	3	1.2%			0	0.0%	**3**	1.0%
Asian	3	1.2%			2	4.3%	**5**	1.7%
Native American/Alaskan Native	1	0.4%			0	0.0%	**1**	0.3%
Native Hawaiian/Pacific Island	1	0.4%			0	0.0%	**1**	0.3%
International, non-US Resident	81	32.5%			23	50.0%	**104**	35.3%
Other	6	2.4%			2	4.3%	**8**	2.7%
AALANA	**18**	**7.2%**			**0**	**0.0%**	**18**	**6.1%**
Female	**110**	**44.2%**			**19**	**41.3%**	**129**	**43.7%**
Male	139	55.8%			27	58.7%	166	56.3%

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Table 8: KSU and Business AALANA Degrees Awarded (2014)

(a) 2014 Degrees Awarded	Masters		Special (Ed. S.)		Doctoral		Total Graduate	
Kent State University	**1555**		**28**		**145**		**1728**	
White, non-Hispanic	1173	75.4%	23	82.1%	84	57.9%	**1280**	74.1%
Black or African American	75	4.8%	1	3.6%	4	2.8%	**80**	4.6%
Hispanic or Latino	24	1.5%	0	0.0%	1	0.7%	**25**	1.4%
Asian	21	1.4%	1	3.6%	7	4.8%	**29**	1.7%
Native American/Alaskan Native	1	0.1%	0	0.0%	0	0.0%	**1**	0.1%
Native Hawaiian/Pacific Island	0	0.0%	0	0.0%	0	0.0%	**0**	0.0%
International, non-US Resident	-	-	-	-	-	-	**-**	-
Other	261	16.8%	3	10.7%	29	20.0%	**293**	17.0%
AALANA	**100**	**6.4%**	**1**	**3.6%**	**5**	**3.4%**	**106**	**6.1%**
Female	**1048**	**67.4%**	**21**	**75.0%**	**56**	**38.6%**	**1125**	**65.1%**
Male	507	32.6%	2	7.1%	47	32.4%	556	32.2%

(b) Degrees Awarded	Masters		Special (Ed. S.)		Doctoral		Total Graduate	
College of Business Administration	**148**		**0**		**6**		**154**	
White, non-Hispanic	102	68.9%			2	33.3%	**104**	67.5%
Black or African American	3	2.0%			0	0.0%	**3**	1.9%
Hispanic or Latino	1	0.7%			0	0.0%	**1**	0.6%
Asian	3	2.0%			1	16.7%	**4**	2.6%
Native American/Alaskan Native	0	0.0%			0	0.0%	**0**	0.0%
Native Hawaiian/Pacific Island	0	0.0%			0	0.0%	**0**	0.0%
International, non-US Resident	-	-			-	-	**-**	-
Other	39	26.4%			3	50.0%	**42**	27.3%
AALANA	**4**	**2.7%**			**0**	**0.0%**	**4**	**2.6%**
Female	**68**	**45.9%**			**2**	**33.3%**	**70**	**45.5%**
Male	80	54.1%			4	66.7%	84	54.5%

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4. Statewide Alternatives

It was discussed earlier in Section 2.1 that the University of Cincinnati reported a 95% placement for its MSBA graduates with very good starting salaries. Similar experiences were also reported for North Carolina State University. It seems reasonable to use the Cincinnati Metropolitan Area to help understand the opportunities that exist in the Cleveland/Akron Metropolitan Area. The two metro areas are reasonably close geographically as well as in population, with the Cleveland/Akron area being somewhat larger (3,497,711 for Cleveland/Akron area; 2,188,001 for Cincinnati area[33]). Obviously, the national and international employment opportunities would be the same between the two programs. The similarities between the local populations should suggest at least equivalent opportunities given the larger population.

As shown in Table 9, a simple search of a large comprehensive job board, indeed.com[34] in July 2014 on the term 'analytics' yielded 442 current job postings in the combined Cleveland/Akron Metropolitan Area. The same search in the Cincinnati area yielded 416 postings, while Columbus yielded 602 postings. As confirmation, the same search was conducted using the term 'big data', 'statistics', and 'data analysis'. Certainly, it is true some of these postings would not turn out to be analytics related. However, it is reasonable to suggest that these numbers are useful for comparing the relative employment opportunities - even if the actual counts are likely somewhat inflated (for all metros). This simply assumes that the ratio of actual analytics positions for each search term is relatively constant across the state. It is not presented as an exact metric but rather as a proxy for relative job opportunities in each metro area. The results of all searches are shown in Table 9.

This investigation of current relevant job opportunities lends credence to our contention that the Cleveland/Akron market is at least equivalent to the Cincinnati market in regard to job opportunities. Although there is currently no similar program in Columbus, the Cleveland/Akron area eclipses the opportunities in Columbus on two of the four searches.

Table 9. Job Postings in Ohio Metropolitan Areas by Search Term

Metro Area	'analytics'	'big data'	'statistics'	'data analysis'	TOTALS
Cleveland/Akron	442	63	470	266	1241
Cincinnati	416	60	263	182	921
Columbus	602	34	372	290	1298

[33] United States Census Bureau, "Annual Estimates of the Population of Combined Statistical Areas: April 1, 2010 to July 1, 2012." https://www.census.gov/popest/data/metro/totals/2012/tables/CBSA-EST2012-02.csv. Retrieved Nov 17, 2014.
[34] http://www.indeed.com/jobs?q=analytics. Retrieved July 2014.

Finally, several research reports continue to stress the importance of knowledge in data analytics. In one such report the authors concluded that ability to analyze big data "will become a key basis of competition, underpinning new waves of productivity growth, innovation, and consumer surplus."[35] The study further observes that by 2018, the United States could face a "shortage of 140,000 to 190,000 people with deep analytical skills as well as 1.5 million managers and analysts with the know-how to use the analysis of big data to make effective decisions." This study was previously reported graphically in Figure 2. This observation is also supported by the latest U.S. Bureau of Labor Statistics[36] data on job outlook for people with analytics related experiences, some of which were presented in Table 5.

4.1 Prospective Enrollment

The proposed MSBA program will provide working professionals and students from baccalaureate programs opportunities for an advanced degree in business analytics. The program is also complimentary to STEM programs at other Northeast Ohio universities that could serve as feeders.

Northeast Ohio is home to more than 50 hospitals including world-renowned Cleveland Clinic and University Hospitals, over 200,000 healthcare and bioscience workers, and other businesses such as the Good Year Tire and Rubber Company, First Energy Corporation, The Timken Company and many others that are potential sources for enrollment and employment of students of the MSBA program. Further, the more than 100,000 students in Northeast Ohio colleges and universities provide another source for students who would want to gain knowledge in this burgeoning field of study in order to improve their marketability.

At the time of this writing the University of Cincinnati's MSBA program enrolls about 100 students. Given the similarities between metropolitan Cincinnati and Cleveland, Northeast Ohio population advantages noted earlier, survey results from industry, and our marketing efforts we expect that the Kent State University MSBA program could generate enrollment of about 30 students in its first year, with excellent potential for continued growth.

It is reasonable to expect that much of the earlier enrollees for the MSBA program will most likely be baccalaureate degree graduates in business, computer science, digital sciences, and mathematics from Kent State University, similar and engineering programs from the University of Akron and Cleveland State University, local businesses, and through efforts from Kent State University's already established marketing and recruitment offices in China and India.

More enrollments needed to sustain the degree program will also come from marketing efforts to our PhD Project partner institutions, and other organizations and institutions across the country.

[35] Manyika J., Chui M., Brown B., Bughin J., Dobbs R., Roxburgh C., Byers A. "McKinsey Global Institute: Big data: The next frontier for innovation, competition, and productivity." May 2011. http://www.mckinsey.com/insights/business_technology/big_data_the_next_frontier_for_innovation. Retrieved August 12, 2014.
[36] Bureau of Labor Statistics. *Occupational Outlook Handbook: Business and Financial Occupations*. http://www.bls.gov/ooh/business-and-financial/. Retrieved Feb 2, 2015.

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4.2 Program Marketing

In the past several years Kent State University has shown renewed commitment to global education and diversifying its international student body by establishing the Office of Global Education (OGE), under the Directorship of an Associate Provost. The OGE has offices across the globe including in China, India and Brazil and several departments in the university have taken advantage of this opportunity to expand their programs. These efforts have resulted in a 227% increase (848 in spring 2009 compared to 2772 in spring 2015) in the population of international students at Kent State University. Although majority of these students come from China (30%), Saudi Arabia (25%), and India (18%) the preponderance of them in recent years have come from India (48%), especially at the graduate level with an increase of 276% in the past two years alone. As have other departments in the university, the M&IS department will capitalize on this resurgence of international interest in KSU education to market the MSBA program, especially in India and China where graduate enrollment growths have been most notable.

Beyond marketing the program globally and to our PhD Project partners as discussed earlier, KSU has strategies for marketing the program nationally. No specific financial information can be provided for marketing the program since the University, through its University Communication & Marketing Office and the College of Business Marketing & Public Relations Office, already have offices charged with this effort for all programs. Other marketing costs will be borne by the program home department (M&IS), which as of this writing has $12,000 earmarked for that purpose.

Local, regional, and national marketing will include leveraging our substantial contacts within businesses and other academic programs as this is likely to be a low cost and high impact method. We will then further identify employers and potential feeder programs that are likely to have an interest in our program. Many will be personally contacted and all will receive program promotional materials. Mass media marketing is a possibility but requires university support that will be determined by the needs of the program once implemented.

4.3 Similar Programs in the State of Ohio

There are currently only two institutions offering master's level analytics degree programs in Ohio (University of Cincinnati (Southwest Ohio) and Bowling Green State University (Northwest Ohio – has two relevant MS programs).Undergraduate specializations are available at The Ohio State (Central Ohio) and Bowling Green State Universities. Other ancillary graduate programs also exist at the University of Akron (9 credit-hour MBA concentration), Cleveland State University (graduate certificate), and Case Western Reserve University (MS in Management-OR & SCM), which do not provide complete immersion as would a full masters business analytics degree program. The proposed MSBA is designed to bridge this gap to meet the needs of students and employers in Northeast Ohio. These programs and their descriptions are presented in Table 10. A comparison of the state's graduate analytics degree programs follows in Table 11. This table (11) provides a comparison between the programs at the University of Cincinnati, Bowling Green State University and the proposed KSU program. As they all provide education in the same central domain there is no surprise that there are some similarities in the coursework. However, it can also be seen that each program has a level of distinctiveness. There are some differences in coursework along with differences in number of total and required credit hours. KSU's distinctiveness in this group includes the more formal way we address the contextual skills (technical and business/management) in the program as well as our holistic approach of addressing each of our defined foci in each course (to a greater or lesser extent depending on the course).

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Jobs Ohio[37] reports that "three of the world's largest big data solution providers are located or headquartered in Ohio," and that Ohio is "home to many of the largest consumer product and apparel companies in the world", who depend on data analytics to run their businesses. Higher education has an indubitable role in providing the educated and labor force-ready students these businesses urgently need to remain competitive. The state of Ohio recognizes this urgency by making workforce readiness a top priority. Yet, as shown in Table 10, only 2 out of 13 four year institutions in the state currently have full graduate degree programs in analytics.

Table 10. State of Ohio Analytics or Related Programs

Institution	Baccalaureate	Masters	Comments
Kent State University (Proposed)		30 credit-hour business analytics program integrating data management, data analysis, and decision-making and leadership.	Graduate program. Data analysts with both analytical and strategic decision making skills.
The Ohio State University	5-hour cluster of business analytics courses beyond baccalaureate degree requirements.		Undergraduate program. Far from Northeast Ohio to serve growing needs of the region.
University of Cincinnati		35 credit hours: 21 in modeling and statistics, and 14 in electives.	Comprehensive program but not close to Northeast Ohio to serve growing needs of the region.
Bowling Green State University	Undergraduate specialization in business analytics.	MS in Applied Statistics with a specialization in Business Analytics: 39 credit hours in analytics, statistics, database and project management. -and- MS in Analytics: 33-credit hour, 12 month, full-time	Graduate programs are comprehensive but cannot fulfill growing needs of the region alone. The program is in the northwest quadrant so may not meet the needs of the more eastern part of the state.
Cleveland State University		16 hours certificate program in marketing analytics.	The courses and program are specific to marketing.
Case Western Reserve University		39 credit hours: 9 business core hours (including 3 hours of Marketing Analytics for SCM), 12 hours of operations research, and 18 hours of supply chain.	Program comprehensive but more focused on OR and SCM, and cannot fulfill growing needs of the region.
University of Akron		9 credit-hour MBA-concentration.	The program is only a concentration.
Miami University	An analytics Co-Major is offered by the Dept. of Statistics, Business offers a business analytics minor.		

[37] Jobs Ohio, "2013/2014 annual report/strategic plan." http://jobs-ohio.com/images/JO_annual_report_2013_14.pdf. Retrieved January 31, 2015.

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Table 11. Comparison of Ohio Graduate Analytics Degree Programs

	Kent State University Proposed MSBA	Bowling Green State University MSAS w BA	Bowling Green State University MSA	University of Cincinnati MSBA
Degree Name	M.S. in Business Analytics	M.S. in Applied Statistics with a specialization in Business Analytics (specialization adds 6 cr.)	M.S. in Analytics	M.S. in Business Analytics
Self-description (from website for BGSU, UC or from proposal for KSU)	The disciplinary purpose of the program is to produce graduates that understand and are ready to implement business analytical methods in realistic business contexts. By being 'ready to implement' business analytical methods, we mean that the graduate is not only aware of the analytical methodologies in play but also has an understanding of the challenges involved in choosing the right problems or opportunities to address, selecting the best method(s) for analysis, interpreting the results into actionable solutions, and communicating and promoting the solution to stakeholders. Additionally, graduates of this program should be prepared to provide leadership throughout the entire process. The balance the program strives for would be towards a mixture of 50% Data Analysis (DA) with the other 50% split evenly between both Information and Data Management (IDM) and Decision-Making and Leadership (DML).	BGSU is excited to offer the MSAS with a specialization in business analytics. The explosion of modern computing power and data acquisition techniques has created a profession generally known as business analytics that is in increasing demand. The job market seeks people with a strong background in fundamental statistical training, a solid exposure to operations research, and a firm understanding of management of information systems and business operations. Writing on the growing opportunities in the fields of business analytics and big data, McKinsey & Company, a global management-consulting firm, found that "by 2018 the United States alone could face a shortage of 140,000 to 190,000 people with deep analytical skills." The business analytics specialization at BGSU prepares students for this exciting new career. The specialization adds six credit hours to the standard MSAS curriculum, with courses covering data mining, time series analysis, and linear and integer programming. It also adds additional elective options in economics, business administration and computer science.	PROGRAM STRENGTH AND UNIQUENESS •Full-time, cohort, 12-month program •Focus on hands-on experience and applications •Analytical skills in descriptive, predictive and prescriptive analytics •Technical skills in database management, business intelligence and big data analytics •Soft skills in management and leadership •An integrated experience in analytics projects •Taught by full-time faculty •Collaborations with the Center for Business Analytics	The program is designed to provide a strong foundation in all the areas of business analytics, while allowing considerable flexibility so that students can individually tailor their programs according to their interests or career plans. The program requires the completion of 33 semester credits. Additional graduate hours may be required to meet program prerequisites.

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Table 11. Comparison of Ohio Graduate Analytics Degree Programs (cont.)

	Kent State University Proposed MSBA	Bowling Green State University MSAS w BA	Bowling Green State University MSA	University of Cincinnati MSBA
Total Hours	30	39	33	33
Required Course Hours	24	30	33	23
Elective Course Hours	6	9	0	10
Required Courses	Business Analytics Database Management & Database Analytics Data Mining Techniques Advanced Data Mining and Predictive Analytics Quantitative Management Modeling Analytics for Big Data Analytics in Practice Capstone Project in Business Analytics	Probability Theory I Mathematical Statistics II Business Database Management Linear and Integer Programming Regression Analysis Experimental Design Time Series Analysis Data Mining *Choose 1 of:* Applied Probability Probability Models for Decision Making *Choose:* Thesis or Comp Exam	Regression Analysis Database Management Exploratory Data Analysis Decision Optimizations Analytics Project I - 1 hour Time-Series Analysis and Forecasting Business Intelligence Data Mining Big Data Analytics Analytics Project II - 1 hour Advanced Data Analytics Project Management Analytics Project III - 1 hour	Optimization Modeling Probability Modeling Optimization Methods Statistical Methods Simulation Modeling Statistical Modeling Statistical Computing Data Management MS Capstone
One Semester Full-time Instructional Fees[38]	Resident: $4,516 Non-Resident: $8,274	Resident: $5,084.00 Non-Resident: $8,738.00	Resident: $5,084.00 Non-Resident: $8,738.00	Resident: $9,640.00 Non-Resident: $12,059.00

[38] OhioHigherEd: University System of Ohio. "Fall 2014 Survey of Student Charges for Academic Year 2014 – 2015." https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/data/statistical-profiles/tuition-finaid/FY15%20Tuition%20and%20Fees%20Survey.pdf. Retrieved January 20, 2015.

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Another report by Jobs Ohio Information Technology and Services[39] supports the earlier report, stating that "Ohio is recognized as a global leader in data analytics." However, as is clear from the map of the state's major metropolitan areas in Figure 5, two of the data analytics programs (Ohio State University—undergraduate cluster, and University of Cincinnati—comprehensive graduate) are in the southern half of the state. Clearly, there is unmet need of comprehensive data analytics educational programs in the Northern half (and particularly the Northeast quadrant) of the state to serve the growing needs of students and businesses in Northeast Ohio.

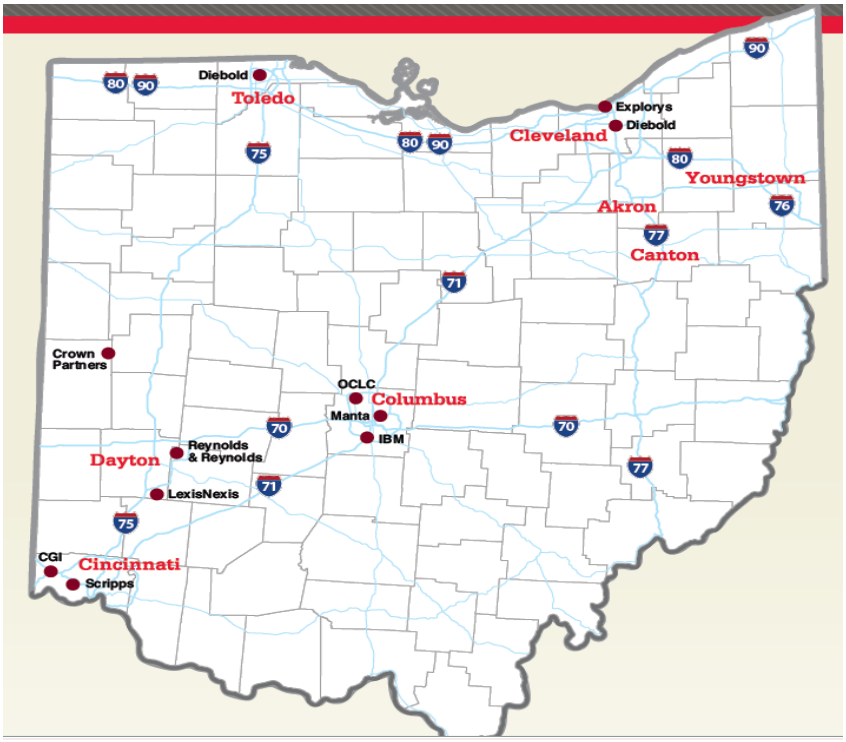

Figure 5. Ohio's Metropolitan Technology Hot Beds.

Figure 6 displays the counties that make up Northeast Ohio. Most of these counties (except the western most and southern most counties in the graphic) are the counties that Kent State believes makes up most of the residential areas that comprise its commuter student base. Currently, 80% of Kent State's students are commuter students.[40]

Regionally, Kent State University primarily serves the area described by the US Census Bureau as the Cleveland-Akron-Canton, Ohio Combined Statistical area which has a population of 3.5 million people (2013 US Census). We note also that KSU serves non-metropolitan counties as well such as Wayne, Trumbull, and Columbiana counties (and further note that we serve a large number of national and

[39] Jobs Ohio. http://jobs-ohio.com/images/information_technology_aug13.pdf. Retrieved January 24, 2015.
[40] Adkins, J. "Commuter students face difficulties on campus." *kentwired.com*. April 28, 2014. http://www.kentwired.com/latest_updates/article_61ef3a42-cf28-11e3-b335-001a4bcf6878.html. Retrieved January 24, 2015.

international students as well). KSU is not the only college or university that serves this region, of course; we note our colleagues at the University of Akron, Cleveland State University, Youngstown State University, Case Western Reserve University and others also serve portions of this region. This actually bolsters our need argument – if it takes this many academic institutions to serve the other academic needs of this population center, it should be expected that at least one analytics-focused graduate degree program is needed for the region. Since we are solely interested in discussing Masters-level Analytics Programs in this comparison, the remainder of this discussion will be limited to institutions that currently offer these programs (Bowling Green State University and the University of Cincinnati) along with the proposed program at KSU.

Figure 6. Counties in Northeast Ohio[41]

[41] Meissner, Paul J. - "Cleveland CSA 2013 v.3 - Template: Own Work Derived from a Previous Edition Created by Eureka Lott." Licensed under CC BY-SA 3.0 via Wikimedia Commons - http://commons.wikimedia.org/wiki/File:Cleveland_CSA_2013_v.3.png#mediaviewer/File:Cleveland_CSA_2013_v.3.png. Retrieved December 17, 2014.

For some students who are willing to change their residence to somewhere outside of their current commuting limits, they may decide to go to any in-state or out-of-state program based on many different criteria. However, for the large numbers of potential students who do not have the luxury to move wherever their educational desires may take them, currently there are few degree options in this heavily populated metro area. Since academic analytics programs are a relatively new phenomenon, we anticipate more than usual demand from older students who are established in the area and are likely unable or unwilling to relocate but still wish to pursue this new opportunity. That is a primary reason the program is designed to include a part-time option.

Obviously, for those unable or unwilling to relocate from the Cleveland/Akron/Canton metro area, attending the program at the University of Cincinnati would not be possible. For the programs available at Bowling Green, two of the western most counties in our described primary service region (18 counties) may also be served by BGSU. However, for the much more population dense counties eastwards toward Cleveland and Akron, commuting to BGSU quickly becomes impractical for most people.

Table 12 makes the case for the need for a comprehensive graduate analytics program in the region Kent State serves (NE Ohio). For local students, who cannot or will not relocate to attend a program, there are no options in the highly populated Northeast corner of the state. This is really a simple question of geography as the table points out. The table displays the one-way commuting distance and time between the physical center of Northeast Ohio counties and both KSU's and BGSU's locations. The University of Cincinnati was not included in the table simply because the distances involved are obviously out of range for commuters. As can be seen, although BGSU undoubtedly serves its regional population in northwest Ohio as well as those who wish to relocate to Bowling Green, the one-way commuting time to all the counties we include in Northeast Ohio**,** except one**,** are greater than 90 minutes (again, each way). While some of these counties also have a significant commute to KSU, they are much more realistic than the commutes to BGSU. The result of this analysis demonstrates that for these counties, there are currently no options for a graduate analytics degree for residents who do not wish to relocate. It is notable that the total population of these counties approaches 4.3 million people (approximately 37% of the total population of the State of Ohio).

4.4 Opportunities for Inter-Institutional Collaboration

This proposal is for a face-to-face degree program. Consequently, collaboration across geographical boundaries would be challenging. However, collaboration opportunity exists for institutions to share best practices that would be mutually beneficial. Through such collaborative efforts institutions could learn from each other in many ways. Plus, with program maturity the proposed MSBA program, if deemed appropriate, could be upgraded to online and blended learning deliveries that would engender more collaborative opportunities.

Given the geographical proximity between Akron and Kent there could be much better opportunities for collaboration with the University of Akron, even with a face-to-face program. Our colleagues at the University of Akron offer a curriculum that has been dubbed the "consumer" side of analytics. On the other hand, the proposed MSBA curriculum at KSU could be seen as the "producer" side of analytics. These programs complement each other and would present great opportunities for faculty and students from both institutions to collaborate on curricula matters, capstone project and internship case analyses projects, and pooling of community partners and resources.

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With appropriate coordination from both institutions, this case-based projects approach, such as in the capstone course, with student teams of differing backgrounds provide great opportunity for students from the two institutions to work together and learn from each other. We look forward to exploring this opportunity further with our colleagues at the University of Akron and other institutions.

Table 12. Comparison of *One-Way* Commuting Distance/Time to BGSU and KSU from NE Ohio Counties.

County	BGSU Miles	BGSU Minutes	KSU Miles	KSU Minutes	Time Increase to BGSU	County Population
Columbiana	193	174	46	56	210.7%	107,841
Mahoning	173	164	47	53	209.4%	238,823
Ashtabula	171	163	83	79	106.3%	101,497
Tuscarawas	169	175	64	69	153.6%	92,582
Trumbull	168	159	38	59	169.5%	210,312
Stark	166	151	31	44	243.2%	375,586
Lake	145	144	37	59	144.1%	230,041
Portage	143	137	7	17	705.9%	161,419
Geauga	141	137	25	37	270.3%	93,389
Holmes	139	133	69	78	70.5%	42,366
Summit	134	130	10	24	441.7%	541,781
Wayne	134	120	44	50	140.0%	114,520
Cuyahoga	122	113	29	36	213.9%	1,280,122
Ashland	114	105	60	59	78.0%	53,139
Medina	100	122	37	46	165.2%	172,332
Lorain	95	99	52	58	70.7%	301,356
Erie	93	91	73	72	26.4%	77,079
Huron	67	80	74	83	-3.6%	59,626
					Total	**4,253,811**

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5. Institutional Priorities and Costs

The College of Business Administration has five departments—Accounting, Economics, Finance, Management & Information Systems (M&IS), and Marketing & Entrepreneurship each headed by a Chair who reports to the Dean of the College. The proposed MSBA program has the full support of the Dean and the college.

The MSBA program will be housed in the M&IS department. A subcommittee of the College's Graduate Council, made up of graduate faculty from the home department, will oversee curricula matters and qualifications of faculty teaching in the program. All marketing and advising responsibilities for the program will rest with the home department in consultation with the College's Marketing and Public Relations Office and Associate Dean for Graduate Programs.

5.1 Availability and Adequacy of Faculty and Facility Resources

The home department (M&IS) for the proposed MSBA program is the largest of all five departments in the College of Business Administration. The department supports two majors (Business Management and Computer Information Systems) and various minors at the undergraduate level, and Ph.D. in Business Administration in four concentrations—Operations Management, Information Systems, Human Resources, and Business Strategy. The department does not currently offer a Master's level degree program but offers several courses in support of the Master of Business Administration (MBA) program, and several other masters' level concentrations.

Business analytics is a data, technology, and expertise enabled curriculum which requires appropriate resources for success. Kent State University has a world-class library with over 1 million volumes. It is a member of the OhioLink library exchange system and the campus is connected through wireless computer networks. The library and wireless computer networks offer our professors easy access to research monographs and journals. Each of our faculty also has high speed computers in their offices to enable easy access to these resources. For more detail information on the KSU library resources see Appendix E.

The College of Business Administration is a member of the SAP University Alliance, which gives our students and professors access to one of the leading Enterprise Resource Planning (ERP) systems in the world. Since the college partnered with SAP, SAP has been integrated into several programs in the college to expose our students to one of the professional ERP systems they are likely to face after graduation. Germane to the MSBA program is SAP-HANA, SAP's platform for Big Data Analytics, which the MSBA program faculty members and students will have at their disposal. Other research and analytics tools available to faculty and students include SAS, JMP, R and STRATA. See section 1.2.7 for additional discussion of program technologies. However, in order to maintain the technology, data, and advising needs for students in the program, general fees of $1,200 will be assessed on each student per year. In comparison, the University of Cincinnati assesses general fees of about $1,300 per student per year.

The M&IS department has a diverse core of 16 full-time faculty members, ten of who have expertise in operations research and operations management, statistics, information systems, and supply chain management. The list of this 10 faculty core is presented in Table 4, Section 1.5; page 16. This ten faculty core has a combined teaching experience of more than 80 years and published more than 150 papers in the top research journals in their respective fields. Since additional courses will be required for the MSBA program, the college has committed to hiring one (1) more tenure-track full time faculty member with

established research and teaching records in business analytics, and one (1) non-tenure-track full time faculty member to augment the existing faculty core. Other expertise in the college at the disposal of the department for the delivery of elective courses and discipline-based concentrations in the MSBA program includes more than 15 faculty members from marketing, economics, and finance, and several others from mathematics and computer science.

5.2 Need for Additional Facilities and Staff

Five years ago Kent State University switched to the Responsibility Center Management (RCM) financial model where colleges and departments use business-type strategies to manage their operations. Under RCM, costs and revenues are taken into consideration when making decisions about the viability of existing or new programs. The MSBA program will be no exception and will undergo the same scrutiny as other programs. Since the establishment of this financial model, the College's RCM metrics have been consistently favorable. The college is committed to reinvesting some of those monies into faculty and curricula resources such as for the MSBA program.

The department has also been creative in managing and generating sustainable resources. It has performed well under the RCM financial model and is in a position to provide needed resources in support of the MSBA program. Further, the program has the full support of the College Dean and other departments in the college who have interest in, and continuing commitment to the program. At the present, there is a total of ten faculty members in the department with the teaching and research credentials to staff courses in the MSBA program, plus several other faculty members from the departments of Computer Science, Information Architecture and Knowledge Management, and School of Digital Sciences. Also, the college has budgeted to hire within the first year of full operation, a full time tenure-track faculty person and a full time non-tenure track faculty person to fill undergraduate capacity needs when the ten faculty members are redeployed into the MSBA program. To facilitate student advising and placement, we have also budgeted for a program advisor that will spend his/her time between our MBA and the MSBA students and augments our faculty resources. Beyond the resources delineated here, there is no other plan for additional facility resources. But as noted, the College has the capacity to supply any needed resources and will do so when the need arises. This need for more faculty resources will be assessed after the first two years of the program.

5.3 Projected Program Budget

Kent State University has majors in mathematics, business, economics, computer science, information systems, marketing, finance and other disciplines that provide strong foundation for an analytics program. Although the proposed MSBA program and faculty core will be housed in the M&IS department, expertise for offering it will be drawn from across the campus and the Northeast Ohio business community. For example, two of the required courses in the program are offered through the Computer Science Department, and some elective courses are offered through four other departments. Drawing from its strong faculty base in mathematics, information technology, and business, the Kent State University MSBA program will offer its students the tools they need to take advantage of the growing employment opportunities in data analytics. The college has also committed $245,000 toward hiring more faculty members to augment existing faculty core, and provide advising and technology updates for the program. Additional resources will be made available as the program grows. A five-year estimated budget for the MSBA program is shown below in Table 13. To the best of our estimation the proposed degree program is expected to show positive cash flow in its first year.

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Table 13. Fiscal Impact Statement

	Year 1	Year 2	Year 3	Year 4	Year 5
I. Projected Enrollment	30	35	42	50	50
Headcount full time	21	25	30	36	36
Headcount part time	9	10	12	14	14
Full-time equivalent (FTE) enrollment	25.5	30	36	43	43
II. Projected Program Income					
Tuition & General Fees	$312,920.7	$368,142.0	$441,770.4	$527,670.2	$527,670.2
Expected state subsidy	0	$94,860.0	$113,832.0	$271,932.0	$271,932.0
Externally funded stipends, as applicable	0	0	0	0	0
Program Fees	$30,000	$36,000	$43,200	$51,600	$51,600
Total Projected Program Income	**$343,520.7**	**$499,002.0**	**$598,802.4**	**$851,202.2**	**$851,202.2**
III. Program Expenses					
New Personnel:					
• Faculty (e.g., tenure-track, part time)					
Full time (TT): 1	$160,000.0	$164,800.0	$171,392.0	$179,961.6	$190,759.3
Full time (NTT): 1	$60,000.0	$61,800.0	$64,272.0	$67,485.6	$71,534.7
• Non-instruction					
Full time: 0					
Part time: 1 (Program Advisor)	$20,000.0	$20,600.0	$21,424.0	$22,495.2	$23,844.9
New facilities/building/space renovation	0	0	0	0	0
Scholarship/stipend support	0	0	0	0	0
Additional library resources	0	0	0	0	0
Additional technology or equipment needs	$5,000.0	$5,150.0	$5,356.0	$5,623.8	$5,961.2
Other expenses	0	0	0	0	0
Total Projected Program Expenses	**$245,000.0**	**$252,350.0**	**$262,444.0**	**$275,566.2**	**$292,100.2**
Projected Program Net	**$98,521**	**$246,652**	**$336,358**	**$575,636**	**$559,102**

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Budget Narrative:

Use narrative to provide additional information as needed based on response above.

- Enrollment in the program is assumed to start at 30 students (21 full-time and 9 part-time) in the first year and modestly increase by about twenty percentage (20%) points and accounts for possible attrition, in each of the subsequent years
- The initial enrollment of 30 was conservatively estimated based on projections from our marketing efforts and enrollments in KSU specialty masters and other similar programs
- Year 5 enrollment is capped at that of year 4 based on our present faculty capacity, but could be allowed to increase with more faculty resources
- FTE is based on 30 credit hours per full time student per year and 15 per part-time student per year (1 FTE=30 credit hours)
- We assumed the full-time one year tuition and general fees rate of $12,271.4 for Ohio resident for all students. Any change due to non-residency can only increase the projected income
- Tuition and general fees are assumed to be flat during the first 5 years of the program
- State subsidy is based on the SSI graduate FTE charge of $6,324 for BES. It is assumed to be zero for the first year, 50% for each of years 2 and 3, and 100% for each of years 4 and 5
- Program fees of $600 is assessed on each student/semester and is assumed fixed for the first five years of the program
- The salaries and benefits for a full-time tenure-track faculty person expected to join the program during the first year is estimated to be $160,000. This faculty person is expected to teach about 2 courses in the program each year
- The salaries and benefits for a full-time non-tenure track person to join the department and relieve other tenure-track faculty persons who will be redeployed from their regularly scheduled undergraduate classes is budgeted at $60,000
- One part-time Program Advisor is needed in the program, with a budget of $20,000, to help with internship coordination and student advising to augment our faculty advising capacity
- In order to account for inflation and other factors, expenses (faculty and advisor salaries, technology, etc.) are assumed to increase by three percentage points (3%) in the second year, 4% in the third, 5% in the fourth, and 6% in the fifth years.

6. Internal and External Support

6.1 Internal Support

The proposed MSBA program has the support of the M&IS Department's Faculty Advisory Committee, College of Business Graduate Council and other curricula bodies following the normal process for curriculum approvals. The proposed program also has the support of the College Dean.

When the prospect of proposing the current MSBA program was in its inception, all colleges, schools, and programs at Kent State were examined to determine if there were any existing academic programs or

courses that would be related to the new program from either a competing or complementary standpoint. Some related programs were identified. The Department of Computer Sciences (CS) offers two related courses, *Data Mining* and *Analytics for Big Data*. The School of Digital Sciences (DSCI) offers a masters-level concentration in *Data Science*. The School of Library Sciences offers courses and degrees in *Health Informatics* and *Knowledge Management* (IAKM), both having some courses with some relationship to analytics.

The prospect of the new MSBA program was discussed with the leadership of each of these identified programs to determine if any duplication or competition was evident. With the exception of the two courses offered by the Computer Sciences Department, it was agreed that these related programs and courses are complementary and, as such, some of these related courses are allowed as electives in the MSBA. When the MSBA is implemented (assuming program approval), it is anticipated that some of the MSBA courses will be available as electives in these complementary programs. The two courses offered by CS were directly related to the proposed MSBA program; however, there are no current plans for CS to offer a full degree program in analytics. To utilize university resources judiciously, the best course of action was determined to be to incorporate these two existing courses into the MSBA program. This arrangement benefits both associated departments and colleges. Letters of support from each of the identified programs are available in Appendix B.

6.2 External Support

The Management & Information Systems (M&IS) department has long standing support from local businesses in northeast Ohio, especially through its Center for Information Systems (CIS). The center, which has been in existence for more than 20 years, has more than 100 members from more than 60 unique businesses. The center has experienced tremendous growth in the past ten years and has collaborated with the department in strategic planning and redesigning of its undergraduate IS curriculum, and providing internship and placement opportunities for our students. Members of the center have also supported scholarships for both our undergraduate and graduate students and we expect that support to extend to students in the MSBA program. In the past several years members of the center have helped to organize Information Technology Expos (IT Expos) geared at educating and encouraging students to pursue careers in information systems and related disciplines.

As discussed earlier in Section 1.3 of the proposal, some of the impetus for the development of the MSBA program came from area industry practitioners and luminary guest speakers at the CIS sponsored events, and results from our industry surveys. Results from these surveys show overwhelming support for the curriculum of the proposed degree program. Some of the businesses in the surveys and the CIS will be tapped to also provide internship and capstone project cases for students in the program.

Several high-ranking officers at prominent local organizations have provided letters of support that very strongly support the general structure of the program. Organizations sending letters of support include Public Insight, Heinen's. Inc., Host.net, and Davey Tree. A few suggestions were also received within these letters. The majority are already being designed into the program but were at a level of detail beyond the information provided to these reviewers. Additionally, most of these suggestions have also been addressed in the responses to similar suggestions in the industry survey (see questions A2.3, A2.4, and A2.6 in Appendix A). We welcome any and all suggestions offered and we look forward to working with these industry representatives and others in the ongoing effort towards fine-tuning and updating the program now and in the future.

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The proposed MSBA program provides the department with a great opportunity to expand its current level of external supports from area businesses. The program will also serve to fill the void identified by external reviewers of the department in 2011. The reviewers noted that offering a master of science in information systems is an opportunity the department may want to consider. Indeed, they concluded that not offering a master's level degree in information systems would leave out some potential students, especially since the department already offers undergraduate majors and minors in the discipline. Although the proposed MSBA program is not an information systems degree, it would be of interest to students in information systems and other disciplines identified earlier.

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APPENDICES

A:	Industry Survey Detail (this document)
B:	Letters of Support (Appendix B document)
C:	Faculty *Curricula Vitæ* (Appendix C document)
D:	Library Resources (Appendix D document)
E:	Response to Comments from PDP Review (Appendix E document)

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Appendix A: Industry Survey Details

In July 2014 an industry survey was sent to 112 high-ranking officers (mostly in IT) at local organizations (Northeast Ohio). A total of 63 emails were opened and read and a total of 29 were submitted and used in the analysis. Depending on one's preferences, the response rate with 'total emails sent' in the denominator would be 25.9%, and the response rate with 'emails read' in the denominator would be 46.0%. Many different industries participated in the survey including health care, insurance, consulting, retail, chemical manufacturing, discrete manufacturing, financial services, utilities, software development, and metals and mining (among others). Many large and well-known employers are included such as Goodyear, Eaton, Timken, Lubrizol, Jo-Ann Fabrics, Nationwide Insurance, and EMC Corporation (among others). Smaller organizations are also represented including Chagrin Consulting, DentalOne Partners, and Findaway World. The survey questions and discussion have been divided into two sections:

- A1: Local Analytical Capabilities and Employment Opportunities
- A2: Curriculum Design and Academic Quality

The respondents were provided with the three-foci model figure (Figure 1, Section 1), the list of required courses and course descriptions (not including foci weighting information for the program or courses), and the following definition for business analytics[42]:

"Business analytics involves using sophisticated technology to bring information together and sophisticated algorithms to filter and analyze that information. The outputs can include deep understanding of the workings of the business and its connections to the marketplace, key performance indicators to drive business decisions, dramatic improvements in the performance of the most critical business processes, and insights and innovations that can change the basis of competition."

[42] nGenera Corp. "Business Analytics: Six Questions to Ask About Information and Competition." Page 2. http://www.sas.com/events/cm/175813/BusinessAnalyticsImperativengen.pdf. Retrieved April 2014.

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A1: Local Analytical Capabilities and Employment Opportunities

Question (Click on Question to Go to Discussion)
(A1.1) What is the primary industry that your organization participates in?
(A1.2) Where is your organization located?
(A1.3) Approximately how many employees does your organization employ only in Northeast Ohio?
(A1.4) Approximately how many employees does your organization employ in total (nationally or internationally)?
(A1.5) What is your position or title within the organization?
(A1.6) What are your organization's current planned or implemented technologies?
(A1.7) Which of the following business processes has your organization deployed business analytics tools or processes to support?
(A1.8) "Analytics Workers" are any employees who spend a significant portion of their work day engaged in analytics activities… What is your best estimate for how many people your organization currently employs in this role?
(A1.9) What is your best estimate of how many additional analytics employees (if any) do you think you will need over the next three years?
(A1.10) What is your best estimate of the percentage of analytics activities that are currently outsourced by your organization?
(A1.11) This question is seeking your opinion on the economic outlook for analytics in general rather than relative to any particular program. In general, employment opportunities in analytics will ____?____ over the next 5-10 years, relative to today.

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[Return to Question Table in Appendix] **[Return to Table 6 in Proposal]**

A1.1 What is the primary industry that your organization participates in (e.g. financial services, telecommunications equipment manufacturing, shipping and logistics, etc.)?

Text Response
Information Systems/Infrastrucutre - Big Data - Virtualization
Digital Media
Insurance
Consulting firm that services Communications, Media, Public Sector, Consumer Goods, Manufacturing, Consumer Services
information technology consulting
Consumer and Professional Services
Retail
CPG
manufacturing - checmical industry
Manufacturing
Computers/software development.
Management Consultant, Mobile Technology (541611)
Financial Services
Utility
Manufacturing
IT Consulting
Metals and Mining
Healthcare
Chemicals
Media and advertising
discrete manufacturing
Information Technolgy
Software
Manufacturing - engineered surfaces and performance chemicals
Manufacturing
Manufacturing
Manufacturing
Manufacturing
Information Technology

Statistic	Value
Total Responses	29

Summary, Interpretation and Discussion

The responses to this question allow us to conclude that the survey results represent diverse and representative industries. There are various manufacturing operations represented as well as service operations (banking, healthcare, insurance, and consulting). Additionally, suppliers, manufacturers, wholesalers, and retailers are represented. Finally, one utility is also represented.

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[Return to Question Table in Appendix] **[Return to Table 6 in Proposal]**

A1.2 Where is your organization located (the particular branch/division/etc. where you are employed - not the headquarters if they are different)? Enter City, State and/or Zip code.

Text Response
I am located in [redacted] TX. The local [redacted] office is in Independence, OH
Solon, Ohio
44122
Seven Hills, OH 44131
Beachwood OH 44122
Kent, OH
Hudson, Ohio 44236
North Olmsted, Ohio
chardon, OH 44024
Euclid, Ohio
Valley View OH 44131
Cleveland, Ohio 44139
Akron, OH, 44303
Akron, OH
Beachwood, Ohio 44122
44313
44124
44138
Wickliffe, Oh 44092
44114
Mayfield Heights, OH
Brecksville OH 44141
Westlake, OH 44145
Beachwood Ohio
Solon, Ohio 44139
44316
Akron, Oh
North Canton Ohio
cleveland, ohio

Statistic	Value
Total Responses	29

Summary, Interpretation and Discussion

These responses simply validate that the respondents are truly within the Northeast Ohio region. The first response had the specific city associated with the organization's headquarters and the organization name redacted for privacy.

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[Return to Question Table in Appendix] **[Return to Table 6 in Proposal]**

A1.3 Approximately how many employees does your organization employ only in Northeast Ohio?

#	Answer	Bar	Response	%
1	0-50		5	17%
2	51-250		7	24%
3	251-500		4	14%
4	501-1000		1	3%
5	1001-2000		3	10%
6	2001-5000		7	24%
7	5001-10000		1	3%
8	10001-20000		1	3%
9	20001-50000		0	0%
10	greater than 50000		0	0%
	Total		29	

Summary, Interpretation and Discussion

These results show the distribution of organizational size and validate that results were obtained from a cross-section of organizational sizes. The average size of firms in the sample is about 1900 employees with a range of from under 50 to 20000 employees (in Northeast Ohio).

[Return to Question Table in Appendix] **[Return to Table 6 in Proposal]**

A1.4 Approximately how many employees does your organization employ in total (nationally or internationally)?

#	Answer	Bar	Response	%
1	0-50		5	17%
2	51-250		3	10%
3	251-500		1	3%
4	501-1000		1	3%
5	1001-2000		2	7%
6	2001-5000		4	14%
7	5001-10000		3	10%
8	10001-20000		3	10%
9	20001-50000		2	7%
10	greater than 50000		5	17%
	Total		29	

Summary, Interpretation and Discussion

Similarly, these results validate that the sample comes from a good cross-section of firms in terms of total organizational employment (not only in Northeast Ohio). The range here is from less than 50 to greater than 50000 employees internationally.

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[Return to Question Table in Appendix] **[Return to Table 6 in Proposal]**

A1.5 What is your position or title within the organization?

Text Response
Manager - Program Delivery - Healthcare
IT Manager
Director, IT Architecture
Managing Director
President and majority owner
CIO
Associate Application Engineer
Sr Manager, Order Fulfillment Systems
is manager
Systems Analyst - Sharepoint Development
Sr. Managing Director
Managing Director
CTO
VP, IT Solutions
Business Analyst
Manager, Network Solutions
Director Information Systems
SVP & Chief Administration Officer
IS Director, Application Services
Director Talent Acquisition
CEO
Campus Recruiter
Senior Applications Leader
Manager, IS Quality Assurance
Technical Support Analyst
Program Manager Principal Business Transformation Global Procurement
BRM
Executive Director

Summary, Interpretation and Discussion

These responses validate that the respondents were generally high ranking technical or executive officers in the firm.

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[Return to Question Table in Appendix] **[Return to Table 6 in Proposal]**

A1.6 What are your organization's current planned or implemented technologies? The judgment on whether a technology is fully or partially implemented depends on your organization's plans - if there are current plans for expansion, then it is partially implemented. Please make one selection per row.

#	Question	I am not familiar with this technology	Not implemented or planned	Not implemented but we are planning on implementing	Partially but not fully implemented	Fully implemented	Total Responses	Mean
1	Enterprise Resource Planning (ERP) system	0	7	0	4	17	28	4.11
2	Data Warehouse or Data Marts	0	4	1	10	13	28	4.14
3	Enterprise-level database (Oracle, DB2, etc)	0	3	0	3	22	28	4.57
4	Schema-less databases or NoSQL databases	5	14	2	1	6	28	2.61
5	Hadoop or MapReduce	8	16	1	1	2	28	2.04
6	PIG	17	11	0	0	0	28	1.39
7	HIVE	17	11	0	0	0	28	1.39
8	HANA	8	13	4	3	0	28	2.07
9	ERP-based Analytics packages	3	10	3	5	7	28	3.11
10	Other Analytics Software	1	6	2	6	12	27	3.81

Summary, Interpretation and Discussion

These results provide a picture of the current status of analytics-related technologies implemented or planned by the responding firms. Most were familiar with these technologies with the exception of PIG and HIVE (PIG and HIVE are both Hadoop query languages). As these query languages are secondary rather than primary analytics technologies, only those individuals working directly with Hadoop would be likely to be familiar with these. Enterprise Resource Planning (ERP), data warehousing, and enterprise-level database systems seem to be mature technologies in the local environment as most have implemented these to some degree (75%, 82%, and 89%, respectively). There are some organizations that have implemented very specific analytical technologies such as Hadoop and HANA. A good percentage (67%) of responding firms have implemented 'other analytics software'. These implementations probably represent a mix of spreadsheet-based solutions and proprietary packages (e.g. Lavastorm Analytics[43]).

[43] http://www.lavastorm.com

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[Return to Question Table in Appendix] **[Return to Table 6 in Proposal]**

A1.7 Which of the following business processes has your organization deployed business analytics tools or processes to support? Check all that apply. If you are both 'currently using' a process and also 'will likely be using within 5 years' then check both columns.

#	Question	Not used and not likely to use	Currently Using	Will likely be using within 5 years	I do not know	Total Responses
1	Improving budgeting, forecasting, or planning processes	3	13	9	1	26
2	Improving performance management and transparency in internal operations	2	12	11	2	27
3	Increasing automation of common or straightforward decisions	4	12	7	3	26
4	Improving R&D processes	10	7	3	4	24
5	Improving operations, service delivery, or supply-chain management.	4	11	11	1	27
6	Developing new product strategies or identifying new market segments	6	14	3	3	26
7	Enhancing customer service or support	4	12	6	3	25
8	Improving customer insights, segmentation, or targeting	3	13	8	2	26
9	Developing differentiated or dynamic pricing strategies	6	9	7	3	25

Summary, Interpretation and Discussion

These responses demonstrate the business processes (the processes listed were taken from the McKinsey Institute's survey discussed in the opening section) for which responding organizations either have or will implement analytical solutions. Conclusions that are supported by this data are that these organizations use analytics broadly across relevant business processes and only very small numbers of organizations believe they will not use analytics eventually for some business processes. For instance, only two organizations report that they are not likely to use analytics for performance and operational management.

The column associated with projections for five-year usage would be concerning, if not for other responses to this survey, as it appears that it forecasts a decline in usage. It should be noted that responses associated with direct questions about the growth of business analytics resulted in an overwhelming aggregate sentiment predicting strong growth (see survey question A1.11 below). It is likely that many respondents who checked that they are 'currently using' analytics for a particular process did not note that, if they expect to be still using the technique in five years, they should check both columns. For instance, for the 14 respondents that are currently using analytics for developing new product and/or market strategies, we do not believe that 11 of them do not expect to be doing that in five years (only three checked they will likely be using it within five years). These three may be either current users who correctly noted the directions, or are not using but expect to be within five years, or any mix of those. For this reason, this entire column is not very interpretable; however, the other columns do provide very meaningful information as noted.

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[Return to Question Table in Appendix] **[Return to Table 6 in Proposal]**

A1.8 "Analytics Workers" are any employees who spend a significant portion of their work day engaged in analytics activities. They may or may not be called business analysts by your organization. Examples of analytics activities include (but are not limited to): data management, data manipulation, creating statistical and non-statistical models, data visualization, data analysis of any type, report generation, and communication of analytical results. What is your best estimate for how many people your organization currently employs in this role?

Text Response
1000's
3
200
15
1
5
I do not know.
100
4
Unsure, but probably quiet a few
10
0
1-2
80
60
1
5
50
45
0
5 to 10 people
Unknown
a few thousand globally

Summary, Interpretation and Discussion

These responses again demonstrate the diversity of the sample with current analytics employees ranging from zero to a few thousand.

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[Return to Question Table in Appendix] **[Return to Table 6 in Proposal]**

A1.9 What is your best estimate of how many additional analytics employees (if any) do you think you will need over the next three years?

Text Response
Unknown
2
300
40
0
2
I do not know.
Unknown
2
Unsure, but probably quiet a few
5
2
1
20
10
1
3
70
15
0
2 to 3 people
Unknown
not sure

Summary, Interpretation and Discussion

These responses follow from the previous question by asking how many *additional* (not total) analytics employees each organization expects to need over the next three years. Organizations who have at least one analytics worker and reported a numeric point estimate or numeric range reported an aggregate increase of 97.4% over current employment levels. In other words, these organizations expect to nearly double their current employment level of analytical workers in the next three years.

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[Return to Question Table in Appendix] **[Return to Table 6 in Proposal]**

A1.10 What is your best estimate of the percentage of analytics activities that are currently outsourced by your organization?

#	Answer	Min Value	Max Value	Average Value	Standard Deviation	Responses
1	Percentage (%) of Analytics currently outsourced.	0.00	50.00	11.59	15.15	17

Summary, Interpretation and Discussion

These responses show that analytics is generally done in-house. Responding firms report that 11.59% of their business analytics work is currently outsourced.

[Return to Question Table in Appendix] **[Return to Table 6 in Proposal]**

A1.11 This question is seeking your opinion on the economic outlook for analytics in general rather than relative to any particular program. In general, employment opportunities in analytics will _____ over the next 5-10 years, relative to today.

#	Answer	Bar	Response	%
1	Increase dramatically		11	48%
2	Increase moderately		11	48%
3	Neither increase nor decrease		1	4%
4	Decrease moderately		0	0%
5	Decrease dramatically		0	0%
	Total		23	

Summary, Interpretation and Discussion

These responses reflect the respondent's intermediate- to long-term (5-10 year) outlook for employment in the analytics profession. No respondents predict contraction and only a single respondent predicts growth will be flat while 48% predict dramatic growth and 96% predict some level of expansion of employment opportunities.

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A2: Curriculum Design and Academic Quality

Question (click on question to go to discussion)
(A2.1) How important do you view each of these areas to be in the MSBA (M.S. in Business Analytics) curriculum?
(A2.2) Assuming the proposed model will be implemented, what percentage of a graduate's knowledge should be associated with each area?
(A2.3) What about the program philosophy is good and should not be changed?
(A2.4) What is the program philosophy missing? What should be changed?
(A2.5) Please provide your opinion as to the importance of each course in the curriculum as a whole:
(A2.6) Please use this space to provide any feedback that you have, positive or negative, concerning any aspect of the curriculum, philosophy, or any other aspects of the proposal.
(A2.7) Given the brief description of the proposed program that you have read as part of this survey, how positive/negative are you concerning the program?
(A2.8) If you were responsible for hiring an entry-level employee for an analytics position in your organization, how interested would you be in interviewing graduates of this proposed program?

[Return to Question Table in Appendix] **[Return to Table 3 in Proposal]**

A2.1 How important do you view each of these areas to be in the MSBA (M.S. in Business Analytics) curriculum?

#	Question	Not Important	Somewhat Important	Important	Very Important / Critical	Total Responses	Mean
1	Information and Data Management	0	3	12	9	24	3.25
2	Data Analysis (or Analytics)	0	2	9	12	23	3.43
3	Decision-Making and Leadership	0	2	14	8	24	3.25

Summary, Interpretation and Discussion

This question was asked to help validate the three-foci model (Figure 6, Section 3 above). The responses indicate that the respondents view each of the three foci to be from important to critical for the program. No organization reported that any of the foci were 'not important' and only a small minority selected 'somewhat important'. A strong majority selected 'important' or 'very important / critical' for all three foci. The computational element, data analysis, had a slightly higher score than the other two due to a higher percentage selecting it in the critical category.

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[Return to Question Table in Appendix] **[Return to Table 3 in Proposal]**

A2.2 Assuming the proposed model will be implemented, what percentage of a graduate's knowledge should be associated with each area? Must sum to 100%.

#	Answer	Min Value	Max Value	Average Value	Standard Deviation
1	Information and Data Management	10.00	55.00	29.58	12.24
2	Data Analysis (or 'Analytics')	20.00	70.00	40.83	12.99
3	Decision-Making and Leadership	0.00	60.00	29.58	12.68

Summary, Interpretation and Discussion

The other metric concerning the three-foci model in addition to importance is the correct weight of coverage in the program. The program is designed to deliver 50% of its content in the area of data analysis and 25% of content in each of the other two areas. While percentages are being used to convey the philosophy of the program these numbers are fuzzy targets as it is actually difficult to measure content this precisely as many topics will serve more than one foci at a time. The philosophy is that data analysis will receive the most coverage but the program will include very significant coverage in the other two areas. The results of this survey would indicate the responding organizations largely agree with that philosophy. The mean percentage selected by respondents would spend slightly less time on the computational portion of the program (41% versus 50%) than the design; however, when the fact that this is a fuzzy target is taken into account, these responses do validate the general program philosophy. The respondents were not informed of the 50%, 25%, 25% design prior to answering this question, as far as they knew, the foci were equally weighted (though that was also not stated).

[Return to Question Table in Appendix] **[Return to Table 3 in Proposal]**

A2.3 What about the program philosophy is good and should not be changed? (if anything)

Text Response
The mix of technical, foundational, and practical topics is good.
All of it is good since these types of data related skills are rarely taught in higher education. Historically, these skills are learned on the job and through employer provided training.
I think everything presented thus far is good.
N/A
statistics, big data methods
Data Analysis Region
The need for balance and a multi-focused approach is great.
I like the interdisciplinary nature of introducing Data management Technology rather than just math or business coursework.
I like it. I rated "Information and data management" lower above because I'm assuming that at a Master level the student would come in with a base in this area already.
The philosophy of the is really good. There is a clear vision.
i think what you have is a good foundation to start with

Summary, Interpretation and Discussion

These comments really speak for themselves. Those who chose to respond to this question seem to like the general philosophy of the program mix and identify several specific individual elements such as data analysis and big data methods that should not be changed.

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[Return to Question Table in Appendix] **[Return to Table 3 in Proposal]**

A2.4 What is the program philosophy missing? What should be changed? (if anything)

Text Response
Decision making and Leadership should be expanded to discuss specific use cases where data methods and analytics can be used.
ERP is a big topic, but it is only one part of business. You can use ERP concepts as a catalyst for teaching critical thinking, data analytics, and hands-on SQL type skills. If you focus on specific ERP systems, such as SAP, then you are limiting these students ability to be employed. Technology changes fast, and cloud ERP is up and coming. I would not hitch the wagon to a particular system.
Analysis of the actual business activities that the company is engaged in. There needs to be subjects that teach how to analyze a business, how to quickly understand how the company makes money. If you do not understand these things, all the analytic tools on the earth will not help you.
N/A
my be included already, but combining non-traditional or non-structured data sources like geographic/mapping or weather
Add more programing classes to CIS - Make them manditory Become expert in MS Products - Word, Excel, Visio, Project, Access, PowerPoint, etc. When presenting data all of those tools will be highly needed. I have also come to find that many people in IT are not fluent on these areas!
While strong leadership skills are good in any mid-level candidate, I envisions graduates of this program leading teams who can analyze and present data in the right manner to ENABLE decision making in OTHERS. Therefore, while some decision-making and leadership courses should absolutely be included, it may be over emphasized as currently depicted. Also, Information and Data Management is presented as a very technical area, based on the example skills. Perhaps this is where courses on data governance and the strategic approach to planning for data analytics, by injecting measurement into all other processes. Perhaps (when considered with my above comment), this is what is intended by decision-making and leadership focus, in which case changing the name of that area to "strategy and data management" might address both points.
It may be hidden under the umbrella of "Project Management", but what I don't see is a focus on the actual process of change. I found a lot of benefit in some of the consulting training I received with [redacted] about viewing change in a very holistic way, even if the solutions seem to be technical in nature. I'd recommend some coursework that guides students in managing change in multi-faceted way like assessing impact on the organization, the technology, the process, etc.
You mention "communication of the solution", but you don't address the "visualization of the information". Is that in there?
I would include a "Meeting facilitation" course/coursework. Not only should the Business Analyst know what to do with the data but how to get it. How to manage a room filled with different personalities and get that data you need from the room. Also what tools to use to document the information that is being received. Such as a Fishbone diagram, process flow diagrams that can visually get the point across and show the customer that the BA actually understands their process/problem.
A fundamental component for success is understanding the business and business processes that are being addressed with analytics. .This is very industry specific and more about gaining experience at the company where the work would be done.

Summary, Interpretation and Discussion

These responses are very insightful and reflect the respondents' real-world perspectives on the topic and what they believe their organization would like to see in a graduate from this program. Each comment will be addressed individually but, in general, many of these comments reflect that the respondents were not given all the individual topics that will be covered in each of the courses. They already had a significant amount of information to digest concerning the program so that providing the general course descriptions rather than full topical detail seemed to be appropriate to avoid information overload issues. Due to this, the response to many of these comments will be that those topics are already being covered in the current design.

This section will address each comment, in order, from the top down (all comments are reproduced unedited except where noted):

Comment: ***"Decision making and Leadership should be expanded to discuss specific use cases where data methods and analytics can be used."***

Response: Currently, the course topics do not contain UML (Unified Modeling Language) concepts so the formal use of 'Use Cases' within this context is not planned (we believe that UML is more relevant to a computer science or information systems program). The idea that each problem should be explored from inception to completion is a central tenet of the program philosophy described throughout Section 3 of the proposal. What business problems, opportunities, and situations may benefit from a business analytics approach will be discussed in relation to every business problem discussed in courses. Although 'Use Cases' is a specific formal method within a larger framework is not included in the

program design, we believe the knowledge imparted by our holistic approach to analyzing business problems to be functionally equivalent.

Comment: ***"ERP is a big topic, but it is only one part of business. You can use ERP concepts as a catalyst for teaching critical thinking, data analytics, and hands-on SQL type skills. If you focus on specific ERP systems, such as SAP, then you are limiting these students ability to be employed. Technology changes fast, and cloud ERP is up and coming. I would not hitch the wagon to a particular system."***

Response: This is an interesting comment that we do agree with 100%. We have emphasized that our students will have access to, and the curriculum will cover, several major categories and brands of software such as SAP and Oracle. We, as a department, have taught aspects of these technologies in other programs and all of these programs, including the proposed MSBA, share a common philosophy in using these software packages. We use specific software to demonstrate general concepts and give students some applied hands-on experience with an example technology. Care is taken to focus on the general underlying concepts with a technology-agnostic view. For instance, the *Database Management and Database Analytics* course that is proposed in this curriculum is a slightly adapted version of a long existing course in the information systems concentration of our MBA program. This course has used Oracle as the main course technology for over a decade. However, due to the technology-agnostic design of the course, there would be no meaningful change to the course topics or pedagogical methods if we had to suddenly change databases to DB2, MySQL, SQL Server, or any relational database. There are, of course, topics specific to Oracle Administration and such that should be covered if this was an 'Oracle Course' rather than a 'Relational Database Course' but these topics are appropriately avoided. Oracle is used as the course example of an enterprise-level database management system and serves as the environment in which students practice their learned general database concepts. This is the same philosophy that we will implement technologies such as SAP and Oracle within our course designs in the MSBA program. We believe that having a little hands-on experience with industry software such as these will only make our graduates more attractive to employers in general; however, we have no intention, and will actively avoid, constructing a curriculum around a specific brand of or type of software. It should be noted that our discussion of the curriculum in Section 1 specifically states we will also use general statistical software such as SAS, R, and JMP as well as more universal software such as MS Excel. Data analysis techniques will generally be explored generically using statistical or modeling software and then, where appropriate, will be further explored by investigating the implementation of that method within a specific environment such as SAP.

Comment: ***"Analysis of the actual business activities that the company is engaged in. There needs to be subjects that teach how to analyze a business, how to quickly understand how the company makes money. If you do not understand these things, all the analytic tools on the earth will not help you."***

Response: Analysis of business activities as the catalyst for the analytical problem definition is a primary focus of the program. All of the data analysis courses will build the business problem (or opportunity) prior to building the analytical problem (which is why the individual data analysis courses are described as being 80% data analysis, the other 20% is devoted to a mix of business and data-oriented topics related to the analysis. There will also be major content associated with this topic in the proposed 'Business Analytics' and 'Analytics in Practice' courses. Finally, this will be applied by the student teams in the capstone course.

Comment: ***"N/A"***

Response: N/A – The same respondent entered N/A for this and the previous question on the positives. The correct interpretation is probably a 'does not wish to respond' sentiment rather than the question not being applicable.

Comment: ***"my be included already, but combining non-traditional or non-structured data sources like geographic/mapping or weather"***

Response: All applicable types of data sources will be specifically covered in the *Business Analytics* and *Database Management and Database Analytics* courses. Problems in the data analysis courses will be selected to cover as many different types of data sources as is practical but all major sources and types of data will be covered conceptually. Unstructured text data will be specifically covered in the *Big Data Methods* course. As the program matures, an elective course on spatial and location data and analysis has been discussed as a possibility in the future but is not part of this initial proposal. The topic will be covered conceptually in the *Business Analytics* course and geographic data will be used in various analytical problems in the data analysis and database courses.

Comment: ***"Add more programing classes to CIS - Make them mandatory Become expert in MS Products - Word, Excel, Visio, Project, Access, PowerPoint, etc. When presenting data all of those tools will be highly needed. I have also come to find that many people in IT are not fluent on these areas!"***

Response: This comment is more aimed at our undergraduate *Computer Information Systems* program (which should serve as one of the feeder programs into the MSBA). We do not think the commenter was suggesting we put rudimentary MS Word content and such in the MSBA program, more that entering students should already have this knowledge. We agree with that but will include MS Excel topics (as relevant to business analytics) and project management tools and concepts within the curriculum. Excel will be used in many of the data analysis courses and the *Analytics in Practice* course contains the primary project management content.

Comment: ***"While strong leadership skills are good in any mid-level candidate, I envisions graduates of this program leading teams who can analyze and present data in the right manner to ENABLE decision making in OTHERS. Therefore, while some decision-making and leadership courses should absolutely be included, it may be over emphasized as currently depicted. Also, Information and Data Management is presented as a very technical area, based on the example skills. Perhaps this is where courses on data governance and the strategic approach to planning for data analytics, by injecting measurement into all other processes. Perhaps (when considered with my above comment), this is what is intended by decision-making and leadership focus, in which case changing the name of that area to "strategy and data management" might address both points."***

Response: The *Decision-Making and Leadership* focus of the three-foci model was difficult to name concisely while conveying its general meaning. The name being less important than the content, we find the name to be adequate if not perfect and will focus the rest of this discussion on the content and importance of this focus. First, the view that this topic is overemphasized in our proposed program does not seem to be a pervasive opinion. Only two individuals selected this as 'somewhat important' and none suggested that it was 'not important'. Further, the mean percentage of the curriculum the respondents thought should be made up by this topic was about 30% (see question A2.2 above) while our design puts it as 25%. The commenter suggests that analysts should do analyses that help others

make decisions rather than making decisions on their own. While this is probably somewhat true of strategic-level decisions, it may not be true in lower level decision-making (for instance, the CEO is probably not interested in making a decision to put two specific products that were analytically determined to be complementary next to each other on a retail shelf). Whoever may have the actual authority to make a specific final decision does not necessarily matter in our view. The analyst would usually not simply pass the results of the various methods and models to the decision-maker for them to interpret and act on. Rather, they would likely be expected to pass recommendations and projections of various decisions to the decision-maker. We would suggest that any interpretation of data, determination of appropriate analytical methods, sequential determinations of the next steps to take, development of recommendations, or determination of which decision scenarios to project results for would all require good decision-making skills to be present in the analyst. The leadership component of this focus is also important in our view. Leadership skills necessary for analysts include the ability to organize and manage teams that may be working on a common problem, the ability to manage complex projects, the ability to identify appropriate analytical projects, prioritize those projects, and being a champion for the most advantageous projects all require, not only knowledge and decision-making ability, but also the ability to lead. Communication of results and solutions as well as being convincing in discussing the merits of an analysis require more than just technical skills, they require leadership and management skills as well.

Comment: ***"It may be hidden under the umbrella of "Project Management", but what I don't see is a focus on the actual process of change. I found a lot of benefit in some of the consulting training I received with [redacted] about viewing change in a very holistic way, even if the solutions seem to be technical in nature. I'd recommend some coursework that guides students in managing change in multi-faceted way like assessing impact on the organization, the technology, the process, etc."***

Response: [Company name redacted for privacy] This comment reflects one of the central tenets of our program and the commenter even employs the same word, 'holistic', as we used to describe the proposed program's approach to problem scenarios. As described earlier, the business issues involved in the inception of the scenario all the way to implementation and analysis of the results of the implementation will all be part of this holistic approach. Additionally, one of the proposed elective courses (MIS 64160 - Leadership and Organizational Change) is directly related and supplements the content in the required courses for those students who choose to take it.

Comment: ***"You mention "communication of the solution", but you don't address the "visualization of the information". Is that in there?"***

Response: We would include visualization of the information (or solution) to be definitely part of communication of the solution. This relies primarily on data visualization techniques that can also be used as projections of solutions. All major techniques of data visualization from simple pie and bar charts to heat maps and streamgraphs will be covered and many will be applied to problems in the various courses.

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Comment: ***"I would include a "Meeting facilitation" course/coursework. Not only should the Business Analyst know what to do with the data but how to get it. How to manage a room filled with different personalities and get that data you need from the room. Also what tools to use to document the information that is being received. Such as a Fishbone diagram, process flow diagrams that can visually get the point across and show the customer that the BA actually understands their process/problem."***

Response: There are likely many topics that individual organizations may believe require a full course treatment but a curriculum such as this must be very selective in this regard. We do feel facilitating meetings is a very important topic and coverage of this topic would be found primarily in the *Analytics in Practice* course. The commenter also mentions data visualization techniques and, as stated in the comment directly above, all major visualization methods will have some level of coverage.

Comment: ***"A fundamental component for success is understanding the business and business processes that are being addressed with analytics. This is very industry specific and more about gaining experience at the company where the work would be done."***

Response: We agree entirely with this statement and assume that the commenter realizes that we cannot hope to cover every specific nuance of every industry within our coursework. Our goal of focusing on having the students truly understand the techniques and principles, rather than just learn a sequence of steps to do a particular analysis, is critical if the students are going to be able to adapt the general knowledge conveyed by the coursework to the specific scenario that they find themselves in the field. The holistic approach to problems, rather than over-focusing on the technical aspects of the analysis, aids the program in its goal to provide students with this level of understanding. Additionally, certain industries that are already making heavy use of analytics such as retail and healthcare will have some specific coverage.

[Return to Question Table in Appendix] **[Return to Table 3 in Proposal]**

A2.5 Please provide your opinion as to the importance of each course in the curriculum as a whole:

#	Question	Not Important	Somewhat Important	Important	Very Important / Critical	Total Responses	Mean
1	Business Analytics	0	0	6	17	23	3.74
2	Database Management and Database Analytics	0	3	11	9	23	3.26
3	Data Mining Techniques	0	3	12	8	23	3.22
4	Advanced Data Mining and Predictive Analytics	0	8	9	6	23	2.91
5	Quantitative Management Modeling	0	4	15	4	23	3.00
6	Analytics for Big Data	0	3	14	6	23	3.13
7	Analytics in Practice	0	1	11	11	23	3.43
8	Capstone Design	0	2	9	12	23	3.43

Summary, Interpretation and Discussion

These responses were discussed earlier in Section 1.2.1. This previous discussion emphasized that there was not a single respondent that did not find every one of the proposed courses to be at least 'somewhat

important'. Here we have a bit more detail where we can see the solid majority of responses are above 'somewhat important'. The worst case (though still quite positive) was found for the fourth course on the list, *Advanced Data Mining and Predictive Analytics*. Approximately 35% of respondents indicated that this was only 'somewhat important' (note that 65% reported it as important, very important, or critical).

The proposed program attempts to use university resources judiciously so we have proposed using the existing *Data Mining Techniques* course offered by our Computer Science Department. Even though we can influence the content of the course, we cannot fully control it but are confident that any content appropriately placed there would be relevant and appropriate to our students. We will use our *Advanced Data Mining and Predictive Analytics* course to supplement that content with other techniques we conclude are important, as well as extended coverage of critical topics that were introduced in the CS course. Additionally, the terms data mining and predictive analytics are used relatively interchangeably by some. There are some meaningful differences in that data mining focuses on pattern identification while predictive analytics extends that concept into using those patterns to project business outcomes. This second course will extend the data mining concepts of the first course into the realm of predictive analytics.

In conclusion, the results show all of the courses are generally considered important by respondents. For the one course that was slightly less positive than the other courses we have provided additional information on why we find that course to be important to the program.

[Return to Question Table in Appendix] **[Return to Table 3 in Proposal]**

A2.6 Please use this space to provide any feedback that you have, positive or negative, concerning any aspect of the curriculum, philosophy, or any other aspects of the proposal.

Text Response
I would add predictive analytics and modeling topics to the curriculum. Some of the proposed topics may not be entirely useful or practical in the real world situations. For example, not many organizations use Neural Nets for predictive analytics. Instead, Business Rules Engines (that most likely implement Rete algorithm) are used.
In Database Management and Database Analytics, I recommend including some information about Master Data Management and Data Governance.
that's a lot to cover in 8 courses
I tell every young person I know with a math/technical interest to pursue data science. This is a great and much needed program to develop the talent that is going to be essential in the next decade.
certainly interesting. I probably spend 25% of any given week peforming some sort of analytics. I was not trained classically, so I've gleaned skills from peers and have learned to exploit Excel. I however would call my skills novice compared to what I could probably learn and put to use with some of these courses and/or the entire program.

Summary, Interpretation and Discussion

Each of these comments will be discussed, in order, from the top (all comments are reproduced unedited except where noted):

Comment: ***"I would add predictive analytics and modeling topics to the curriculum. Some of the proposed topics may not be entirely useful or practical in the real world situations. For example, not many organizations use Neural Nets for predictive analytics. Instead, Business Rules Engines (that most likely implement Rete algorithm) are used."***

Response: Business Rules Engines (and the associated rete algorithm) are used for modeling human decision-making using inference engines. This is certainly related to analytics but analytics is more concerned with exploiting discovered patterns in data rather than modeling human decision-making. This

may be addressed conceptually but we believe other techniques are more relevant to our program. A review of several predictive analytics textbooks does not yield much information on rule engine techniques so we conclude that textbook authors seem to agree with this. We will never simply discard such a suggestion from a member of industry so we will look into it further; this is our preliminary conclusion in regards to the method. The commenter also mentions adding predictive analytics and modeling to the curriculum. The curriculum already has a full course on quantitative modeling techniques as well as a course specifically about predictive analytics. Additionally, the data mining course will cover a lot of the same content associated with predictive analytics since they are very related topics.

Comment: ***"In Database Management and Database Analytics, I recommend including some information about Master Data Management and Data Governance."***

Response: The content of the course *Database Management and Database Analytics* does include topics associated with data governance including data administration and database administration activities.

Comment: ***"that's a lot to cover in 8 courses"***

Response: There is no doubt that there is a lot of material in these eight proposed courses. The faculty who contributed to the design of these courses has many years of experience in designing and delivering similar courses. Four of the eight courses have already been taught successfully in the past so we are very confident that these courses are "doable" in a three credit hour per course format.

Comment: ***"I tell every young person I know with a math/technical interest to pursue data science. This is a great and much needed program to develop the talent that is going to be essential in the next decade."***

Response: This comment speaks for itself though we will add that we agree with the commenter.

Comment: ***"certainly interesting. I probably spend 25% of any given week performing some sort of analytics. I was not trained classically, so I've gleaned skills from peers and have learned to exploit Excel. I however would call my skills novice compared to what I could probably learn and put to use with some of these courses and/or the entire program."***

Response: Again, this comment can speak for itself as it basically just complements the program design.

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[Return to Question Table in Appendix] **[Return to Table 3 in Proposal]**

A2.7 Given the brief description of the proposed program that you have read as part of this survey, how positive/negative are you concerning the program?

#	Answer	Bar	Response	%
1	Very Negative - needs major overhaul or abandon		0	0%
2	Negative - major aspects need to be revised		0	0%
3	Neutral - the positives and negatives concerning the program are equal		1	4%
4	Positive - some changes may be necessary but overall the program seems good.		16	70%
5	Very Positive - only very minor changes, if any, need to be made. The proposed program seems well thought-out and seems to be ready to implement		6	26%
	Total		23	

Summary, Interpretation and Discussion

This question simply seeks the overall perceived valence associated with the proposed program as a whole. It is overwhelmingly positive with 96% of respondents describing their opinion of the program as positive to very positive.

[Return to Question Table in Appendix] **[Return to Table 3 in Proposal]**

A2.8 If you were responsible for hiring an entry-level employee for an analytics position in your organization, how interested would you be in interviewing graduates of this proposed program?

#	Answer	Bar	Response	%
1	Not Interested		2	9%
2	Somewhat Interested		5	22%
3	Very Interested		16	70%
	Total		23	

Summary, Interpretation and Discussion

Again, this question seeks the respondents' overall sentiment toward the proposed program by asking if they would be interested in hiring a graduate of this program. The responses were again very positive with 70% reporting they would be very interested and 92% report they would be at least somewhat interested.

Business Analytics - M.S.

College College of Business Administration

Department Department of Management and Information Systems
Room A432, Business Administration Building
E-mail: mis@kent.edu
Tel: 330-672-2750
Fax: 330-672-2953
Web: http://business.kent.edu/departments/management-and-information-systems

Description The Master of Science degree in Business Analytics is for those interested in turning data into meaningful information that a business can use to improve its competitive advantage. The Business Analytics program is an amalgamation of curricula in business analysis and other disciplines, and provides excellent preparation for analytics careers in banking, healthcare, retail markets, manufacturing, finance and the public sector, among others. The program also incorporates communications, decision-making and leadership through case analysis projects and internship opportunities.

Courses in the program are designed to achieve a balance between the technologies, analytical methods, and the business and personal acumen needed in order to effectively implement analytical methods and interpret, communicate, and act on the results. This “Three-Foci Model” of the program—information and data management, data analysis, and decision-making and leadership—strives to strike a balance between providing students with a firm grasp of the most important analytical techniques along with the general business knowledge to lead teams and make decisions. Graduates of the program understand and are ready to implement, interpret and communicate business analytical methods in a variety of realistic business contexts.

Admission Requirements Students entering the program will be expected to have completed a bachelor’s degree in science, technology, engineering, mathematics or business where they would have gained the requisite backgrounds in statistics, mathematics, information systems and business required for the program. At a minimum, students should have general knowledge of inferential statistics, adequate general business knowledge, basic knowledge of business information systems and technologies, and a solid understanding of algebra and general mathematics with some exposure to calculus.

- Students who have not passed at least an undergraduate course (B minimum grade) that has substantial coverage of inferential statistics cannot be admitted into the program. Such students may fulfill that requirement by taking the graduate course MIS 64005 Statistics for Management before they may be considered for admission.
- Students must have completed at least 3 credit hours of mathematics that includes linear algebra (B minimum grade) before they can be admitted into the program. Deficiencies in mathematics must be met with appropriate undergraduate course(s) (such as MATH 21001 Linear Algebra with Applications).
- Deficiencies in business information systems and technologies, as well as partial fulfillment of the business knowledge requirement, can be obtained by taking the graduate course MIS 64042 Globalization and Technology Strategy.
- Students who have at least three years of experience working in industry may have the academic business requirement waved.
- Students entering without any business coursework or experience can fulfill that requirement by taking the undergraduate course MIS 24163 Principles of Management and/or the graduate course MIS 64158 Leadership and Managerial Assessment.
- Students must complete these requirements before they start on the related program curriculum. The Business Analytics program director may consider concurrent enrollment according to the strength of the student’s baccalaureate curriculum and preparedness, and the courses proposed to take concurrently with the prerequisite courses.

Students who have met these requirements may apply for admission into the program by submitting the following:

- A current résumé and three letters of recommendation.
- An official transcript(s) of all undergraduate coursework with proof of bachelor’s degree from the graduating institution and a minimum 3.000 overall GPA.
- An official GMAT report with minimum 500 overall (40th percentile in verbal and 60th percentile in quantitative sections minimum) or the GRE; and.
- A goal statement explaining why the student is pursuing this degree and her/his plans for it.
- Results from a TOEFL, if applicable. TOEFL may be waived for applicants who completed their bachelor’s degree in the United States or an English-speaking country.

Please refer to the university policy for graduate admission.

Graduation Requirements

The Business Analytics program requires the successful completion of a minimum of 30 semester hours of coursework that includes a capstone project. The 30 credits are comprised of 24 hours of required courses and 6 hours of elective courses that give students the flexibility to explore their special interests in analytics.

Program Learning Outcomes

Graduates of the program will be able to:

1. Develop proficiencies in the framing of both the business problem and the analytics problem.
2. Provide leadership and decision-making abilities using analytics tools in different business contexts throughout the model lifecycle.
3. Develop competencies in identifying data needs and sources, data acquisition and the cleaning and refining of data for analytical processing.
4. Develop competencies in analytical model selection, software selection and model building.
5. Develop competencies in deploying, validating and interpreting analytical solutions.
6. Develop competencies in problem-solving skills and effective verbal and written communications of results to diverse audiences.

Accreditation

The Association to Advance Collegiate Schools of Business (AACSB), International

Business Analytics - M.S. Program Requirements

	PROGRAM REQUIREMENTS (30 credits)			
	Course		**Title**	**Credits**
	CS	63015	Data Mining Techniques	3
new	CS	63016	Big Data Analytics	3
revised	MIS	64018	Quantitative Management Modeling	3
new	MIS	64036	Business Analytics	3
new	MIS	64037	Advanced Data Mining and Predictive Analytics	3
new	MIS	64038	Analytics in Practice	3
revised	MIS	64082	Database Management and Database Analytics	3
new	MIS	64098	Capstone Project in Business Analytics	3
	Major Electives, choose from the following:			6
	DSCI	61010	Enterprise Architecture (3)	
	DSCI	64210	Data Science (3)	
	ECON	62054	Econometrics I (3)	
revised	IAKM	60370	Semantic Analysis Methods and Technologies (3)	
revised	IAKM	60411	Clinical Analytics (3)	
revised	MIS	64011	Systems Simulation (3)	
revised	MIS	64028	Global Supply Chain Business Models (3)	
revised	MIS	64160	Leadership and Organizational Change (3)	
new	MIS	64092	Internship in Business Analytics (3)	
	MKTG	65057	Marketing Research (3)	
			MINIMUM TOTAL	**30**

NOTE: The 30 credit hours assume that a student does not have any unmet requirements she/he needs to be successful in the program. The Business Analytics program coordinator may make further determination of a student's preparedness for the program and what prerequisite courses, if any, may be required.

Name: Onyebuchi Felix Offodile

Submission Date: 3/23/2015

Organization: Management & Information Systems

Course Catalog Update

<< Go back to Course Catalog Update form

Print

Course Catalog Update Information:

STU0004

Reference Number: CCU008470

Date: 19-FEB-15

Level: 1.00 **of** 2.00

Currently On The Worklist Of: Onyebuchi Offodile, foffodil

Owner: Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

Basic Course Data		
Change type: Revise		
Faculty member submitting this proposal: Alan Brandyberry		
Requested Effective Term: 201580		
Campus: Kent		
College: BU-Business Administration and Graduate School of Management		
Department: MIS-Management and Information Systems		
Course Subject: MIS-Management and Information Systems		
New Course Subject: MIS-Management and Information Systems		
Course Number: 64018		
New Course Number:		
Course Title: QUANTITATIVE MANAGEMENT MODELING		
Title Abbreviation: QUANT MANAGEMENT MODELING		
Slash Course and Cross-list Information: MIS 64018 + MIS 74018		
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: Advanced techniques including interior-point methods in linear programming; branch-and-bound and cutting-plane methods; traveling salesman and knapsack models in integer programming. Prerequisite: graduate standing.		
Catalog Description (edited): A variety of optimization and heuristic modeling techniques are explored. Decision-making environments, model selection, and interpretation are emphasized. Various linear and nonlinear mathematical programming techniques are the primary topic but are supplemented with other optimization and heuristic techniques.		
Prerequisites (edited): Graduate Standing		
Corequisites (edited):		

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
3	Decision Analysis
2	Model Selection
6	Linear Programming
5	Dual Simplex Method, Parametric LP, Interior Point Methods
4	Transportation and Assignment
4	Integer and Goal Programming
5	Network Optimization
4	Dynamic Programming
6	Nonlinear Programming
6	Metaheuristics: Simulated Annealing, Tabu Search, Genetic Algorithms

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Example: Introduction to Operations Research, 10th Edition ISBN-13: 9780073523453 Author(s): Hillier, Frederick

Writing Expectations: Students will write analysis reports.

Instructor(s) expected to teach: Brandyberry, Shanker, Guiffrida, others

Instructor(s) contributing to content: Alan Brandyberry

Proposal Summary

Explain the purpose for this proposal:

Part of a new proposed MS in Business Analytics

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

No effect is anticipated.

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

None.

Explain how this proposal affects enrollment and staffing:

Current staff have the expertise to teach this course.

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

In the context of a current MS proposal, this has been discussed with representatives of the college's departments, DSCI, SLIS, IAKM, CS.

Revisions made to form (if applicable):

- [x] Course Content
- [ ] Credit by Exam
- [ ] Credit Hours
- [ ] Cross-Listed / Slash
- [x] Description
- [ ] Diversity
- [ ] Grade Rule
- [ ] Liberal Education Requirement (LER)
- [ ] Number
- [x] Prerequisites
- [ ] Schedule Type
- [ ] Subject
- [x] Title
- [x] Title Abbreviation
- [ ] Writing-Intensive (WIC)
- [ ] Other

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Name: Onyebuchi Felix Offodile

Submission Date: 3/23/2015

Organization: Management & Information Systems

Course Catalog Update

<< Go back to Course Catalog Update form

Print

Course Catalog Update Information:

STU0004

Reference Number: CCU008563

Date: 18-MAR-15

Level: 1.00 **of** 2.00

Currently On The Worklist Of: Onyebuchi Offodile, foffodil

Owner: Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

Basic Course Data		
Change type: Revise		
Faculty member submitting this proposal: Alan Brandyberry		
Requested Effective Term: 201580		
Campus: Kent		
College: BU-Business Administration and Graduate School of Management		
Department: MIS-Management and Information Systems		
Course Subject: MIS-Management and Information Systems		
New Course Subject:		
Course Number: 74018		
New Course Number:		
Course Title: QUANTITATIVE MANAGEMENT MODELING		
Title Abbreviation: QUANT MANAGEMENT MODELING		
Slash Course and Cross-list Information: MIS 64018 + MIS 74018		
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: Advanced techniques including interior-point methods in linear programming;branch-and-bound and cutting-plane methods; traveling salesman and knapsack models in integer programming. Prerequisite: doctoral standing.		
Catalog Description (edited): A variety of optimization and heuristic modeling techniques are explored. Decision-making environments, model selection, and interpretation are emphasized. Various linear and nonlinear mathematical programming techniques are the primary topic but are supplemented with other optimization and heuristic techniques.		
Prerequisites (edited): Graduate Standing.		
Corequisites (edited):		

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
3	Decision Analysis
2	Model Selection
6	Linear Programming
5	Dual Simplex Method, Parametric LP, Interior Point Methods
4	Transportation and Assignment
4	Integer and Goal Programming
5	Network Optimization
4	Dynamic Programming
6	Nonlinear Programming
6	Metaheuristics: Simulated Annealing, Tabu Search, Genetic Algorithms

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Example: Introduction to Operations Research, 10th Edition ISBN-13: 9780073523453 Author(s): Hillier, Frederick

Writing Expectations: Students will write analysis reports.

Instructor(s) expected to teach: Brandyberry, Shanker, Guiffrida, others

Instructor(s) contributing to content: Alan Brandyberry

Proposal Summary

Explain the purpose for this proposal:

Part of a new proposed MS in Business Analytics

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

No effect is anticipated.

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

None.

Explain how this proposal affects enrollment and staffing:

Current staff have the expertise to teach this course.

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

In the context of a current MS proposal, this has been discussed with representatives of the college's departments, DSCI, SLIS, IAKM, CS.

Revisions made to form (if applicable):

- [x] Course Content
- [ ] Credit by Exam
- [ ] Credit Hours
- [ ] Cross-Listed / Slash
- [x] Description
- [ ] Diversity
- [ ] Grade Rule
- [ ] Liberal Education Requirement (LER)
- [ ] Number
- [x] Prerequisites
- [ ] Schedule Type
- [ ] Subject
- [x] Title
- [x] Title Abbreviation
- [ ] Writing-Intensive (WIC)
- [ ] Other

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Name: Onyebuchi Felix Offodile

Submission Date: 3/23/2015

Organization: Management & Information Systems

Course Catalog Update

<< Go back to Course Catalog Update form

Print

Course Catalog Update Information:

STU0004

Reference Number: CCU008466

Date: 19-FEB-15

Level: 1.00 **of** 2.00

Currently On The Worklist Of: Onyebuchi Offodile, foffodil

Owner: Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

Basic Course Data		
Change type: Establish		
Faculty member submitting this proposal: Alan Brandyberry		
Requested Effective Term: 201580		
Campus: Kent		
College: BU-Business Administration and Graduate School of Management		
Department: MIS-Management and Information Systems		
Course Subject: MIS-Management and Information Systems		
Course Number: 64036		
Course Title: BUSINESS ANALYTICS		
Title Abbreviation: BUSINESS ANALYTICS		
Slash Course and Cross-list Information:		
Credit Hours		
Minimum Credit/Maximum Credit: 3 to 3		
Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3		
Contact Hours: Lab - Minimum Hours/Maximum Hours:		
Contact Hours: Other - Minimum Hours/Maximum Hours:		
Attributes		
Is this course part of the LER, WIC or Diversity requirements: No		
If yes, course attributes: 1. 2. 3.		
Can this course be repeated for credit: No Repeat	**Course Limit:**	**OR Maximum Hours:**
Course Level: Graduate	**Grade Rule:** B-Standard letter	
Rationale for an IP grade request for this course (if applicable):		
Schedule Type(s): 1. LEC-Lecture 2. 3.		
Credit by Exam: N-Credit by exam-not approved		
Prerequisites & Descriptions		
Current Prerequisite/Corequisite/Catalog Description:		
Catalog Description (edited): This course provides an overview of business analytics and its appropriate applications in various industries and functional areas. Critical thinking, problem definition, problem solving, effective communication, and leadership are emphasized. Methods such as data visualization and descriptive, predictive, and prescriptive analytics are covered from a broad perspective. This course is applied, hands-on, and case-based. Cases emphasize the communication of quantitative solutions to laypeople and required leadership during decision-making and implementation stages.		
Prerequisites (edited): Graduate Standing.		
Corequisites (edited):		
Registration is by special approval only: No		
Content Information		

Content Outline:

Content Hours per Course Topic	Topic Description
1	Introduction
6	Analytics: Strategic and Managerial Perspectives
2	History and Scope of Analytics
4	Problem Solving and Decision Making
2	Leadership and Communication
3	Data and Business Decisions
3	Intro to Data Visualization
6	Intro to Descriptive Analytics
6	Intro to Predictive Analytics
6	Intro to Prescriptive Analytics
6	Integrative Case

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: examples: (1) Laursen. Business Analytics for Managers. Wiley (2010); (2) Evans. Business Analytics: Methods, Models, Decisions. Pearson (2012).

Writing Expectations: Students will write analysis reports.

Instructor(s) expected to teach: Brandyberry and Others

Instructor(s) contributing to content: Alan Brandyberry

Proposal Summary

Explain the purpose for this proposal:

Part of a new proposed MS in Business Analytics

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

No effects except the addition of a new course

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

None.

Explain how this proposal affects enrollment and staffing:

Current staff have the expertise to teach this course.

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

In the context of a current MS proposal, this has been discussed with representatives of the college's departments, DSCI, SLIS, IAKM, CS.

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Approve | Return To Initiator | Deny

Comments:

Date	User	Comment

Name: Onyebuchi Felix Offodile

Submission Date: 3/23/2015

Organization: Management & Information Systems

Course Catalog Update

<< Go back to Course Catalog Update form

Print

Course Catalog Update Information:

STU0004

Reference Number: CCU008468

Date: 19-FEB-15

Level: 1.00 **of** 2.00

Currently On The Worklist Of: Onyebuchi Offodile, foffodil

Owner: Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

Basic Course Data		
Change type: Establish		
Faculty member submitting this proposal: Alan Brandyberry		
Requested Effective Term: 201580		
Campus: Kent		
College: BU-Business Administration and Graduate School of Management		
Department: MIS-Management and Information Systems		
Course Subject: MIS-Management and Information Systems		
Course Number: 64037		
Course Title: ADVANCED DATA MINING AND PREDICTIVE ANALYTICS		
Title Abbreviation: ADV DATA MINING AND ANALYTICS		
Slash Course and Cross-list Information:		
Credit Hours		
Minimum Credit/Maximum Credit: 3 to 3		
Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3		
Contact Hours: Lab - Minimum Hours/Maximum Hours:		
Contact Hours: Other - Minimum Hours/Maximum Hours:		
Attributes		
Is this course part of the LER, WIC or Diversity requirements: No		
If yes, course attributes: 1. 2. 3.		
Can this course be repeated for credit: No Repeat	**Course Limit:**	**OR Maximum Hours:**
Course Level: Graduate	**Grade Rule:** B-Standard letter	
Rationale for an IP grade request for this course (if applicable):		
Schedule Type(s): 1. LEC-Lecture 2. 3.		
Credit by Exam: N-Credit by exam-not approved		
Prerequisites & Descriptions		
Current Prerequisite/Corequisite/Catalog Description:		
Catalog Description (edited): This course extends the coverage of data mining and predictive analytics. Topics will focus on the applied use of these techniques in realistic settings. Statistical and machine learning techniques will be covered.		
Prerequisites (edited): MIS 64036, MIS 64082, CS 63015, and Graduate Standing		
Corequisites (edited):		
Registration is by special approval only: No		
Content Information		
Content Outline:		
Content Hours		

per Course Topic	Topic Description
3	Getting to know your data, advanced data preprocessing
3	Problem selection and specification
3	Advanced data visualization
6	Neural Networks, Multilayer Perceptron (MLP), Radial basis functions
3	k-nearest neighbors
3	Support vector machines
4	Geospatial predictive modeling
3	Local polynomial regression
4	Multinominal logistic regression
4	Dimension reduction: factor analysis
5	Survival analysis
4	Other selected techniques. New or emerging techniques.

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Textbook examples: (1) Ledolter, Data Mining and Business Analytics with R, Wiley, (2013) ISBN:9781118447147 (2) Han, Kamber, Pei, Data Mining: Concepts and Techniques, 3rd Edition, Elsevier, (2012), ISBN:978-0-12-381479-1

Writing Expectations: Students will write analysis reports.

Instructor(s) expected to teach: Shanker, Guiffrida, Brandyberry, others

Instructor(s) contributing to content: Alan Brandyberry

Proposal Summary

Explain the purpose for this proposal:

Part of a new proposed MS in Business Analytics

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

No effects except the addition of a new course and concentration option.

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

None.

Explain how this proposal affects enrollment and staffing:

Current staff have the expertise to teach this course.

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

In the context of a current MS proposal, this has been discussed with representatives of the college's departments, DSCI, SLIS, IAKM, CS.

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Approve | Return To Initiator | Deny

Name: Onyebuchi Felix Offodile

Submission Date: 3/23/2015

Organization: Management & Information Systems

Course Catalog Update

<< Go back to Course Catalog Update form

Print

Course Catalog Update Information:

STU0004

Reference Number: CCU008467

Date: 19-FEB-15

Level: 1.00 **of** 2.00

Currently On The Worklist Of: Onyebuchi Offodile, foffodil

Owner: Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

Basic Course Data		
Change type: Establish		
Faculty member submitting this proposal: Alan Brandyberry		
Requested Effective Term: 201580		
Campus: Kent		
College: BU-Business Administration and Graduate School of Management		
Department: MIS-Management and Information Systems		
Course Subject: MIS-Management and Information Systems		
Course Number: 64038		
Course Title: ANALYTICS IN PRACTICE		
Title Abbreviation: ANALYTICS IN PRACTICE		
Slash Course and Cross-list Information:		
Credit Hours		
Minimum Credit/Maximum Credit: 3 to 3		
Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3		
Contact Hours: Lab - Minimum Hours/Maximum Hours:		
Contact Hours: Other - Minimum Hours/Maximum Hours:		
Attributes		
Is this course part of the LER, WIC or Diversity requirements: No		
If yes, course attributes: 1. 2. 3.		
Can this course be repeated for credit: No Repeat	**Course Limit:**	**OR Maximum Hours:**
Course Level: Graduate	**Grade Rule:** B-Standard letter	
Rationale for an IP grade request for this course (if applicable):		
Schedule Type(s): 1. LEC-Lecture 2. 3.		
Credit by Exam: N-Credit by exam-not approved		
Prerequisites & Descriptions		
Current Prerequisite/Corequisite/Catalog Description:		
Catalog Description (edited): This course focuses on supporting techniques and managerial and professional skills necessary to being an effective business analyst. Other topics include project management, requirements analysis, change management, team dynamics, leadership, ethics, and effective communication between all stakeholders.		
Prerequisites (edited): MIS 64036, MIS 64082, CS 63015, and Graduate Standing.		
Corequisites (edited):		
Registration is by special approval only: No		
Content Information		
Content Outline:		

Content Hours per Course Topic	Topic Description
4	Ethics and Social Responsibility
6	Project Management
9	Analytic Problem Life Cycle (Problem Identification, Requirements Analysis, Problem Design, Implementation, Deployment, Review)
5	Decision-Making and Problem Solving
3	Pareto Analysis
3	Negotiation and Persuasion Skills
6	Leadership and Team Dynamics
4	Communicating to Stakeholders
5	Change Management

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Delivering Business Analytics: Practical Guidelines for Best Practice. February 26, 2013 by Evan Stubbs (Author). Publisher: Wiley; 1 edition (February 26, 2013) ISBN-10: 1118370562 ISBN-13: 978-1118370568

Writing Expectations: Students will write essays on exams and will write analysis reports

Instructor(s) expected to teach: Arikan, Brandyberry, Others

Instructor(s) contributing to content: Alan Brandyberry

Proposal Summary

Explain the purpose for this proposal:

Part of a new proposed MS in Business Analytics

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

No effects except the addition of a new course.

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

None.

Explain how this proposal affects enrollment and staffing:

Current staff have the expertise to teach this course.

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

In the context of a current MS proposal, this has been discussed with representatives of the college's departments, DSCI, SLIS, IAKM, CS.

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Approve | Return To Initiator | Deny

Comments:

Date	User	Comment
		No comments available.

Name: Onyebuchi Felix Offodile

Submission Date: 3/23/2015

Organization: Management & Information Systems

Course Catalog Update

<< Go back to Course Catalog Update form

Print

Course Catalog Update Information:

STU0004

Reference Number: CCU008465

Date: 19-FEB-15

Level: 1.00 **of** 2.00

Currently On The Worklist Of: Onyebuchi Offodile, foffodil

Owner: Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

Basic Course Data		
Change type: Revise		
Faculty member submitting this proposal: Alan Brandyberry		
Requested Effective Term: 201580		
Campus: Kent		
College: BU-Business Administration and Graduate School of Management		
Department: MIS-Management and Information Systems		
Course Subject: MIS-Management and Information Systems		
New Course Subject:		
Course Number: 64082		
New Course Number:		
Course Title: DATABASE MANAGEMENT AND DATABASE ANALYTICS		
Title Abbreviation: DATABASE MANAGEMENT/ANALYTICS		
Slash Course and Cross-list Information: MIS 64082 + MIS 74082		
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: In-depth investigation of intelligent database management systems in support of business decision making. An understanding of relational databases is assumed. Object-oriented and semantic database will be explored. Prerequisite: graduate standing and special approval.		
Catalog Description (edited): The design, implementation and management of database management systems within organizations are studied from an applied perspective. Additional emphases include data warehousing, structured query language for analytics, and introductions to NoSQL databases and big data analytics.		
Prerequisites (edited): Graduate Standing.		
Corequisites (edited):		

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
10	Structured Query Language - Data Manipulation Language (SQL-DML)
5	The Relational Model and Normalization
6	Data Modeling
4	Transforming Logical Models to Database Designs
6	Structured Query Language - Data Definition Language (SQL-DDL)
3	Managing Multiuser Databases
5	Big Data, NoSQL, Data Warehouses, and Business Intelligence Systems
6	Advanced Structured Query Language for Analytics

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Examples: (1) Kroenke, Auer, Database Processing 2014. (2) Oracle Database and Data warehousing Guide (Web): SQL for Analysis and Reporting; SQL for Aggregation in Data Warehouses; SQL for Pattern Matching; SQL for Modeling; Advanced Analytical SQL

Writing Expectations: Students will write analysis reports.

Instructor(s) expected to teach: Alan Brandyberry, Greta Polites, Dong-Heon (Austin) Kwak

Instructor(s) contributing to content: Alan Brandyberry

Proposal Summary

Explain the purpose for this proposal:

Revision is primarily to make this course relevant as both a standard Database Management Systems course and as an introductory Business Analytics course. The course will also benefit students and programs needing either standard database coverage. Also, the addition of analytic content is a natural update to the general topic of data management and databases.

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

No effects are anticipated.

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

None.

Explain how this proposal affects enrollment and staffing:

Current staffing served the previous version of this course and the same staff (and others) can easily incorporate the new topics.

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

In the context of a current MS proposal, this has been discussed with representatives of the college's departments, DSCI, SLIS, IAKM, CS.

Revisions made to form (if applicable):

- [x] Course Content
- [ ] Credit by Exam
- [ ] Credit Hours
- [ ] Cross-Listed / Slash
- [x] Description
- [ ] Diversity
- [ ] Grade Rule
- [ ] Number
- [ ] Prerequisites
- [ ] Schedule Type
- [ ] Subject
- [x] Title
- [x] Title Abbreviation
- [ ] Writing-Intensive (WIC)

Name: Onyebuchi Felix Offodile

Submission Date: 3/23/2015

Organization: Management & Information Systems

Course Catalog Update

<< Go back to Course Catalog Update form

Print

Course Catalog Update Information:

STU0004

Reference Number: CCU008562

Date: 18-MAR-15

Level: 1.00 **of** 2.00

Currently On The Worklist Of: Onyebuchi Offodile, foffodil

Owner: Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

Basic Course Data		
Change type: Revise		
Faculty member submitting this proposal:		
Requested Effective Term: 201580		
Campus: Kent		
College: BU-Business Administration and Graduate School of Management		
Department: MIS-Management and Information Systems		
Course Subject: MIS-Management and Information Systems		
New Course Subject:		
Course Number: 74082		
New Course Number:		
Course Title: DATABASE MANAGEMENT AND DATABASE ANALYTICS		
Title Abbreviation: DB MANAGEMENT/ANALYTICS		
Slash Course and Cross-list Information: MIS 64082 + MIS 74082		
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: In-depth investigation of intelligent database management systems in support of business decision making. An understanding of relational databases is assumed. Object oriented and semantic database will be explored. Prerequisite: doctoral standing and special approval.		
Catalog Description (edited): The design, implementation and management of database management systems within organizations are studied from an applied perspective. Additional emphases include data warehousing, structured query language for analytics, and introductions to NoSQL databases and big data analytics.		
Prerequisites (edited): Graduate Standing		
Corequisites (edited):		

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
10	Structured Query Language - Data Manipulation Language (SQL-DML)
5	The Relational Model and Normalization
6	Data Modeling
4	Transforming Logical Models to Database Designs.
6	Structured Query Language - Data Definition Language (SQL-DDL)
3	Managing Multiuser Databases
5	Big Data, NoSQL, Data Warehouses, and Business Intelligence Systems
6	Advanced Structured Query Language for Analytics

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Examples: (1) Kroenke, Auer, Database Processing 2014. (2) Oracle Database and Data warehousing Guide (Web): SQL for Analysis and Reporting; SQL for Aggregation in Data Warehouses; SQL for Pattern Matching; SQL for Modeling; Advanced Analytical SQL

Writing Expectations: Students will write analysis reports.

Instructor(s) expected to teach: Alan Brandyberry, Greta Polites, Dong-Heon (Austin) Kwak

Instructor(s) contributing to content: Alan Brandyberry

Proposal Summary

Explain the purpose for this proposal:

Revision is primarily to make this course relevant as both a standard Database Management Systems course and as an introductory Business Analytics course. The course will also benefit students and programs needing either standard database coverage. Also, the addition of analytic content is a natural update to the general topic of data management and databases.

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

No effects are anticipated.

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

None.

Explain how this proposal affects enrollment and staffing:

Current staffing served the previous version of this course and the same staff (and others) can easily incorporate the new topics.

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

In the context of a current MS proposal, this has been discussed with representatives of the college's departments, DSCI, SLIS, IAKM, CS.

Revisions made to form (if applicable):

- [x] Course Content
- [ ] Number
- [ ] Credit by Exam
- [ ] Prerequisites
- [ ] Credit Hours
- [ ] Schedule Type
- [ ] Cross-Listed / Slash
- [ ] Subject
- [x] Description
- [x] Title
- [ ] Diversity
- [x] Title Abbreviation
- [ ] Grade Rule
- [ ] Writing-Intensive (WIC)

Name: Onyebuchi Felix Offodile

Submission Date: 3/23/2015

Organization: Management & Information Systems

Course Catalog Update

<< Go back to Course Catalog Update form

Print

Course Catalog Update Information:

STU0004

Reference Number: CCU008481

Date: 26-FEB-15

Level: 1.00 **of** 2.00

Currently On The Worklist Of: Onyebuchi Offodile, foffodil

Owner: Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

Basic Course Data		
Change type: Establish		
Faculty member submitting this proposal: Alan Brandyberry		
Requested Effective Term: 201580		
Campus: Kent		
College: BU-Business Administration and Graduate School of Management		
Department: MIS-Management and Information Systems		
Course Subject: MIS-Management and Information Systems		
Course Number: 64092		
Course Title: Internship in Business Analytics		
Title Abbreviation: Business Analytics 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: Graduate	**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 supervised field experience at a cooperating organization. Requires regular contact with instructor and preparation of an internship report connecting academic coursework to on-the-job experiences.		
Prerequisites (edited): Graduate standing and special approval.		
Corequisites (edited):		
Registration is by special approval only: Yes		
Content Information		
Content Outline:		
Content Hours		

per Course Topic	Topic Description
3	Introduction to Internship and Requirements
3	Identification and approval of Internship projects; and internship outline
3	Business cultures and professional etiquette.
100	Internship execution and solution delivery. Work logs, report, hours worked in internship.
100	Relating and interfacing with organizations and understanding their cultures.
60	Results analyses and delivery technologies.
6	Internship Report and Presentation for evaluation.

Display/Hide Delimited Course Outline

Total Contact Hours: 275

Textbook(s) used in this course: None

Writing Expectations: Students write a final report and submit work logs.

Instructor(s) expected to teach: All MSBA faculty

Instructor(s) contributing to content: Alan Brandyberry

Proposal Summary

Explain the purpose for this proposal:

Part of a new proposed MS in Business Analytics

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

No effects except the addition of a new course.

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

None.

Explain how this proposal affects enrollment and staffing:

Current staff have the expertise to teach this course.

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

In the context of a current MS proposal, this has been discussed with representatives of the college's departments, DSCI, SLIS, IAKM, CS.

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Approve | Return To Initiator | Deny

Comments:

Name: Onyebuchi Felix Offodile

Submission Date: 3/23/2015

Organization: Management & Information Systems

Course Catalog Update

<< Go back to Course Catalog Update form

Print

Course Catalog Update Information:

STU0004

Reference Number: CCU008469

Date: 19-FEB-15

Level: 1.00 **of** 2.00

Currently On The Worklist Of: Onyebuchi Offodile, foffodil

Owner: Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

Basic Course Data		
Change type: Establish		
Faculty member submitting this proposal: Alan Brandyberry		
Requested Effective Term: 201580		
Campus: Kent		
College: BU-Business Administration and Graduate School of Management		
Department: MIS-Management and Information Systems		
Course Subject: MIS-Management and Information Systems		
Course Number: 64098		
Course Title: CAPSTONE PROJECT IN BUSINESS ANALYTICS		
Title Abbreviation: CAPSTONE PROJECT IN ANALYTICS		
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: Graduate	**Grade Rule:** C-Standard letter-in progress (IP)	
Rationale for an IP grade request for this course (if applicable): Allows students to work on large projects that take longer than one semester to complete.		
Schedule Type(s): 1. MPR-Masters Project 2. 3.		
Credit by Exam: N-Credit by exam-not approved		
Prerequisites & Descriptions		
Current Prerequisite/Corequisite/Catalog Description:		
Catalog Description (edited): In this culminating project, students draw on the breadth and depth of the curriculum to address an industry supplied problem individually or in small teams. Projects will explore prescriptive analytics as is appropriate to their design project.		
Prerequisites (edited): MIS 64036, MIS 64082, CS 63015, Special Approval, and Graduate Standing.		
Corequisites (edited):		
Registration is by special approval only: Yes		
Content Information		

Content Outline:

Content Hours per Course Topic	Topic Description
45	Planning and implementation of the capstone project.

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: none

Writing Expectations: Students will write capstone project analysis reports.

Instructor(s) expected to teach: All MSBA faculty

Instructor(s) contributing to content: Alan Brandyberry

Proposal Summary

Explain the purpose for this proposal:

Part of a new proposed MS in Business Analytics

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

No effects except the addition of a new course.

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

None.

Explain how this proposal affects enrollment and staffing:

Current staff have the expertise to teach this course.

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

In the context of a current MS proposal, this has been discussed with representatives of the college's departments, DSCI, SLIS, IAKM, CS.

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Approve | Return To Initiator | Deny

Comments:

Date	User	Comment
		No comments available.

History:

Date	User	Status
2/19/2015	Alan A Brandyberry	Initially Saved As Draft

Name: Onyebuchi Felix Offodile

Submission Date: 3/23/2015

Organization: Management & Information Systems

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU008546 **Date:** 16-MAR-15

Level: 2.00 **of** 2.00 **Currently On The Worklist Of:** Mary Haley, mhaley

Owner: Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: Arden Ruttan

Requested Effective Term: 201580

Campus: Kent

College: AS-Arts and Sciences

Department: CS-Computer Science

Course Subject: CS-Computer Science

Course Number: 63016

Course Title: Big Data Analytics

Title Abbreviation: Data Analytics

Slash Course and Cross-list Information: 73016

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: 3 to

Contact Hours: Other - Minimum Hours/Maximum Hours: 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: Graduate	**Grade Rule:** B-Standard letter	

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

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

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

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): This course will introduce the state-of-arts computing platforms with the focus on how to utilize them in processing (managing and analyzing) massive datasets. The course will utilize several key data processing tasks, including simple statistics, data aggregation, join processing, frequent pattern mining, data clustering, information retrieval, pagerank, and massive graph analytics as the case study for large scale data processing.

Prerequisites (edited): Graduate Standing

Corequisites (edited): None

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours	Topic Description

per Course Topic	
3	Basic Statistics
5	Sampling
5	Exploratory Data Analysis with existing software tools.
5	OLAP analysis
5	Association Rule
6	Classification
6	Clustering
6	Graph Mining
7	Feature Selection, Dimension Reduction

Display/Hide Delimited Course Outline

Total Contact Hours: 48

Textbook(s) used in this course: None, due to the volatile nature of the material

Writing Expectations: Programs, exams, papers.

Instructor(s) expected to teach: Ruoming Jin

Instructor(s) contributing to content: Ruoming Jin

Proposal Summary

Explain the purpose for this proposal:

To provide a course on this important new area.

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

This course will provide an elective for students to take

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

This course will be available for other area such as business analytical to take.

Explain how this proposal affects enrollment and staffing:

Similar courses have been offered regularly as special topics courses. This course will be offered in lieu of one of those courses

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

Department of Management and Information Systems

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
3/16/2015	Arden G. Ruttan	No comments available.

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 Master of Science in Business Analytics (MSBA)

Appendix B: Letters of Support

Date: _____

KENT STATE UNIVERSITY

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Appendix B: Letters of Support

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Appendix B: External Letters of Support

RE: Kent State University - Master of Science in Business Analytics proposal

Countryman, Tom <Tom.Countryman@davey.com>

You replied to this message on 2/3/2015 8:47 AM.

Sent: Mon 2/2/2015 11:09 AM

To: OFFODILE, O. FELIX

Felix—

I have finally read through the MSBA program you provided. I honestly do not have any further input. The one thing I was worried about when I began reading it was that it was not going to have enough focus on "How do you know what questions to ask from the data?". I was very glad to see the Decision-Making and Leadership section inclusion to address my concerns.

I think it looks like a GREAT Degree. Anyone obtaining this degree will be ready for a lifetime of employment possibilities and many interesting discoveries.

I wish you good luck!

Tom

RE: Kent State - Master of Science in Business Analytics proposal

Jason Katz <jkatz@host.net>

You replied to this message on 2/22/2015 11:56 AM.

Sent: Fri 2/20/2015 11:53 AM
To: OFFODILE, O. FELIX
Cc: Spake, Deborah

Dr. Offodile,

I wanted to follow up & give you some feedback on the MSBA proposal. Let me first say that I truly believe Kent State will be extremely successful with this program. Every day we see more and more applications where this level of expertise is required. As a multi site Datacenter providing Colocation, Cloud and Connectivity we see our Enterprise customers accumulating more and more data & anxious to have the ability to access the data readily. They are looking for the "priceless" individuals that you refer to.

I think the thought process and flow in the proposal as well as the curriculum is spot on. I like the elective course options; giving the student a chance to choose industry specific areas to concentrate on. I think the ability to directly interface with software applicable in real world situations also is a huge plus.

One area I might suggest further stressing is individuals completing this program will be equipped to provide companies with competitive advantages in supply chains, inventory planning and pricing models giving local Ohio companies a global competitive advantage. As an additional note I don't know if you've given any thought to having a qualified executive from a local business lecture for an elective course, i.e. a real world application or potential applications thereby stimulating thought.

As a side note, interestingly enough as of late I have seen a lot of news promoting Cleveland and Pittsburgh as the new "tech hubs" of the Northeast. I can only imagine that if that's the image being portrayed then it will positively affect enrolment.

It was a pleasure meeting Deborah and If there is any additional help I provide please do not hesitate to reach out.

Best,

Jason

Jason Katz, CPA
CFO
3500 NW Boca Raton Blvd.
Building 900
Boca Raton, Florida, 33431
Support: 561-869-6100 Option 2
Direct: 561-869-3364
Fax: 561-869-3321
Email: jkatz@host.net

RE: business analytics proposal - Kent State

James Field <JField@heinens.com>

You replied to this message on 2/23/2015 2:06 PM.

Sent: Mon 2/23/2015 1:38 PM
To: OFFODILE, O. FELIX
Cc: Spake, Deborah

I have read over your excellent proposal for Masters in Business Analytics. As someone who took an early version of this topic (Decision Sciences at Wharton in 1983) and as a practitioner of business analytics at Heinen's, this truly the 21st century discipline. Some thoughts:

- It is critical to keep the balance between the IDM, DA and DML. While it is good to know the software applications for data analysis, it is also easy to be more focused on the tools than the business results of the analysis. You want students to become artisans, not just a skilled laborers.
- While there are mentions of usage of actual data sets and projects with companies, I would suggest that the summer course be built around a real consulting project with a company. This would allow the students to truly apply their learnings and would be an impressive resume experience. The participating companies would be required to guarantee that:
  - They would have the Kent team working on a significant business opportunity.
  - The company would assign a high level sponsor with the authority to insure that the team has full access to needed information, and contacts across functions in the organization.
  - There would be an initial setup meeting, regular meetings to insure that the project was on track, and a final presentation with recommendations.
- I am impressed with the discussion of gleaning "meaningful information ...from natural and often imperfect data". In my analysis for price modeling, assortment decisions, and merchandising/consumer targeting, not only is the information often imperfect, but can actual be counter-intuitive. In the end, I am modelling human behavior, which can be illogical and not fit a linear (or even non-linear) model and yet can still be predictable. For example, a promotion will sell more at 2 for $5 vs. $2.49, even though the 2/$5 is a higher unit price. Customers buying more at a higher price is illogical but predictable. So as an analyst, I not only look to find relationships but also to explanation the why.

I would highly recommend to Kent State that they approve this PAP. I hope that Heinen's can work with this program in the future.

Regards

James Field

Category Management and Consumer Analytics
Heinen's, Inc
216-475-2300, ext 2238
4540 Richmond Road
Warrensville Heights, OH 44126

From: Dan Quigg [mailto:Dan.Quigg@publicinsightdata.com]
Sent: Friday, March 20, 2015 3:02 PM
To: OFFODILE, O. FELIX
Subject: RE: Kent State University - Master of Science--Business Analytics proposal

Hi Felix,

I reviewed the program document and think it is a nice mixture. It would have substantial applicability to the markets we serve. As a CPT and entrepreneur in business analytics, it certainly is an area that is underserved today and will continue to grow in importance and value. I am happy to be a supporter and a contributor to the program as it evolves.

I would suggest your consideration of the following:

1. I saw very little on visualization. It is one thing to analyze the data – it is another to explain it to others in a way that makes sense. This area is butchered all the time.
2. Seems like it is very high-end focused. SAP is a high-end ERP package. There are extensive mid-market analytic packages that you may want to introduce.
3. Suggest you maybe get a better balance of normalized data approaches vs. unstructured big data approaches. Seems kind of big-data oriented now but maybe I missed something.
4. There are tools for more of a mass audience that they should know – namely something like Tableau which is used as the tool of choice for many companies. Tableau offers a Public version that is free. This is a really good introductory tool to work with.
5. Not sure how much time you are spending on data construction, data design, but it seems to be light on my initial read.
6. Business analytics maybe should focus on what ERP elements are valuable to know.
7. You may want to consider looking at data in the public domain which is obviously our focus.

Dan Quigg

Chief Executive Officer
Public Insight
Dan.Quigg@publicinsightdata.com
www.publicinsightdata.com
Office: 330-656-9201
Cell: 440-317-0117

Appendix B: Internal Letters of Support

From: WALKER, ROBERT
Sent: Thursday, March 19, 2015 2:06 PM
To: OFFODILE, O. FELIX
Cc: PETI, SUSAN; WALKER, ROBERT
Subject: support for proposed Master of Science in Business Analytics

Dr. Offodile,

The School of Digital Sciences is pleased to offer our support for your proposed Master of Science in Business Analytics (MSBA).

Your proposed MSBA program seems very well crafted, fits a clear need, and nicely complements existing programs at Kent State University. In particular, it complements the Data Science concentration in our Master of Digital Sciences. Whereas our program takes a broad look, your program focusses on business needs, and whereas our program focusses on semantic and statistical analysis, your program focusses on data mining and optimization. Thus, the two programs seem to complement each other very well.

We look forward to your program being approved, to your students taking some of our courses as electives, and to our students taking some of your courses as electives.

Kind regards,

- bob

OFFODILE, O. FELIX

From: WALKER, ROBERT
Sent: Friday, August 29, 2014 10:58 AM
To: OFFODILE, O. FELIX
Cc: WALKER, ROBERT
Subject: proposed Master of Science in Business Analytics

Felix,

On behalf of the School of Digital Sciences, please accept this email as a preliminary statement of support for your proposed Master of Science in Business Analytics.

Based on the PDP and list of courses, this looks like a strong degree program that very nicely complements the Data Science concentration in our Master of Digital Sciences. Whereas our program takes a broad look, your program focusses on business needs, and whereas our program focusses on semantic and statistical analysis, your program focusses on data mining and optimization. Thus the two programs seem to complement each other nicely.

Assuming your PDP is approved by OBR, I would like to see the final proposal, including basic data sheets for the proposed new courses, sometime this fall. Then I will consult with our Interdisciplinary Curriculum Committee before sending a final statement of support.

- bob

==========
Robert A. Walker
rawalke1@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
==========

OFFODILE, O. FELIX

Subject: FW: MSBA proposal

Importance: High

From: FRUIT, JEFFREY
Sent: Wednesday, September 03, 2014 4:24 PM
To: OFFODILE, O. FELIX
Cc: LEBLANC, ANNMARIE; SALABA, ATHENA
Subject: FW: MSBA proposal
Importance: High

Hello Felix,

Below please find the SLIS review of the MSBA proposal. We are pleased to support the proposal and look forward to further discussion.

Best wishes,

jf

Jeff Fruit
Interim Director, School of Library and Information Science
Professor, School of Journalism and Mass Communication

email: jfruit@kent.edu
SLIS landline: 330.672.8535
JMC landline: 330.672.0890
SLIS web site: http://www.kent.edu/slis/index.cfm
JMC web site: http://www.kent.edu/jmc/index.cfm

OFFODILE, O. FELIX

Subject: FW: MSBA proposal

Importance: High

From: <SALABA>, ATHENA <asalaba@kent.edu>
Date: Tuesday, September 2, 2014 7:03 PM
To: Jeff Fruit <jfruit@kent.edu>
Subject: MSBA proposal

Jeff,

Based on feedback from the SLIS Curriculum Committee members and faculty teaching in related areas, we recommend the support of the proposed Master's of Science in Business Analytics.

Specifically, we see that some proposed courses can complement our health informatics offerings, especially in the area of predictive analytics, in which we currently offer one course: IAKM 60411 Clinical Analytics.

Similarly, we do not see any conflicts with our current knowledge management curriculum. Some of the business-focused courses that are critical for managing large sets of transactional and dynamic data, a primary focus of 'big data' today, can be considered for approved electives for the KM concentration, upon review of syllabi and instructor Cvs.

We would also like to recommend the following SLIS courses for consideration as possible electives for the proposed program:

- IAKM 60370 Semantic Analysis Methods, can meet the need for unstructured data analytics, complementing the structured data analytics covered by the proposed curriculum
- IAKM 60312 Business Intelligence - Competitive Intelligence
- IAKM 60411 Clinical Analytics

Thank you for forwarding the proposal and for seeking our feedback.

Athena
Athena Salaba, Ph.D.
Associate Professor & Associate Director
School of Library & Information Science, Kent State University
314 Library, PO Box 5190, Kent, OH 44242-0001
asalaba at kent.edu | 330-672-0023 | Fax 330-672-7965
www.kent.edu/slis

From: Javed I. Khan [mailto:javedkent@gmail.com]
Sent: Tuesday, September 23, 2014 1:23 PM
To: OFFODILE, O. FELIX; Javed I Khan; KHAN, JAVED
Cc: Kotila, Janet
Subject: Re: FW: Analytics program

Dear Felix,

We are supportive of the new Business Analytic MS program that will be use several CS courses. We see great opportunity to pursue collaborative development.

We wish you success.

Regards,

-Javed.

OFFODILE, O. FELIX

Subject: FW: FW: Analytics program

From: Javed I Khan [mailto:javed@cs.kent.edu]
Sent: Wednesday, July 30, 2014 3:39 PM
To: KHAN, JAVED; OFFODILE, O. FELIX
Subject: Re: FW: Analytics program

Hi Felix,

We are supportive of the program. It will be nice yo be able to see bit details of it if possible.
Regards,

-Javed.

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John R. Kasich, Governor
Jim Petro, Chancellor

University System of Ohio

Request for Approval

Submitted by

Kent State University

Establishment of a Master of Science in Business Analytics (MSBA)

Appendix D: Library Resources

Date: _____

KENT STATE UNIVERSITY

LIBRARY RESOURCES AND INFORMATION LITERACY

1. General Library Resources

Describe the involvement of a professional librarian in the planning for the program (e.g., determining adequacy of current resources, working with faculty to determine the need for additional resources, setting the budget for additional library resources/services needed for the program).

Kent State's business subject librarian works with the department chair and a library representative for each department in the College of Business Administration to create awareness of library services and programs and to build library collections appropriate to the curriculum of the department. Subject librarians have three major responsibilities:

1. Assist in effectively and appropriately expending the academic unit's library collection allocation;
2. Provide reference and research assistance at the reference desk and through one-on-one consultations with faculty, students and staff; and
3. Provide instructional support by collaborating with teaching faculty to articulate information literacy-based learning objectives in the curriculum.

Describe the library resources in place to support the proposed program (e.g., print, digital, collections, consortia, memberships).

The following library resources are already in place for the proposed program:

Monographs. Most monographs in the disciplines related to business administration are automatically acquired through an approval plan with YBP Library Services. Acquisition profiles are developed for each of the primary academic fields related to departments in the College of Business Administration: accounting, economics, finance, management and information systems and marketing and entrepreneurship. The profiles are reviewed and modified as needed, annually. In addition, the annual firm order acquisition budget for the each department allows for the purchase of additional materials selected by the business librarian or requested by College of Business Administration faculty.

Journals. Journals are available in both print and electronic formats, with an increasing emphasis on electronic access as many database vendors increase their full-text content and linking capabilities. Where a specific journal is not available in the Collection, users are encouraged to request a copy of the necessary material through the interlibrary loan program. The Article E-Delivery Service is excellent is promoted to students in library orientations.

Electronic Resources. Students and faculty in the College of Business Administration rely heavily on journals, major reference works and databases to conduct research and complete assignments. However, it is important to note that research and study in the field of business analytics is an interdisciplinary process. Students and faculty in the college benefit from additional library collection development in the areas of technology, education, psychology,

communications, sociology, political science, computer science, public health and nutrition, as well as government documents. See next page for a list of some of the major electronic resources available primarily for business research. Most of the online databases are made available to users, both on and off-campus, through University Library subscriptions and OHIOLink, a state-wide initiative to provide access to electronic resources.

Business and Economics Articles
- Academic Search Complete
- Business Source Complete
- Communication and Mass Media Complete
- EconLit
- Economía y Negocios *(Spanish Language Business Source)*
- Entrepreneurial Studies Source
- Human Resource Abstracts
- Insurance Periodicals Index
- JSTOR
- Legal Collection
- Lexis Nexis Academic
- National Bureau of Economic Research (NBER) Working Papers
- SPORTDiscus
- Vente et Gestion *(French Language Business Source)*

Finance and Accounting
- Audit Analytics
- Mergent Manuals
- RIA Checkpoint
- Standard & Poor's NetAdvantage

Company and Industry Profiles
- Business Source Complete – Marketline Reports
- IBISWorld
- International Directory of Company Histories
- Standard & Poors NetAdvantage – Industry Surveys
- Lexis Nexis Company Dossier
- Ward's Business Directory of U.S. Private and Public Companies
- WestlawNext – Hoover's Company Profiles

Markets and Marketing
- Advertising Age Research Center
- Gale Directory of Publications and Broadcast Media
- Gartner Group Research Reports
- Mintel Market Research Reports
- Simmons OneView
- Social Explorer
- SRDS Media Solutions
- Statistical Abstracts of the United States

International Business Resources
- International Financial Statistics Online
- Lexis Nexis Country Profiles
- Political Handbook of the World
- Polling the Nations
- World Development Report Online

Technology Resources
- Access Science
- Computers & Applied Sciences Complete
- Environment Complete
- GreenFILE
- InSpec
- LexisNexis Academic *(for patent searching)*
- Science Database
- Science Online

Business News
- Factiva
- Lexis Nexis Academic
- Newspaper Source
- Regional Business News

Other Useful Databases
- Inter-university Consortium for Political and Social Research (ICPSR)
- Encyclopedia of Associations – International
- Encyclopedia of Associations – National
- Encyclopedia of Associations – Regional, State & Local
- Vocational and Career Collection

Wharton Research Data Service (WRDS) Data Sets
- Audit Analytics
- Bank Regulatory Database
- Blockholders
- Center for Research in Security Prices (CRSP)
- Chicago Board Options Exchange (CBOE) Volatility Index
- Compustat North America
- CUSIP Service Bureau *(Security ID Procedures)*
- Direct Marketing Educational Foundation (DMEF) Academic
- Dow Jones Averages & Total Return Indexes: The Dow Jones Averages
- Fama-French Portfolios & Liquidity Factors
- Federal Deposit Insurance Corporation (FDIC)
- Federal Reserve Bank Reports
- I/B/E/S *(Institutional Brokers Estimate Service)*
- Penn World Tables
- Philadelphia Stock Exchange
- Riskmetrics
- SEC-mandated Disclosure of Order Execution Statistics
- Thomson Reuters
- Trade Reporting and Compliance Engine (TRACE)

OhioLINK provides access to nearly 50 million library items statewide, encompassing a spectrum of library material including law, medical and special collections. The OhioLINK Library Catalog contains more than 13 million unique titles from its 91 member libraries. Students, faculty, staff, and card holders from participating public libraries can use the OhioLINK Library Catalog to find and request materials online, then pick them up two to three days later at the participating library of their choice. Users can renew books online and keep them for up to 21 weeks (students, staff) or 42 weeks (faculty).

Describe any additional library resources that will be needed to support the request and provide a timeline for acquiring/implementing such services. Where possible, provide a list of the specific resources that the institution intends to acquire, the collaborative arrangements it intends to pursue, and monetary amounts the institution will dedicate to the library budget to support and maintain the proposed program.

The information resources and services of the Kent State University Library adequately support the research and curricular requirements of the proposed MS in Business Analytics. No additional library resources will be needed in support of this program.

2. Information literacy

Describe the institution's intent to incorporate library orientation and/or information literacy into the proposed program. In your response, describe any initiatives (e.g., seminars, workshops, orientations, etc.) that the institution uses or intends to use for faculty and students in the program.

As graduate students, the individuals in the proposed program should have general knowledge and experience in navigating library resources. The library website provides additional orientation resources. They have an 'Ask Us' web-based chat service, library and resource guides, a 'FAQ' (frequently asked questions), and a 'Meet with a Librarian' program where students can schedule one-on-one consults with their subject-matter librarian. Finally, if new students have more difficulty navigating the library than we anticipate, orientation workshops are easy to schedule for individual classes or courses or for entire programs. These orientation options provide the necessary resources to support the incoming students who range from those who have been KSU undergraduates to those who received their undergraduate training in an institution with a substantially dissimilar library system.

3. Library Resources Specific to Business Analytics

Besides the general library resources described earlier that are available to all programs in the university, the following resources that would specifically cater to the needs of the proposed business analytics program are also available at the Kent State University library or through the OhioLink network:

3.1 Journals (Periodicals)

- *Academy of Management Journal*
- *ACM Transactions on Databases*
- *ACM Transactions on Knowledge Discovery in Data*
- *Applied Artificial Intelligence*
- *Applied Mathematical Modeling*
- *Computers and Operations Research*
- *Communications of the ACM*
- *Decision Sciences*
- *Decision Support Systems*
- *European Journal of Information Systems*
- *European Journal of Operational Research*
- *Expert Systems with Applications*
- *IEEE Computer Graphics and Applications*
- *IEEE Intelligent Systems*
- *IEEE Network*
- *IEEE Transactions on Knowledge and Data Engineering*
- *IEEE Transactions on Neural Networks*
- *IIE Transactions*
- *Information Resource Management Journal*
- *Information Sciences*
- *Information Systems and Operations Research*
- *Industrial Marketing Management*
- *Interfaces*
- *International Journal of Data Warehousing and Mining*
- *International Journal of Production Economics*
- *International Journal of Production Research*
- *International Journal of Very Large Data Bases*
- *Journal of Business Research*
- *Journal of Data Science*
- *Journal of Database Management*
- *Journal of Knowledge Management*
- *Journal of Management and Marketing Research*
- *Journal of Operations Management*
- *Journal of Parallel and Distributed Computing*

- *Journal of Supply Chain Management*
- *Journal of the American Statistical Association*
- *Journal of the Association of Information Systems*
- *Knowledge-Based Systems*
- *Machine Learning*
- *Management Science*
- *Marketing Science*
- *Mathematical Programming*
- *MIS Quarterly*
- *Operations Research*
- *Review of Futures Markets*
- *Strategic Management Journal*
- *The Engineering Economist*
- *The Journal of Combinatorial Optimization*
- *Technometrics*

3.2 Books

- Laursen, Gert H. N. and Thorlund, Jesper, *Business Analytics for Managers.* Wiley & Sons, (2010).
- Evans, James R., *Business Analytics: Methods, Models, Decisions*. Pearson, (2012).
- Ledolter, Johannes, *Data Mining and Business Analytics with* R. Wiley, (2013).
- Han, Jiawei; Kamber, Micheline; and Pei, Jian, *Data Mining: Concepts and Techniques*, 3rd Ed. Elsevier, (2012).
- Stubbs, Evan, *Delivering Business Analytics: Practical Guidelines for Best Practice*. Wiley, (2013).
- Lankhorst, Mark, *Enterprise Architecture at Work: Modeling, Communication and Analysis.* Spinger-Verlag, (2009).
- Godinez, Mario and Hechler, Eberhard, *The Art of Enterprise Information Architecture*. IBM Press, (2010).
- Provost, Foster and Fawcett, Tom, *Data Science for Business: What You Need to Know about Data Mining and Data-Analytic Thinking.* O'Reilly Media, (2013).
- Krishnan, K, *Data Warehousing in the Age of Big Data.* Waltham, MA : Morgan Kaufmann, (2013).
- Govindaraju, V, & Rao, CR, *Machine Learning: Theory and Applications*, Oxford, UK : North-Holland, (2013).

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University System of Ohio

Request for Approval

Submitted by
Kent State University

Establishment of a Master of Science in Business Analytics (MSBA)

Appendix E: Response to Comments from PDP Review

Date: _____

KENT STATE UNIVERSITY

Introduction

A request for feedback from RACGS Institutions on the Program Development Plan (PDP) associated with the proposal from Kent State University – College of Business Administration for a Master of Science in Business Analytics (MSBA) program was submitted on October 21, 2014.

This document contains every feedback response we received in the order that we received them (which may or may not be the order in which they were submitted). Our responses, including discussions of any necessary changes to the proposal, are integrated into the feedback. RACGS feedback is shown in italics and is quoted, KSU's responses are non-italicized bold, and specific changes to the proposal in the response are underlined. Feedback text is not edited and is displayed as received. Font and formatting may have been modified for in-document consistency. All feedback was received between November 5, 2014 and December 8, 2014.

We thank all RACGS institutions for their valuable feedback. This process and the quality of feedback have undoubtedly resulted in a significantly improved proposal.

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KSU Response…

<u>Specific changes to full proposal…</u>

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Wright State University

"Feedback on PDP for MS in Business Analytics at Kent State University

1. Market need for the proposed program and the distinctions or differences between the proposed program and other similar programs across the state;

The proposal has presented good evidence from multiple sources to support the need for such program."

Thank you for the positive feedback. The full proposal does contain some additional support in this area.

"2. Opportunities for collaboration with the RACGS member's own institution;

Wright State University is located in the opposite corner from KSU in the state. Since the proposed program is face-to-face, collaboration over distance might be challenging."

You are right that as face-to-face program collaboration over geographical areas would be challenging. However, over time and with program maturity there could be opportunities for online and blended learning deliveries that would engender collaboration.

"3. Concerns with substantive elements of the proposed degree program; and

The proposal should make it clear that the program is face-to-face, not online or hybrid. Is the program cohort-based where all courses are taken in sequence? The 30 credit hour, 10 course program is designed to be delivered within 1 academic year, which seems to be very aggressive. For masters level program, can students succeed with 5 courses taken at the same time? What are the models of course schedules of some current master students in other departments or at KSU?"

Indeed, the program is designed as face-to-face, and not online or hybrid. But, in light of the ever-increasing demand for online and blended learning education, the program could be upgraded to any of these delivery modes in the future. We have corrected this omission in the full proposal (Section '1.2.4 Course Delivery & Schedule Options' was added). The program is not cohort-based and the courses could be taken in any order if their prerequisites are met. The normal time to completion for the 30 credit-hour, 10-course program is one academic year, plus summer, with a course load of 4 for each academic semester and 2 for the summer term. However, the curriculum is designed to be flexible enough to offer exceptional and experienced students the opportunity to complete the program within one academic year. Similar 15-credit hours per semester programs are available at the Carlson School of Management (University of Minnesota), Lindner College of Business (University of Cincinnati), and the Carey School of Business (Arizona State University), to name a few. At Kent State University, the Master of Science in Chemical Physics is also designed with this flexibility.

"On page 4, the PhD Project seems a little confusing to me. If the purpose of this project is to attract faculty, how does it relate to the enrollment of students?"

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We are sorry for this confusion regarding the PhD Project and have provided more explanation for the program in Sections 3 of the full proposal. The PhD Project is designed to encourage and attract minority students into doctoral programs in business who upon graduation may become business professors. A good number of these students become affiliated with the program as undergraduates. Thus, it provides fertile grounds for recruiting minority students into graduate programs in business. Every year hundreds of minority students attend PhD Project sponsored events and conferences that KSU attends in an effort to recruit this group of students into its graduate programs.

We have expanded the discussion of the PhD Project in Sections 3 of the full proposal.

"Does the college have any big data lab or similar facility for the program? How and where should you plan to deliver the hands-on education in areas such as database management and big data?"

The college does not as yet have a lab dedicated to Big Data. However, the college has several computer labs where analytics related software and data would be installed for students in the program to access. Also, given the ubiquitous nature of laptop computers and other smart devices, some of these software and data would be installed in student-owned devices to the extent allowed by our leasing agreements with the vendors and the capacity of the student-owned devices. Plus, on approval of the proposed MSBA program the college plans on repurposing an existing lab if necessary. Thus, the hands-on education components of the program would be delivered both at the labs and classroom as necessary.

The M&IS Department has been successfully delivering hands-on education in the area of databases for some time. We have a departmentally-managed server with Oracle 12C Enterprise Edition (the most current version) installed on Windows 2012 Datacenter Server OS. Students work on Oracle with client software (such as Oracle SQL Developer – available free from Oracle) on their own computers or our lab computers. SAP is hosted by the SAP University Alliance at the University of Wisconsin – Milwaukee. We need not host or manage any of the SAP server software since as a member of the alliance, full access is granted to our instructors and students through SAP's client software. SAP software does have big data capabilities[1] and Sam's Club database, as well as other big data sources, is available through SAP. As we have discussed in the proposal we will avoid learning concepts exclusively (or even primarily) in SAP or other proprietary environments. Direct non-SAP Hadoop access and training will be delivered either through a hosted solution such as Cloudera[2] or our own Hadoop cluster installation. Currently a single-node cluster Hadoop instance has been installed and tested. Expanding this into a multi-node cluster may be required if a hosted solution is not chosen. A hosted solution is preferred so that local resources do not have to be used to manage the cluster. The college and university have more than

[1] Nerney, C. "SAP Updates University Alliances Program to Include Big Data Analytics." *Data Informed*. January 29, 2013. http://data-informed.com/saps-updates-university-alliances-program-to-include-big-data-analytics/. Retrieved January 15, 2015.
[2] Cloudera. "Cloudera Academic Partnership." http://www.cloudera.com/content/cloudera/en/developers/home/academic-partnership.html. Retrieved December 28, 2014.

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adequate computer labs and network infrastructure to allow students to interact with these technologies from any on-campus computer and from anywhere with an Internet connection using a VPN (virtual private network) connection.

We have added Section '1.2.7 Program and Course Technologies' to discuss students' access to important technologies.

"On page 10, the curriculum presents a combination of 25% IDM, 50% DA, and 25% DML. What courses belong to which category? For instance, what courses are considered the DA courses? I don't seem to find the topics of statistical methods and forecasting mentioned in the courses listed on page 10."

Due to the holistic philosophy of the curriculum (discussed in the proposal) we do not describe any of the courses to be solely in one focus or another. The breakdown of each required course is also listed at the end of each course description. Courses may be more focused on one part of the program than the others but each course should address each of the three foci. For instance, Data Analysis (DA) dominated courses generally have 10% IDM, 80% DA, and 10% DML.

Statistical methods are dispersed throughout the curriculum in the Business Analytics course, most of the Data Analysis oriented courses, especially Data Mining and Advanced Data Mining and Predictive Analytics courses. Forecasting is related to predictive analytics, though predictive analytics has a slightly different focus than traditional forecasting. Traditional forecasting will be compared to predictive analytics in this course but the focus will be on predictive analytics and predicting trends and behaviors rather than focusing on predicting future events such as sales and inventory levels. Traditional forecasting is also a mature field with well-established sets of techniques that most organizations already have substantial capabilities in.

The course description for Advanced Data Mining and Predictive Analytics has been modified (Section 1.2.1) as the original implied a heavier emphasis on machine learning rather than the mix of statistical and machine learning techniques intended.

"On the last page, the plan of using one instructor to teach 4 courses concerns me. There are 8 core courses and half will be taught by one instructor? I'm afraid this will harm the value of the program."

We apologize that we misrepresented the workload focus of a newly to be hired full-time faculty on the last (budget) page of the PDP. Thank you for pointing this out. What we intended to say is that the newly hired full-time faculty will teach 4 courses each academic year, at most 2 of which will be in the MSBA program. Other faculty resources will be redeployed as necessary to deliver the program. This error has been corrected in the full proposal.

"What is the relationship between the proposed program and the Data Science concentration provided in the Master of Digital Science program in the School of Digital Sciences? Two courses from this concentration are to be offered in the new MSBA program. I wonder if the establishment of MSBA will potentially take away some of the Digital Sciences students.

http://www.kent.edu/dsci/graduate/mds/data-science"

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We have discussed the implications of the new program extensively with the School of Digital Sciences and its Director, Dr. Robert Walker. It may help to understand the department's relationship to Digital Sciences. Digital Sciences is an interdisciplinary program that has no faculty of its own. Courses are offered by other programs and Digital Sciences courses are taught by faculty who have their primary appointments and oversight within another college or department. Our department offers several of the required courses and many electives in the various Digital Sciences programs. We (M&IS Department and COBA) also have faculty and administrators who are on both the advisory and the undergraduate and graduate curriculum committees for the School of Digital Sciences as well as one faculty member with a joint appointment as contributing Digital Sciences faculty - so we obviously have close ties. Thus, both our faculty and the School of Digital Sciences have strived to make our programs complementary rather than competitive, encroaching or duplicative.

Specifically, the Data Science program in the School of Digital Sciences is a 9 credit hour concentration, not a full 30 credit-hour degree program. Also, the concentration focuses on data analysis and modeling. As noted elsewhere in the proposal regarding similar concentrations at other institutions, the Data Science concentration is not comprehensive enough to present students with a full immersion in the field of analytics and inherent decision-making processes. The proposed MSBA is a business program, and as illustrated in the curriculum (Section 1 of the full proposal), the program will provide its graduates with the added advantage of approaching analytics from a business lens. Graduates from the proposed MSBA program will not only be aware of the general analytical methodologies in play but also have an understanding of the challenges involved in choosing the right problems or opportunities to address, selecting the best method(s) for analysis, interpreting the results into actionable solutions, and communicating and promoting the solution to stakeholders. Additionally, graduates of this program should be prepared to provide leadership throughout the entire process. Finally, while a graduate with a Data Science concentration may be employed by an organization as a data analyst, a graduate from the proposed MSBA program in light of her/his problem solving prowess, leadership potential, communication abilities, and broader experience as a member of a business team, may be employed as a manager, with the former reporting to her/him. A letter of support from the Director of the School of Digital Sciences is included in the appendices and discussed in Section 6.1 of the proposal.

"4. Suggestions that might help the submitting institution strengthen the proposal or refine its focus.

On page 8, the two tables should point out the size of the sample."

Substantially more content from the survey is included in the full proposal. The sample size used in all analyses is now reported as suggested. The full survey is now presented in Sections 1.4 and 2.2 with extended discussion in Appendix A.

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Central State University

"I have reviewed the proposed Master of Science in Business Analytics (MSBA) and I think it is a well thought out program and I believe Kent State's College of Business is well equipped to offer this program."

We thank the reviewer(s) at Central State University for the positive review of our proposed program and our ability to offer it.

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The Ohio State University

"Reviewers at Ohio State have returned comments on Kent State's proposal to create a MS in Business Analytics. Our faculty are supportive of the program. I submit their comments below.

1. Does the proposal conflict with anything that we presently offer (or plan to offer) at OSU--and, if so, does such a conflict raise cause for concern?

> *We don't offer a Masters program in analytics currently. So, I do not see any conflict with what we do here. However, we do have plans on launching an analytics graduate program shortly and I am putting our team together (in collaboration with other colleges). This will follow our success as a university in putting an interdisciplinary program together in analytics at UG level."*

We are confident that Ohio State's likely future graduate programs in analytics will complement our program and fill some of the need in the central portion of the state. We hope to learn from each other's experiences in establishing this program.

"2. Are there opportunities for collaboration with OSU?

> *It is difficult for us to collaborate with them because all classes are taught at Kent State in a regular in-residence format. They also seem to be self-sufficient in terms of faculty resources."*

Hopefully as Ohio State's and other existing or new programs move forward some collaboration on sharing best practices may be mutually advantageous. As noted earlier, collaboration across geographical areas for a face-to-face program would be challenging. However, we could learn from each other in other ways, plus, with maturity the program could be upgraded to online if deemed appropriate.

"3. Do you have any substantive concerns with any substantive elements about the proposal that should be communicated to Kent State University as they continue to work on this proposal? How serious, in your view, are these concerns?

> *It appears that the school has done substantial research before coming up with the plan. Given their reputation, we have no concerns about the program's academic rigor or strength."*

We thank the reviewer(s) at The Ohio State University for the positive opinion on the proposed program's quality and in our capability to implement it.

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University of Cincinnati

"Overall: The proposed program is very well-designed. KSU has done an excellent job of designing the curriculum around the expressed needs of potential employers. The focus on information and data management, data analysis, and decision-making and leadership, positions the program to produce graduates who should be prepared for successful careers in the rapidly growing field of analytics."

We thank the reviewer(s) at the University of Cincinnati for the very positive overall comments concerning the proposed program and its design. Considering that UC has substantial experience in delivering an analytics-related Master's program in the State of Ohio, we consider that opinion particularly validating.

"Section 1. I would include some of the evidence from Appendix B in the third paragraph. The evidence is substantial and adding some numbers in this paragraph makes the case more compelling."

Thank you for this suggestion. <u>Some of the evidence provided in Appendix B of the PDP has been moved into Section 2 of the full proposal.</u> The full proposal added an introductory section so the suggestion of adding this to Section 1 of the PDP is effectively the same.

"Section 2. "The program will require students to have completed a baccalaureate degree in STEM disciplines such as engineering, computer science, mathematics, the sciences, or in business where they would have gained the requisite background for the program." This is an excellent idea for determining whom to admit to the program. "Otherwise, prospective applicants will be required to take prerequisite courses, commensurate to their background, before they could be admitted into the program as full time students." What are the prerequisite courses or areas of study that need to be completed?"

Thank you for your support of our admission requirements, and for pointing out that we did not define these requirements. We have pointed out in Section 1.2.6 what the basic knowledge students need to be successful in the program are. Other prerequisites such as work experience and depth of academic background would then be the responsibility of the advising office to make that determination on a case-by-case basis depending on the strength of the student's transcripts and academic background. Clearly, and at a minimum, students from programs identified earlier would have had the background in mathematics, sciences, and business courses they need to do well in the program.

<u>The full proposal includes more detailed discussions on bridge courses students need for successful completion of the program in Section 1.2.6.</u>

"This section references the three foci model: "The final result balances these skill sets in the curriculum within our three foci model." The three foci model is not defined at this point in the document."

The three foci model was presented as a Venn-like diagram, discussed, and explained in Appendix A. We did not discuss or explain the model within the proposal due to space limitations. That has now been rectified in Section 1 of the full proposal.

<u>We have provided more detailed discussions and explanations of the three-foci model of the</u>

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program in Section 1.1 of the full proposal.

"Section 4. This section provides excellent support for the need for this program. I would suggest that the authors consider adding some placement data. UC and NC State post this data on their websites."

Thank you very much for this suggestion on placement data. We have reviewed this data for University of Cincinnati and North Carolina State University and used them to further support the need for this program, especially in Ohio where the programs are sparse across the state. This section of the full proposal (Section 2.1) has been modified to include placement data from the University of Cincinnati and North Carolina State University. For example, according to the University of Cincinnati website, 95% of graduates from their program are employed within three months of graduation. Also, North Carolina State University reported that more than 93% of their graduates receive job offers upon graduation, with some of them receiving multiple offers. The average salaries reported by these institutions are $78,419 and $95,700, respectively.

"Section 5. The document identifies a number of companies/industries that are located in Northeast Ohio as "potential sources for enrollment." I would agree but these would most likely be part-time students. Is KSU interested in part-time students? If interested, how will the program be designed to accommodate part-time students?"

It is true that the preponderance of applicants from industry will be part time. Although the program was initially designed with full time students in mind, we have modified it to include potential part time students. The curriculum plan in Section 1.2.4 of the full proposal has been modified to include a potential course schedule for part time students.

"The document uses the size of the UC program to justify an initial size of 30 for the KSU program. The UC program is at least 60% international. Thus, unless KSU expects to have a strong international program, the UC program size would not be a good comparison."

In the past several years Kent State University has shown renewed commitment to global education and diversifying its international student body by establishing the Office of Global Education, under the Directorship of an Associate Provost. The OGE has offices across the globe including in China, India and Brazil and several departments in the university have taken advantage of this opportunity to expand their programs and the M&IS department would do the same for the MSBA programs. Further details of this is presented in Section 4.2 of the full proposal.

"Other than the marketing of the program to the PhD Project partners, I did not see any additional information on marketing efforts. In addition, I did not see any money or resources devoted to marketing. Given the competition from existing and newly developing programs around the country, KSU should be prepared to market the program."

Beyond marketing the program to PhD Project partners and globally, KSU has strategies for marketing the program nationally. More details of these strategies have been provided in the full proposal, 'Section 4.2 – Program Marketing'. No specific financial information was provided for marketing the program since the University through its University Communication & Marketing

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Office and the College of Business Marketing & Public relations Office already have offices charged with this effort for all programs. Other marketing costs will be borne by the program home department (M&IS), which as of this writing has $12,000 earmarked for that purpose.

"Section 6: I assume that "Vise president" should be "Vice President.""

Thank you for noticing this typographical error. It has been corrected in the full proposal.

"Internship opportunities were identified. Are these full-time or part-time? If full-time, when during the program should these internships be taken?"

Internship is strongly recommended for students in the program. Whether it is full or part time would be handled on a case-by-case basis depending on the student's situation. Where full time students could engage in a full time internship, part-time students may not be able to. Furthermore, internship residency at an organization would not be required since experiential learning could also be achieved through the capstone course. An internship elective was added to elective coursework.

"Section 7: This section identifies the key software that will be part of the program. How will this software be accessed? I assume KSU has excellent labs and staff to support access even if the access is remote. I would include a discussion of these facilities/resources in this section."

Thank you for this suggestion. These discussions are presented in Section '1.2.7 Program and Course Technologies' of the full proposal.

"Section 9 & Appendix D: I am concerned that the budget is flat over five years. Inflation and the cost of supporting thirty versus fifty students should have some impact on the budget. Also, as identified earlier what are the assumptions about part-time students?"

You are right, and thank you for pointing it out, that the budget presented in PDP Section 9 & Appendix D did not take inflation into consideration. We based the budget on current dollars with the assumption that increases due to inflation are likely to balance out between increase in faculty and administrative salaries and fees for students in the program. However, an updated budget that includes these inflationary forces has been included in the final proposal in Section 5.3.

"Appendix A: The focus on enterprise technology is appropriate, but EXCEL is still in wide use. I just reviewed a position posting for a treasury analyst that required spreadsheet skills along with SAS and SQL. Although the analysts will need enterprise technology skills, the users of some of their output will be far more comfortable working in a spreadsheet environment."

Thank you for your suggestion to include Excel in Appendix A of the PDP, as one of the technologies used in the program. This is most welcome given the ubiquitous nature of Excel in both academia and industry and that some of the students may already be familiar with the technology. We amended this section, now Section 1.1 of the full proposal to: "Instead of using predominantly MS Excel and statistical packages for demonstration and practice of analytical concepts, our students will interact with fully functional enterprise versions of the various software these vendors provide. This is not to say that MS Excel will not be used at all; Excel is currently an

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important component within the set of available analytical tools - as both a standalone analysis tool as well as a tool for viewing and manipulating the output of other analytical tools."

"Appendix C: I would include the tuition for the competitive programs. Even though UC and BGSU are not in Northeast Ohio, they will be part of the competition for full-time students."

For comparative purposes, PDP Appendix C (now Section 4.3 of the full proposal) has been modified to include tuition for other business analytics programs in the state; it is included in Table 11.

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Bowling Green State University

"The faculty in the College of Business at BGSU have reviewed your proposal for a Master of Science in Business Analytics.

They believe it is a well thought out program, from the perspective of a business analytics master's program. With the increasing demand in this content area, there should not be too much direct competition with other programs in the state. However, they did note that one of the BGSU related programs was missing from the proposal. Bowling Green State University (BGSU) has two analytics related masters programs. One of them, as mentioned in the KSU's proposal, is the Master of Science in Applied Statistics with a specialization in Business Analytics. This is a 39-credit-hour 2-year MS program as part of a more traditional master's program in applied statistics. Another program not mentioned in KSU's proposal, Master of Science in Analytics (33-credit hour, 12 month, full-time) (http://www.bgsu.edu/graduate/analytics.html) which BGSU started in fall 2014, is more similar to the proposed MSBA at Kent State."

Thank you for your kind words and support of Kent State University's proposed program in Master of Science in Business Analytics.

We apologize that we inadvertently omitted Bowling Green State University's 33-credit hour, 12 month, full-time Master of Science in Analytics program. <u>We have updated our list of analytics programs in Ohio to include this program in Section 4.3 of the full proposal.</u>

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Cleveland State University

"Responses to Kent State University's Program Development Plan for Master of Science in Business Analytics (MSBA)

Among other state schools in the region, both Cleveland State University (CSU) and Kent State University (KSU) play an important role in better serving the changing needs of the region and beyond. Businesses in all types of industries in the region are seeking new talent to stay competitive and foster economic growth. The demand for business analytics expertise is growing and is expected to increase over 20% in the next five years. The current debilitating shortage of talented business analytics professionals is compelling schools like KSU and CSU to develop and deploy business analytics programs. Given the growing demand for the program, currently CSU is also developing the Master of Science in Business Analytics program and the PDP is being reviewed by the relevant university committees. The PDP will soon be submitted to the Ohio Board of Regents for further review and approval.

The College of Business Administration at KSU proposes to establish a Master of Science in Business Analytics (MSBA). The program development plan (PDP) for the MSBA degree indicates that the degree plan is a one-year 30-credit hour full-time program with part-time options. As noted in the PDP, existing courses are used. Of the thirty (30) credit hours, twenty four (24) of the hours will be required and six (6) will be elective.

CSU supports the KSU PDP and we believe that there is a need for such a program as there is tremendous demand for business analytics professionals. The proposed courses would provide students with skills that are critical to meet industry needs. KSU has an opportunity in the region to target students in different geographic locations and contribute to the economic health of the region."

We thank the reviewer(s) at Cleveland State for their support of our program and we look forward to seeing the PDP for theirs when available. Perhaps both programs may benefit from the ideas developed in each proposal. This may also point to opportunities for collaboration between the programs.

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University of Akron

"Review of a Program Development Plan for an MS in Business Analytics, Kent State University

1) Potential conflicts with any existing program at The University of Akron and/or unnecessary duplication of programs in the state or region.

The University of Akron, as noted in the document, offers a 9-credit concentration in Business Analytics within the MBA program. Masters students in the MS/Management-Information Systems Management (MS/ISM) degree program can also take the analytics electives sequence, which gives them more of a profile of analytics graduates that is in some ways similar to prospective graduates of the KSU program. However, the authors are correct that U of A. MBA and MS/ISM graduates have neither the breadth nor depth of students graduating from a dedicated MS in Analytics program. Graduates of the MS in Statistics at the U. of A. also get some data mining and advanced statistical concepts that overlap with portions of the KSU program.

I believe that the authors' assessment of the existence of similar programs in the State of Ohio is correct. There is no direct competition for a Master's in Business Analytics in this specific area."

Thank you for the confirmation of our conclusion and for pointing out the other programs you have with some analytics content.

"2) Opportunities for collaboration with The University of Akron.

As I note below in my answer to the third question, we can roughly divide graduates into producers and consumers of analytics. KSU grads will be mostly on the producer side, whereas U of A. MBA grads are mostly on the consumer side. There is already a capstone course in the U of A. MBA curriculum that involves teams working with local businesses on a real-world analytics problem. (It is hard to imagine any business-oriented MS or MBA program without one.) An area of potential collaboration could be to link these two courses, mixing the more consumer-oriented U of A. students with the more producer-oriented KSU students. With sufficient coordination, this could aid in not over-taxing local firms who provide projects, while providing an enhanced educational experience for all involved. With sufficient coordination and the involvement of two senior faculty members (one from each institution), the existence of such a capstone class could increase the value proposition of both the KSU Analytics program and the U of A. Analytics Concentration."

We find this to be an excellent proposition and look forward to exploring it in the future. We also agree with the producer/consumer distinction between the programs and agree that combining the two types of students would be advantageous to both. Given the geographical proximity between Akron and Kent we agree with the reviewer and also see opportunities for collaboration between the analytics "producer" side of KSU's proposed MSBA program and the analytics "consumer" side of the UA 9-credit analytics concentration. As suggested by the reviewer, this opportunity is presented in the capstone courses of the two institutions where faculty and community partners'

resources could be pooled.

We believe that case-based projects, such as in a capstone course, with student teams of differing backgrounds provide great opportunity for students to learn from each other. We also believe that the type of collaboration suggested by the reviewer is doable but requires significant amount of coordination between the two institutions. We look forward to exploring this opportunity further with our colleagues at UA.

"3) Concerns with substantive elements of the proposed degree program.

How many data scientists (i.e. hard-core analytics producers) do companies need? How many consumers do they need? Demand for data scientists has been growing rapidly, and high demand has been producing high salaries. However, the need for analytically skilled consumers is far greater. In the past MBA programs have addressed the need for quantitative skills through statistics and production/supply chain/operations research classes; they often have had an implicit understanding that graduates will "pick up" sufficient Excel skills during the program. It is now clear that for consumers, this is not enough. At the University of Akron's MBA program, all students are now required to take a business analytics class. Specialized classes, such as in marketing analytics, as well as the concentration mentioned above, have been added. These graduates should be well-positioned to be consumers of analytics. They may be called upon to produce some analytics themselves, and will have the basic skill-set to do so, perhaps in collaboration with teams or outside consultants. It is clear that there will never be a time in the future when the demand for analytically-minded MBAs will diminish."

Agreed. KSU's MBA and undergraduate business programs are also moving to add more content on the consumer role in analytics.

"The mirror image requirement for data scientists is that they know enough about business to be able to work with consumers; graduates who only understand the algorithms and the formulas are akin to computer scientists who program infrastructure software such as operating systems. The concern about programs such as the KSU program is that they may be producing graduates who are so specialized in the techniques of analytics that they do not understand the business problems motivating the use of the techniques. The authors of the KSU program have designed their program with these potential objections in mind. Conceptualizing the program as comprising Information and Data Management (IDM), Data Analysis (DA), and Decision-Making and Leadership (DML) was a good way to address these concerns. And the survey described in Appendix A-1 was helpful in showing how potential employers view the needed balance.

However, there are still potential concerns. Those who matriculate with undergraduate business degrees or substantial business experience should be well-rounded graduates of the MSBA degree. Those who come from STEM disciplines may have a much harder time. Will there be enough discipline specific business education? There is room in the program for just two electives, including supply chain, marketing, and business intelligence. The program mentions adding function-specific additional courses, but there is still room for only two electives. And it is possible to finish the program without taking a single business-centered course. This puts a very heavy burden on the Business Analytics (MIS 64036) course. The only other course (besides the Capstone) with substantial business content is Analytics in

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Practice (MIS 64038), which contains a lot of soft-skill topics as opposed to business-content topics."

Thank you for raising some very insightful points. As the reviewer noted we have designed our program to address these concerns. We have added additional detail to the full proposal concerning these issues. First, we have added a section detailing required bridge courses (see Section 1.2.6 of full proposal) for those without sufficient business and/or statistical background. Though we discussed the need for 'prerequisite courses' in the PDP we did not include these details. With this detail it should be clearer that a student, without past business experience or academic work, must take a minimum of our Principles of Management course and/or Leadership and Managerial Assessment as a prerequisite for the program. We have also designed business content into each of our methods courses in the form of the holistic approach we document in several areas of the proposal (the full proposal includes expanded discussion of this topic in several sections). In addition to these exposures to business principles, the reviewer is again correct in stating that additional business coverage would be found in the Business Analytics, Analytics in Practice, and Capstone courses (as well as some electives). The Analytics in Practice course includes a mix of soft skills (leadership, decision-making, project management, etc.) and business topics (working and communicating with business professionals, analytical practices within specific business functions, etc.).

Although most of the courses are not dominated by business content, as discussed above, several do focus on these issues and all will have contextual business elements. It is our view that one cannot discuss an analysis within a business setting without discussing the business issues that make the analysis meaningful. Again, it is our goal that every analytics example includes these contextual discussions. We believe that addressing business issues in every example combined with the courses that contain specific business content (along with any appropriate bridge courses) will provide the appropriate level of business knowledge to our graduates.

Would more business content lead to better prepared graduates? Clearly, adding any relevant content would be expected to increase the relative knowledge of graduates. We do see the value in adding additional business-specific content as well as additional coursework in other areas. However, developing a program such as this is a balancing act. We need to provide sufficient content in several areas, as proposed, while maintaining the attractiveness and marketability of the program in the eyes of potential students and potential employers interested in sending current employees to the program. We believe the 30 credit-hour program achieves this balance.

"The burden is also placed on ensuring that the pockets of business content encapsulated in the assignments given in the more technical classes will provide rich business content, so the execution of this part of the program will become critical for producing the kind of graduates the program envisions. Currently the program envisions oversight by "a subcommittee of the College's Graduate Council, made up of graduate faculty from the home department, [which] will oversee curricula matters…" An integrated curriculum such as this will need tight coordination; my experience with faculty committees is that they are rarely as effective as they should be in this regard."

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We completely agree with the reviewer in that, no matter what our intentions are and no matter how well we design the program, optimizing the success of this program depends on the required courses not simply being taught well, but taught in a very specific manner with the program's holistic philosophy in mind. Oversight by the graduate council subcommittee insures that curricular matters do not reflect only the view of a single person. This does not mean that there is no one to keep their eye on the big picture and assure the program maintains its designed philosophy. The program will also have a Program Advisor and a Faculty Director who will work with the curriculum committee to ensure this oversight.

"Of course, the authors of the program will note that I did not discuss the capstone class, Capstone Design in Business Analytics (MIS 64040), in the previous paragraphs. Here too students are expected to master deep business context for the given problem area. It is difficult to find projects that are at the right level of difficulty, which also exercise a substantial portion of the skill sets the students have acquired. The latter is the key in transforming passive knowledge into active knowledge. So the outstanding execution of this part of the program will also be a critical success factor."

We also agree that the implementation and execution of the Capstone Design Course is critical to the program quality. Project choice in such a course can be difficult. We do have experience with other capstone project oriented courses in our undergraduate and graduate programs so we believe we do have a realistic view of the challenges involved. Fortunately, our Center for Information Systems program gives us substantial access to many of the area's major employers. Although, as the name implies, the Center is focused primarily on our information system programs, they have also taken an interest in our efforts toward this proposal. We hope to use these (and other) business contacts to enable using real analytics problems from local industry in the course. As a backup, we note that there are many emerging resources and realistic cases being produced in the area of analytics. Many of these resources are being made available by vendors such as SAP as it is evident that they believe one obstacle to their sales is a lack of knowledge and education among their customers. Although finding cases that involve as many of the program concepts as possible is a positive, we think that the experiential learning involved in going through the full *process* of a realistic analytics problem to be the most critical element of the course.

"I am concerned that the students who try to complete the program in 9 months will be taking this capstone course having only completed one full semester of classes. Is the nine month program really a viable time-frame? They will be encountering materials in the other courses for the first time, yet they will be expected to apply these materials in the capstone class. For example, let's assume that "Naïve Bayes classification" comes at the end of Advanced Data Mining and Predictive Analytics (MIS 64037); this will be too late to use it in Capstone Design in Business Analytics (MIS 64040). The same can be said for Quantitative Management Modeling (MIS 64019), which would be an important source of understanding of prescriptive analytics, a key element of the capstone course. Otherwise, the ambitiousness of the capstone course has to be scaled back, possibly to the point of not serving its purpose."

<u>We have clarified in the full proposal that the 9-month alternative would only be appropriate for an exceptional student with requisite experiences.</u> The type of student envisioned here has substantial mathematics or statistics education and business experience. Perhaps, they are already doing

analytics (or related activities) in industry but desire (or need to have for specific opportunities) a degree in analytics. These types of students would bring a lot of prior experience with them and would likely be able to apply concepts they are taking concurrently with the capstone course since it would usually not be the first time they have encountered those topics. Many of these would remain employed and select a part-time schedule; however, others may be able to take a hiatus or their employer may support a leave of absence to develop these skills in-house. The 9-month alternative would likely appeal to this group of students due to the need to take a shorter work absence. The concern the reviewer expresses is very much shared by us and the vast majority of students would not be sufficiently prepared to select this option. We expect the 12 month full-time and the part-time options to be selected by the great majority of program entrants.

"Another potential danger of the KSU program is overfitting the program to the SAP environment. In general, I think that it is a good idea to give the graduates data management skills. SAP is fairly pervasive, but is by no means ubiquitous. MS-Analytics grads need to be able to understand the firm's information architecture (i.e., "the data model" of the firm), data definitions (master data management), and even some aspects of information governance. Too much emphasis on SAP may produce graduates who only see information architecture through this specific lens."

This point has also been brought up by respondents to our industry survey and other RACGS reviewers. The program was not designed to be dominated by any specific, especially proprietary, technology. We felt that being able to provide the students with access to enterprise-level technologies such as SAP and Oracle is a strength of the proposed program (and still do) so this content may have been emphasized to the point that readers believed these technologies would dominate the program. We have revised the full proposal to better describe our use of these technologies and also our technology-agnostic philosophy in this and our other departmental programs. <u>A good summary of our view is covered by a question from an industry-survey respondent which is reproduced below and appears in Section 1.4 and Appendix A of the full proposal:</u>

> **Survey Question A2.4: This is an interesting comment that we do agree with 100%. We have emphasized that our students will have access to, and the curriculum will cover, several major categories and brands of software such as SAP and Oracle. We, as a department, have taught aspects of these technologies in other programs and all of these programs, including the proposed MSBA, share a common philosophy in using these software packages. We use specific software to demonstrate general concepts and give students some applied hands-on experience with an example technology. Care is taken to focus on the general underlying concepts with a technology-agnostic view. For instance, the Database Management and Database Analytics course that is proposed in this curriculum is a slightly adapted version of a long existing course in the information systems concentration of our MBA program. This course has used Oracle as the main course technology for over a decade. However, due to the technology-agnostic design of the course, there would be no meaningful change to the course topics or pedagogical methods if we had to suddenly change databases to DB2, MySQL, SQL Server, or any relational database. There are, of course, topics specific to Oracle Administration and such that should be covered if this was an 'Oracle Course' rather than a 'Relational Database Course' but these topics are appropriately avoided. Oracle is used as the course example of an enterprise-level database management system and serves as the environment in which students practice their learned general database concepts. This is the same philosophy that we will implement technologies such as SAP and Oracle within our course designs in the MSBA program. We believe that having a little hands-on experience with industry software such as these will only make our graduates more attractive to employers in general; however, we have no intention, and will actively avoid, constructing a curriculum around a specific brand of or type of software. It should be noted that our**

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> **discussion of the curriculum in a previous section specifically states we will also use general statistical software such as SAS, R, and JMP as well as more universal software such as MS Excel. Data analysis techniques will generally be explored using statistical or modeling software and then, where appropriate, will be further explored by investigating the implementation of that method within a specific environment such as SAP.**

"Finally, the proposal never mentions important concepts such as "ethics" and "social responsibility." There is a growing body of cases involving blunders made by firms with personally identifiable information. One particularly famous incident is when Target sent coupons to a family that tipped off a father that his teenaged daughter, unbeknownst to him, was pregnant. Target went on to disguise what they were doing by randomly arranging the coupons related to pregnancy amongst those it thought would be of no interest, so as to not tip off the consumer what it was doing.[3] *Data scientists will be on the front lines of raising awareness of potential ethical conflicts. These issues need to be addressed in this program."*

Thank you for pointing out the omission of these important topics from the proposal. The Business Analytics and Analytics in Practice courses will have specific formal content targeting these topics. As part of the business contextual elements of examples in analysis-oriented courses, any ethical or social issues related to the specific problem should also be part of that discussion. <u>This has been added to the discussion of the curriculum in Section 1.1 of the full proposal.</u>

"4) Suggestions that might help Kent State University strengthen the proposal or refine its focus.

On page 3 of the proposal, it is noted that "Additionally, in a survey of Northeast Ohio businesses the respondents indicated that the cumulative increase in the number of analytics employees within their organizations would be by 97.5% over the next three years." Are these predominantly analytically minded consumers, or are these true data scientists? There are a few more results from this survey at this point in the proposal, and then other results elsewhere, but it is difficult to know exactly what survey the authors are referencing. (They say "Other results from this survey can be found in Appendix A." Is this the survey they themselves ran?)"

We apologize for any confusion concerning the survey introduced in the PDP. This was indeed a survey of industry that we conducted ourselves. In the PDP we included a few selected results but in the full proposal we present and discuss each of the survey questions. As part of this we detail the survey process and the respondents. Most of the respondents are technology-oriented strategic-level officers in their organizations. <u>All survey information can be found in Sections 1.4, 2.2 and Appendix A of the full proposal.</u>

[3] Duhigg, C. (2012, Feb. 16). How Companies Learn Your Secrets. New York Times. Available at: http://www.nytimes.com/2012/02/19/magazine/shopping-habits.html. Retrieved February 9, 2015.

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"I have a similar comment about those results in Appendix A: The survey results presented in Appendix A-1 show good results for the acceptance of the program by employers. However, the answers do not give a sense of how many actual positions there may be for full-fledged data scientists in these companies. While a company such as Procter and Gamble can afford to maintain a large complement of data scientists, many other firms may have room for no more than a few. It would also be more persuasive if the authors included the number of surveys sent and the response rate."

Sample-size, response rate, and other survey metrics are presented in Section 2.2 of the full proposal. The respondents were given a definition of 'analytics workers' within the question (see question A1.8 in the proposal). The responses would be associated with that provided definition (reproduced below):

> **"Analytics Workers" are any employees who spend a significant portion of their work day engaged in analytics activities. They may or may not be called business analysts by your organization. Examples of analytics activities include (but are not limited to): data management, data manipulation, creating statistical and non-statistical models, data visualization, data analysis of any type, report generation, and communication of analytical results.**

"On page 7 of the proposal, the table showing the balance of the program aspects says "Data Analysis" rather than "Data Analytics." On page 8 of the proposal, it is stated that the business content portion of the technical classes should comprise 10-20%; in the description of these courses only the lower 10% appears. This is a big difference with implications for the overall business content in the program. The faculty committee overseeing curricula matters may not have enough effective authority to ensure the tight coordination of the three "foci" of the program; it is recommended that this mechanism be strengthened."

The first point, concerning the data analysis label, was an editing error. A proof-reader had changed some of the earlier references to the data analysis focus to data analytics assuming that was what was meant. All references to this focus should read 'data analysis' rather than 'data analytics'. The full proposal has been corrected in this and a footnote was added explaining why this is not called data analytics:

> **The focus named 'Data Analysis' is intentionally not named 'Data Analytics' in this model. It is our view that the profession of business analytics encompasses all three foci and, therefore, no one of them would be properly termed 'analytics'. 'Data Analysis' was chosen to convey that this is the computational component of analytics but is not analytics by itself.**

The second point concerning the 10-20% figure for 'business content' points out that, in the breakdown of coverage in each course, the data analysis courses show that 10% should cover the DML (Decision-Making and Leadership) focus (as well as 10% on the IDM focus, and 80% on the actual data analysis). We feel these figures are not conflicting - with some explanation. The issue is simply that 'business content' is broader than the *specific* business issues described within the DML focus. The IDM (Information and Data Management) focus also includes 'business content'. Business issues such as data accessibility, obtaining data sources, ethics concerning data management, etc. would be considered part of the IDM focus. Additional business issues not specifically categorized into any of the foci may also be introduced within the context of the problem. For instance, Healthcare management is not specifically covered in our foci but might be

discussed briefly while introducing an analytics problem from the healthcare sector. For these reasons we believe 10-20% to be a good target for all business content while 10% is a reasonable target for the DML focus alone.

"On page 12 of the proposal, the McKinsey study is cited without a proper reference – the web link does not lead to the actual study, and no publication date is given. This is not a moot point, because these numbers for potential job needs have now been circulating since May, 2011—are they still valid? Very little is stated in that McKinsey report about the methodology used to make the estimate.

Where appropriate in this document, references should be complete."

We have fixed the McKinsey reference and other references in the full proposal. As for the report itself, as it is cited very often it would appear that most consider the information valid. We also have added another report from McKinsey from two surveys conducted in 2012 and 2013 that show dramatic growth in applied analytics activities between those two years, supporting the projections made in 2011 (see Figure 3 in the full proposal). Additionally, toward the central point of whether the projected growth figures are valid we provide evidence, not only from McKinsey, but also from Accenture, the Bureau of Labor Statistics, growth of other analytics programs, as well as projections from local industry members within our own industry survey.

"Finally, the proposal is not explicit about what statistics background the students are expected to have. In fact, the word "statistics" is never mentioned in the proposal in the context of materials to be covered in any of the courses or entrance requirements. Is this folded into Business Analytics?"

The expected statistical background has been added in the full proposal by the addition of Section 1.2.6 'Bridge Courses'. Statistical methods will be covered in Business Analytics as well as in the first and second data mining/predictive analytics courses. This second course, entitled 'Advanced Data Mining and Predictive Analytics', has had its description changed to better reflect the content. Previously, it listed example methods. This has been changed to stating that statistical and machine learning methods will be covered. Quantitative Management Modeling and Big Data Analytics contain specific statistical content as well (though Quantitative Management Modeling is dominated by non-statistical methods).

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Miami University

"Miami University Review of Kent State University's

Program Development Plan for Master of Science in Business Analytics

The stated goal of the Master of Science in Business Analytics (MSBA) at Kent State University is to "produce graduates that understand and are ready to implement business analytical methods in realistic business contexts." The proposal further clarifies that the term 'ready to implement' implies they are both aware of the methodologies and understand the challenges to choose the right problem, select the best tools for analysis, interpret the results, and communicate the solutions to stakeholders. The recommended program is a 30 hour program, with 24 hours of required material and 6 elective hours.

Strengths: I found several strengths in the program development plan (PDP). The authors have clearly researched other programs in the U.S. and Canada, and their planning has been informed by the current mass market literature and involvement with professional societies. One of the notable strengths in this PDP is in the discussion of the balance required among three main areas in analytics: Information and Data Management, Data Analysis, and Decision-Making and Leadership. I was pleased to see that each course included in the core curriculum gave an approximate percentage breakdown of the treatment of these three areas. I see this as a particular strength because business analytics is multidisciplinary. The commitment to blending these lessons throughout their core will help to focus the faculty on the "right" topics, and educate the students of the natural blending of these subjects in the field."

We thank the reviewer(s) for the positive discussion of the proposed program's strengths.

"In my review I was asked to comment on the following specific issues:

1. Market need for the proposed program and the distinctions or differences between the proposed program and other similar programs across the state.

There is clearly a need for more undergraduate and graduate students in business analytics. The PDP does an adequate job of motivating this need. They note two other master's programs, and a few undergraduate programs in the state. They do not reference the Business Analytics undergraduate programs (minor and co-major) at Miami University which have over 200 students currently enrolled."

We regret this omission and the full proposal (Section 4.3) has been updated with this information.

"The differences between the proposed program and those at University of Cincinnati are and Bowling Green State not clear in the PDP. The authors only state that the proposed MSBA program is "designed to bridge this gap and meet the needs of students and employers in northeast Ohio." Although this was not clear in the PDP document, from my own knowledge of the two existing programs, I assume that the proposed program will be more managerial and less technical than those offered at UC and Bowling Green State. I would like to see more clarification of the specific differences between the proposed program and the two existing master's programs highlighted in the PDP."

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The reviewer reiterates their request for these analyses in their final question. These questions are fully discussed after the reiteration in the final question below.

"On a related note, in the table in Appendix C, in the column labeled "Comments", it is noted that the Kent State program will produce "Data analysts with both analytical and strategic decision making skills". It is also anecdotally noted that the program at UC is far from Northeast Ohio, and cannot serve the needs of the region. Additionally, the program at Bowling Green State is noted to be comprehensive but cannot fulfill the growing needs of the region. I would like to see more evidence to indicate that these two existing programs are inadequate to serve the needs of Northeast Ohio."

Although the regional needs specific to northeast Ohio are important and will be further discussed and justified, we feel it is important to note that the needs for more education in the domain of analytics in general is an international, national, state, and regional issue. There are plenty of sources projecting an international imbalance of national analytics needs and supplies with the United States consistently being projected as the nation that will have the largest need…and the largest shortfall of talent. As new programs are being introduced across the nation, it should be noted that these projections already anticipate a growth of academic programs serving the domain. <u>The national case has been extensively studied and we provide multiple sources of external evidence of this in Sections 2 of the full proposal.</u> A recent (2012) quote from an Accenture report states the following. "Among the countries studied, the United States is projected to create 44 percent of the new jobs for analytics experts but only 23 percent of the supply, leading to a shortfall of nearly 32,000 workers. The shortfall in Brazil will be nearly 19,000 workers because the country will create almost 5 percent of the new analytics expert jobs but produce less than 1 percent of the new talent. On the other hand, India and China will have surpluses of more than 72,000 and 18,000 analytics experts, respectively."[4]

On the regional-level, we found Bowling Green has added a second related master's degree so we will review the three other programs in the state but importantly note that these are offered by only two other institutions, neither of which serves the same specific local geographic area that Kent State serves. This geographic component is a critical one as it is a very important decision determinant for those potential students who cannot or simply do not want to move their residences.

Regionally, Kent State University primarily serves the area described by the US Census Bureau as the Cleveland-Akron-Canton, Ohio Combined Statistical area which has a population of 3.5 million people (2013 US Census). We note also that we serve non-metropolitan counties as well such as Wayne, Trumbull, and Columbiana (and further note we serve a large number of state, national, and international students as well). KSU is not the only college or university that serves this region of course; we note our colleagues at University of Akron, Cleveland State University, Youngstown State University, Case Western University and others also serve portions of this region. This

[4] Elizabeth Craig, David Smith, Narendra P. Mulani and Robert J. Thomas, "Where will you find your analytics talent?," Outlook, October 2012.

actually bolsters our need argument – if it takes this many academic institutions to serve the other academic needs of this population center, it should be expected that at least one analytics-focused graduate program is needed for the region. Since we are solely interested in discussing Master's-level Analytics Programs in this comparison, the remainder of this discussion will be limited to institutions who currently offer these programs (Bowling Green S.U. and U. of Cincinnati) along with the proposed program at KSU.

For some students who are willing to change their residence to somewhere outside of their current commuting limits they may decide to go to any in-state or out-of-state program based on many different criteria. However, for the large numbers of potential students who do not have the luxury to move wherever their educational desires may take them, currently there are few options in this heavily populated metro area. Since academic analytics programs are a relatively new phenomenon, we anticipate more than usual demand from older students who are established in the area and are likely unable or unwilling to relocate but still wish to pursue this new opportunity. That is a primary reason the program is designed to incloude a part-time option.

Obviously, for those unable or unwilling to relocate from the Cleveland/Akron/Canton metro area, attending the program at the University of Cincinnati would not be possible. For the programs available at Bowling Green, two of the western most counties in our described primary service region (18 counties) may also be served by BGSU. However, for the much more population dense counties eastwards toward Cleveland and Akron, commuting to BGSU quickly becomes impractical for most people.

"2. Opportunities for collaboration with the RACGS member's own institution

As noted earlier, Miami University's Farmer School of Business has an undergraduate minor in Business Analytics and a co-major (joint with the Department of Statistics). The minor has been in existence for several years, and the co-major since January 2014. Current enrollment includes over 150 Business Analytics minors and 50 co-majors. I see some opportunities for collaboration in terms of sharing classroom best practices, joint research, and other areas."

We fully agree that this type of collaboration would benefit both institutions and their students. We look forward to engaging in the discussion.

"3. Concerns with substantive elements of the proposed degree program

I have no substantive concerns regarding the planning or content of the curriculum. I think it has been well planned and researched. The courses included are relevant to the needs of graduates of such a program and seem well thought through. My only suggestion is to consider the Informs Certified Analytics Professional (CAP) job task analysis study. The CAP exam is currently being used to certify experienced analytics professionals. The job task dimensions outlined in these documents will give further support to the curriculum planned for Kent State University."

We thank the reviewer for the positive comments and the very good suggestion as using the CAP program to the discussion as it does support our curriculum choices well. We have looked at a

great deal of material from INFORMS in our development process, including CAP, but did not discuss this at all in the PDP. We have now added a section, '1.2.3 Program Congruence with Industry Standards – The Certified Analytics Professional' to the full proposal.

"4. Suggestions that might help the submitting institution strengthen the proposal or refine its focus.

Most of my concerns and suggestions have been addressed in my earlier comments. However, I wish to reiterate my suggestion for providing stronger evidence to support the specific differences between the proposed program and the two existing programs in the state, along with better documentation as to the need for an additional program to service Northeast Ohio."

We have substantially increased the discussion concerning the program demand and employment opportunities. This can be found in the full proposal throughout Section 2. In order to fulfill the request for more information on a comparison of the state graduate analytics programs, along with the need for a program in Northeast Ohio we have constructed the following tables.

The first table below provides a comparison between the programs at UC and BGSU and the proposed KSU program. As they all provide education in the same central domain there is no surprise that there are some similarities in the coursework. However, it can also be seen that each program has a level of distinctiveness. There are some differences in coursework along with differences in number of total and required credit hours. KSU's distinction in this group is the more formal way we address the contextual skills (technical and business/management) in the program as well as our holistic approach of addressing each of our defined foci in each course (to a greater or lesser extent depending on the course).

The second table below makes the case for the need for a comprehensive graduate analytics program in the region Kent State serves (NE Ohio). For local students, who cannot or will not relocate to attend a program, there are no options in the highly populated northeast corner of the state. This is really a simple question of geography as the table points out. The table displays the *one-way* commuting distance and time between the physical center of Northeast Ohio counties and each of KSU's and BGSU's locations. The University of Cincinnati was not included in the table simply because the distances involved are obviously out of range for commuters. As can be seen, although BGSU undoubtedly serves its local population well as well as those who wish to relocate to that campus, the one-way commuting time to all the counties we include in NE Ohio, except one, are greater than 90 minutes (again, each way). While some of these counties also have a significant commute to KSU, they are significantly more realistic than the commutes to BGSU. The result of this analysis demonstrates that for these counties, there are currently no options for a graduate analytics degree for residents who do not wish to relocate. It is notable that the total population of these counties approaches 4.3 million people (approximately 37% of the total population of the State of Ohio).

Both of these tables and discussions have been added to Section 4.3 in the full proposal.

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	Kent State University Proposed MSBA	**Bowling Green State University MSAS w BA**	**Bowling Green State University MSA**	**University of Cincinnati MSBA**
Degree Name	M.S. in Business Analytics	M.S. in Applied Statistics with a specialization in Business Analytics (specialization adds 6 cr. hrs)	M.S. in Analytics	M.S. in Business Analytics
Self-description (from website for BGSU, UC or from proposal for KSU)	The disciplinary purpose of the program is to produce graduates that understand and are ready to implement business analytical methods in realistic business contexts. By being 'ready to implement' business analytical methods, we mean that the graduate is not only aware of the analytical methodologies in play but also has an understanding of the challenges involved in choosing the right problems or opportunities to address, selecting the best method(s) for analysis, interpreting the results into actionable solutions, and communicating and promoting the solution to stakeholders. Additionally, graduates of this program should be prepared to provide leadership throughout the entire process. The balance the program strives for would be towards a mixture of 50% Data Analysis (DA) with the other 50% split evenly between both Information and Data Management (IDM) and Decision-Making and Leadership (DML).	BGSU is excited to offer the MSAS with a specialization in business analytics. The explosion of modern computing power and data acquisition techniques has created a profession generally known as business analytics that is in increasing demand. The job market seeks people with a strong background in fundamental statistical training, a solid exposure to operations research, and a firm understanding of management of information systems and business operations. Writing on the growing opportunities in the fields of business analytics and big data, McKinsey & Company, a global management-consulting firm, found that "by 2018 the United States alone could face a shortage of 140,000 to 190,000 people with deep analytical skills." The business analytics specialization at BGSU prepares students for this exciting new career. The specialization adds six credit hours to the standard MSAS curriculum, with courses covering data mining, time series analysis, and linear and integer programming. It also adds additional elective options in economics, business administration and computer science.	PROGRAM STRENGTH AND UNIQUENESS •Full-time, cohort, 12-month program •Focus on hands-on experience and applications •Analytical skills in descriptive, predictive and prescriptive analytics •Technical skills in database management, business intelligence and big data analytics •Soft skills in management and leadership •An integrated experience in analytics projects •Taught by full-time faculty •Collaborations with the Center for Business Analytics	The program is designed to provide a strong foundation in all the areas of business analytics, while allowing considerable flexibility so that students can individually tailor their programs according to their interests or career plans. The program requires the completion of 33 semester credits. Additional graduate hours may be required to meet program prerequisites.
Total Hours	30	39	33	33
Required Course Hours	24	30	33	23

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Elective Course Hours	6	9	0	10
Required Courses	Business Analytics Database Management & Database Analytics Data Mining Techniques Advanced Data Mining and Predictive Analytics Quantitative Management Modeling Analytics for Big Data Analytics in Practice Capstone Design in Business Analytics	Probability Theory I Mathematical Statistics II Business Database Management Linear and Integer Programming Regression Analysis Experimental Design Time Series Analysis Data Mining *Choose 1 of:* Applied Probability Probability Models for Decision Making Thesis or Comp Exam	Regression Analysis Database Management Exploratory Data Analysis Decision Optimizations Analytics Project I 1 hour Time-Series Analysis and Forecasting Business Intelligence Data Mining Big Data Analytics Analytics Project II 1 hour Advanced Data Analytics Project Management Analytics Project III 1 hour	Optimization Modeling Probability Modeling Optimization Methods Statistical Methods Simulation Modeling Statistical Modeling Statistical Computing Data Management MS Capstone
One Semester Full-time Instructional Fees[5]	Resident: $4,516 Non-Resident: $8,274	Resident: $5,084.00 Non-Resident: $8,738.00	Resident: $5,084.00 Non-Resident: $8,738.00	Resident: $9,640.00 Non-Resident: $12,059.00

[5] OhioHigherEd: University System of Ohio. "Fall 2014 Survey of Student Charges for Academic Year 2014 – 2015." https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/data/statistical-profiles/tuition-finaid/FY15%20Tuition%20and%20Fees%20Survey.pdf. Retrieved January 20, 2015.

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Table. Comparison of One-Way Commuting Distance/Time by County.

County	BGSU Miles	BGSU Minutes	KSU Miles	KSU Minutes	Time Increase to BGSU	County Population
Columbiana	193	174	46	56	210.7%	107,841
Mahoning	173	164	47	53	209.4%	238,823
Ashtabula	171	163	83	79	106.3%	101,497
Tuscarawas	169	175	64	69	153.6%	92,582
Trumbull	168	159	38	59	169.5%	210,312
Stark	166	151	31	44	243.2%	375,586
Lake	145	144	37	59	144.1%	230,041
Portage	143	137	7	17	705.9%	161,419
Geauga	141	137	25	37	270.3%	93,389
Holmes	139	133	69	78	70.5%	42,366
Summit	134	130	10	24	441.7%	541,781
Wayne	134	120	44	50	140.0%	114,520
Cuyahoga	122	113	29	36	213.9%	1,280,122
Ashland	114	105	60	59	78.0%	53,139
Medina	100	122	37	46	165.2%	172,332
Lorain	95	99	52	58	70.7%	301,356
Erie	93	91	73	72	26.4%	77,079
Huron	67	80	74	83	-3.6%	59,626
					Total	4,253,811

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University of Dayton

"RACGS Review

1. Based on macro market trends, there appears to be a need for individuals with an MS in Business Analytics (MSBA). The Kent State proposal does a nice job of identifying the limited number of similar degrees available throughout Ohio and how the proposed program is different from the existing programs."

Thank you for validating our discussion of these issues.

"2. I currently do not see a direct opportunity for collaboration between Kent's MSBA degree program and the UD MBA program. The geographic distance between the schools and fact the UD does not offer a MS in Business Analytics make collaboration unlikely. However, there could be some potential collaboration when/if the online the MBA program is developed and a course in business analytics is offered."

It is challenging for the reasons described by the reviewer. However, as the field and each school's programs evolve, there will likely be better opportunities for various collaborations and we look forward to investigating those when they become apparent.

"3. (&4) I've read through the entire proposal and believe that development, implementation, and administration of the program are each well covered and supported. Further, the projected budget seems realistic in terms of enrollment numbers and all of the costs are considered in the projection. I do not see any area that has not been addressed in the proposal and I do not have additional recommendations or concerns regarding the proposed MSBA program."

Thank you for your positive review of our proposal.

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Youngstown State University

"Please comment on the proposal as well as your perception of the institution's capability to deliver the program with particular attention to the following:

Market need for the proposed program and the distinctions or differences between the proposed program and other similar programs across the state

In recent years, there is a growing need for students who possess both business knowledge and analytical skills to make use of large data sources for decision making. The proposed MSBA program can potentially meet this need in NE Ohio. It also differentiates itself from the similar programs offered by Case Western Reserve University and the University of Akron."

We agree with the assessment that there is demand for such a program and that the proposed MSBA has the potential to fulfill some of this need.

"Opportunities for collaboration with the RACGS member's own institution

Maybe we can share some experience in this field in the future."

Perhaps there will be the opportunity to share best practices and other knowledge as the field and our institutions move forward.

"Concerns with substantive elements of the proposed degree program; and

It is understandable that the proposed program has a business and communication component in it; however, it is over-emphasized in the program. In many schools, business analytics is a STEM program. While communication and business skills are necessary, they are certainly not the core component of the program."

We have added substantial content to the full proposal discussing and justifying our program design. We are hopeful that <u>the new content throughout Section 1 of the full proposal</u> helps to justify this content in the program. <u>We would especially point the reviewer to the added mapping of our program to the tasks included in INFORMS Certified Analytics Professional (CAP) program found in Section 1.2.3.</u> As can be seen, our program has good coverage across all categories of CAP topics and this helps validate that the program is targeting what the industry has deemed important.

The reviewer makes the specific observation, "While communication and business skills are necessary, they are certainly not the core component of the program." We would agree fully with that statement. The Data Analysis program focus is actually the core component of the program since it makes up 50% of the content. Additionally, the Information and Data Management focus and the Decision-Making and Leadership focus each makes up a smaller portion of the content and it should be understood that these topics are discussed from a practical viewpoint and a focus on

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what an analyst needs to know. For instance, the decision-making content will focus on making analytics-related decisions rather than general decisions. While different reviewers will undoubtedly have different opinions concerning the appropriate level of coverage associated with all the foci and topics, it should be noted that the vast majority of feedback supports the balance we describe in the three-foci approach. In fact, in the survey of local industry, they were asked to select the weight of coverage they thought was appropriate for these three foci. Interestingly, their aggregate response had a greater weight of material on the business and other issues components and a lesser emphasis on the Data Analysis portion (41% vs. our proposed 50% - though it was still the highest weighted focus). See Sections 1.4 and 2.2 on the industry survey discussed in the full proposal for further detail. We do readily admit that, even with all the effort we expended in the attempt to get the balance 'right', we cannot know if we have truly hit the optimal balance. What will be critical is following up with employers of our first graduates (if the program is approved) to gain insights into what they think the strengths and weaknesses of the employed graduates' preparation were. Certainly, as part of continuous improvement efforts, we will be looking to confirm the balance we chose or to identify adjustments that should be made to meet the expressed needs of these employers.

"The proposed program involves courses offered by other departments or colleges, like computer science and library science. While it can save cost and make use of readily available resources, coordination can become a potential issue. In addition, the plugged-in approach may not serve the purpose of program well and may affect program quality as courses are not customized for the MSBA program."

We have a very good working relationship with our colleagues in other departments that will offer coursework within the program. We have had very good discussions and will continue to follow through on communication and coordination with the departments and instructors of those courses. We are confident that the courses we have included from other departments will meet the needs of the MSBA well; however, as was discussed to the previous answer, measuring the success of the program by interviewing or surveying potential employers, employers of our graduates, and our students will aid us in ensuring that the reality is as functional as the design. Certainly, if we have concerns about any course that may not be meeting the program's needs, we will actively work with the course's department and instructors to amend the course to better meet these needs. If that will not work well, perhaps because the home department has developed different needs for their own students, and an impasse is reached then other arrangements for the course would be required at that time. This would most likely result in developing a new course specifically for the MSBA program.

"Suggestions that might help the submitting institution strengthen the proposal or refine its focus.

To be successful in this program, students need to possess a certain degree of quantitative skills; otherwise the pace of the courses will be slowed down.

Data analytics involves using computer packages. Teaching the course is not something like a "click here and there" approach; otherwise, the things people can do is very much limited to what the software

package offers. Therefore, some training for basic programming skills and logic is necessary. With these basic skills, students can do quite complicated and flexible analyses with widely available and adopted tools like Excel.

For all the prerequisite courses, the course name and the brief descriptions of the courses should be provided."

Thank you for these recommendations. Students without necessary quantitative skills will be required to take an introductory graduate level statistics course as a prerequisite. <u>The course is described in the section on bridge courses (Section 1.2.6) in the full proposal.</u> Computer packages will not be taught using a click this then this approach. The student should understand the problem, process, and application well enough to determine for themselves what the next steps should entail. Excel will play a large role as both a standalone analytics tool as well as a tool for viewing and manipulating the output of other analytics software. Basic programming logic will be covered and students will be exposed to programming in an Excel environment as well as writing statistical scripts in R and SAS. SQL, though not 'programming' *per se* will also receive significant coverage.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **30-Mar-15** Curriculum Bulletin _____

Effective Date **Fall 2015** Approved by EPC _____

Department **EPC Ad Hoc Committee for Academic Policies**

College

Proposal **Revise Policy**

Proposal Name **Revision of the Catalog Rights and Exclusions Policy**

Description of proposal:

This proposal seeks to revise the Catalog Rights and Exclusions policy as published in the University Catalog and the Administrative Policy and Procedure Regarding Academic Requirements, Course Specifications and Course Offerings as published in the Policy Register (3342-3-01.1). The revisions update language, clarify practice, allow for consistent application and bring consistency with other policies and procedures.

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

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

EPC Ad Hoc Committee comprises faculty, students, administrators and staff (including those from advising, registrar, provost, financial aid, institutional research). Members reached out to their respective units for feedback.

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 a Policy
Revision of the Catalog Rights and Exclusions Policy in the University Catalog and Policy Register

Subject Specification

This proposal seeks to revise the Catalog Rights and Exclusions policy as published in the University Catalog and the Administrative Policy and Procedure Regarding Academic Requirements, Course Specifications and Course Offerings as published in the Policy Register (3342-3-01.1). The revisions update language, clarify practice, allow for consistent application, bring consistency with other policies and procedures and remove barriers for non-traditional students by allowing them to continue their plan of study for graduation.

Background Information

The EPC Ad Hoc Committee, with representation from various units from academic affairs and enrollment management and student affairs, is charged with evaluating policies in order to remove unnecessary obstacles and delays to student success and graduation. This committee has determined that some language revisions, deletions and additions would help remove unintended, indirect roadblocks and delays for students caused by the Catalog Rights and Exclusions policy as published in the University Catalog and the Administrative Policy and Procedure Regarding Academic Requirements, Course Specifications and Course Offerings as published in the Policy Register (3342-3-01.1).

Rationale for Action

Students' graduation requirements are determined in part by their officially declared catalog years. Complicated items in the policy, which in some cases contradict each other, sometimes lead to confusion among students, faculty and staff. In turn, this confusion leads to inconsistent application of the policy for students in similar situations, as well as inconsistencies related to the university's policies and procedures on reenrollment. The confusion also can result in drains on faculty and professional staff time in determining how certain situations should be handled and completing paperwork, when their time would be much better spent educating and supporting students in other, more impactful ways. Additionally, simplifying and clarifying certain 'Exclusions' in the policy should create more transparency and increase the likelihood that undergraduate students considering taking a leave of absence from the university clearly understand what will happen upon their return.

Following is a summary of the changes that are highlighted on pages 4-6:

- Changes to the first paragraph and items under 'Rights' are proposed to fill gaps in the policy, so it sufficiently addresses students whose first term of enrollment is a summer term, who are declared in a certificate program, or who declare multiple programs, e.g., major(s), minor(s), certificate(s).

- The addition of 'Exclusion 1' is proposed to clarify that all students are governed generally by the university academic, administrative and operational policies in the Catalog currently in force.

- Changes to 'Exclusion 4' are proposed to make it easier for students, faculty and staff to understand, to clarify for staff how to enforce it, and to align it with the university's policies and procedures that require students to reenroll after one year away from the university.

Revision of the Catalog Rights and Exclusions Policy

- The addition of 'Exclusion 5' is proposed to reflect current practice that students who left the university and later returned may not be declared back into their original program if that program is no longer offered. Kent State has no obligation to continue program or courses for students who stopped out, transferred or were dismissed.

- Changes to 'Exclusion 6' are proposed to align the policy with practice. For students who continuously enrolled at Kent State and are declared in a catalog about to expire after six years, academic units may continue to consider how soon they're expected to graduate before forcing those students to update to the Catalog currently in force. Also, these changes accurately reflect a continuously enrolled student's option to declare a more recent catalog, less than six years old, rather than automatically defaulting to the Catalog currently in force. Additionally, these changes will help prevent unintended, unnecessary delays and roadblocks to graduation for students, as well as additional administrative paperwork for faculty and staff created by forced catalog updates.

- Changes to 'Exclusion 7' and 'Exclusion 8' are proposed to include more relevant information and for clarification.

Alternatives and Consequences

The alternative to this proposal is to take no action and keep a policy that has outdated language; is unnecessarily complicated; contains items that contradict each other; is inconsistent with other policies and procedures; leads to inconsistent application; could cause unintended delays to graduation; and drains faculty and staff time that could be used in more meaningful, productive ways to promote student success.

Specific Recommendation and Justification

The recommendation is to revise the Catalog Rights and Exclusions policy (as listed on pages 3-4) and the Administrative Policy and Procedure Regarding Academic Requirements, Course Specifications and Course Offerings (as listed on pages 5-6) to update language, clarify practice, allow for consistent application and create consistency with other policies and procedures.

Timetable and Actions Required

EPC Ad Hoc Committee (recommendation)..... 17 April 2015
Educational Policies Council (approval)..... 20 April 2015
Faculty Senate (approval)..... 18 May 2015
Board of Trustees (notification) ..... 4 June 2015

Policy is filed with the Ohio Legislative Service Commission once approvals are procured.

Implementation in University Catalog..... 1 June 2015 (fall 2015)
Implementation in Policy Register ..... 25 August 2015 (fall 2015)

The proposed revised policies will be operational at the start of fall 2015 for all Kent State students regardless of their first term of enrollment or catalog year.

CATALOG: Catalog Rights and Exclusions – *MARKED VERSION*

The university has established the following Catalog rights and exclusions relating to ~~degree~~ requirements for students in an academic program (major, minor, certificate). While these Catalog rights establish specific academic program ~~degree~~ requirements for students, the exclusions noted ensure that the knowledge and skills acquired by students will be current with the state of knowledge in their fields of study.

Rights

1. Students' academic requirements are based on the Catalog that is in force during their first fall, spring or summer term ~~semester~~ of enrollment in a degree or certificate program at Kent State University.
2. Students may elect to complete an academic program ~~(major, minor, certificate)~~ under a more recent Catalog. When changing Catalog year, students must comply with all of the requirements relevant to their program in the newer Catalog.
3. Students may declare a different Catalog for a minor, certificate or second major/degree. However, students must comply with all of the requirements relevant to the additional program in the different Catalog ~~all enforced university-level academic policies and procedures are based on the students' Catalog for their primary degree program~~.
4. Catalog rights may be granted through inter-institutional curricular agreements. Such rights are subject to the same exclusions noted below.

Exclusions

1. Regardless of their first term of enrollment, students are governed generally by the university academic, administrative and operational policies in the Catalog currently in force.

2. ~~1.~~ Students who transfer to another university and return to Kent State are readmitted under the Catalog-in-force at the time of readmission.

3. Dismissed students are reinstated under the Catalog-in-force at the time of reinstatement.

4. ~~2.~~ Undergraduate students who interrupt their enrollment at the university for one full academic year or longer, consecutively, including summer, are updated to the Catalog-in-force at the time of their most recent reenrollment. ~~do not satisfactorily complete 12 semester hours at Kent State in two calendar years must satisfy the requirements of the most recent Catalog.~~ Transient work and alternative credit do not qualify as enrollment at Kent State University.~~, 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.~~

5. Kent State will not permit reentry into programs that are no longer offered at the time of the students' most recent readmission, reinstatement or reenrollment.

6. ~~3.~~ Undergraduate students who are enrolled continuously in a degree or certificate program in a catalog older than ~~do not complete degree requirements within~~ six years may be ~~are~~ required to update to a more recent ~~to the current~~ Catalog.

~~4. Dismissed students are reinstated under the Catalog-in-force at the time of reinstatement.~~

7. ~~5.~~ Changes in degree requirements will be made to keep programs in compliance with accreditation, certification, ~~or~~ licensure or industry standards. Implementation of these standards may require that students update to a more recent ~~the current~~ Catalog.

8. ~~6.~~ Program changes may be required by financial urgency, unavailability of faculty or unavailability of other instructional resources. In these instances, the dean of the students' college will identify available alternatives for the completion of program ~~degree~~ requirements.

9. ~~7.~~ Course specifications such as title, credit hours, prerequisites, status (e.g., Kent Core), etc., are based on the term for which the student registered for the course. If the course is revised after the student completed ~~took~~ it, the student does not gain or lose anything with that revision.

~~In rare instances, an exception to the above policy may be granted by the college dean.~~

CATALOG: Catalog Rights and Exclusions – *CLEAN VERSION*

The university has established the following Catalog rights and exclusions relating to requirements for students in an academic program (major, minor, certificate). While these Catalog rights establish specific academic program requirements for students, the exclusions noted ensure that the knowledge and skills acquired by students will be current with the state of knowledge in their fields of study.

Rights

1. Students' academic requirements are based on the Catalog that is in force during their first fall, spring or summer term of enrollment in a degree or certificate program at Kent State University.
2. Students may elect to complete an academic program (major, minor, certificate) under a more recent Catalog. When changing Catalog year, students must comply with all of the requirements relevant to their program in the newer Catalog.
3. Students may declare a different Catalog for a minor, certificate or second major/degree. However, students must comply with all of the requirements relevant to the additional program in the different Catalog.
4. Catalog rights may be granted through inter-institutional curricular agreements. Such rights are subject to the same exclusions noted below.

Exclusions

1. Regardless of their first term of enrollment, students are governed generally by the university academic, administrative and operational policies in the Catalog currently in force.
2. Students who transfer to another university and return to Kent State are readmitted under the Catalog-in-force at the time of readmission.
3. Dismissed students are reinstated under the Catalog-in-force at the time of reinstatement.
4. Undergraduate students who interrupt their enrollment at the university for one full academic year or longer, consecutively, including summer, are updated to the Catalog-in-force at the time of their most recent reenrollment. Transient work and alternative credit do not qualify as enrollment at Kent State University.
5. Kent State will not permit reentry into programs that are no longer offered at the time of the students' most recent readmission, reinstatement or reenrollment.
6. Undergraduate students who are enrolled continuously in a degree or certificate program in a catalog older than six years may be required to update to a more recent Catalog.
7. Changes in degree requirements will be made to keep programs in compliance with accreditation, certification, licensure or industry standards. Implementation of these standards may require that students update to a more recent Catalog.
8. 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 program requirements.
9. Course specifications such as title, credit hours, prerequisites, status (e.g., Kent Core), etc., are based on the term for which the student registered for the course. If the course is revised after the student completed it, the student does not gain or lose anything with that revision.

POLICY: 3342-3-01.1 Administrative policy and procedure regarding academic requirements, course specifications, and course offerings – *MARKED VERSION*

(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. Undergraduate students are required to complete the university orientation course. Adult students (twenty-one years or older at the time of admission) and transfer students entering with more than twenty-four semester hours (excluding post-secondary and dual-enrollment credit) are exempted from the requirement. Full-time students are expected to complete the university orientation course during their first full semester of enrollment. Part-time students are expected to complete 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) Student's academic requirements are based on the catalog that is in force during the student's first semester of enrollment in a degree or certificate program at Kent state university.

(b) Students may elect to complete an academic program (major, minor, certificate) under a more recent catalog. When changing catalog year, students must comply with all of the requirements relevant to their program in the newer catalog.

(c) Students may declare a different catalog for a minor, certificate or second major/degree; however, students must comply with all of the requirements relevant to the additional program in the different catalog ~~all enforced university-level academic policies and procedures are based on the student's catalog for their primary degree program~~.

(d) Catalog rights may be granted through inter-institutional curricular agreements. Such rights are subject to the same exclusions noted below.

(e) Regardless of their first term of enrollment, students are governed generally by the university academic, administrative and operational policies in the catalog currently in force.

(f)~~(e)~~ Students who transfer to another university and return to Kent state university are readmitted under the catalog in force at the time of readmission.

(g) Dismissed students are readmitted under the catalog in force at the time of reinstatement.

(h)~~(f)~~ Undergraduate students who interrupt their enrollment at the university for one full academic year or longer, consecutively, including summer, are updated to the Catalog-in-force at the time of their most recent reenrollment. ~~do not satisfactorily complete twelve semester hours at Kent state in two calendar years must satisfy the requirements of the most recent catalog.~~ Transient work and alternative credit do not qualify as enrollment at Kent State University.~~, credit-by-examination and coursework receiving grades of AU, F, NF, SF, IN, NR, W, U or Z will not count toward completing the twelve hours.~~

Revision of the Catalog Rights and Exclusions Policy

(i)~~(g)~~ Kent State will not permit reentry into programs that are no longer offered at the time of the students' most recent readmission, reinstatement or reenrollment. ~~Dismissed students are readmitted under the catalog in force at the time of reinstatement.~~

(j) Undergraduate students who are enrolled continuously in a degree or certificate program in a catalog older than six years may be required to update to a more recent Catalog.

(k)~~(h)~~ Changes in degree requirements will be made to keep programs in compliance with accreditation, certification, ~~or~~ licensure or industry standards. Implementation of these standards may require that students update to a more recent ~~the current~~ catalog.

(l)~~(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 program ~~degree~~ requirements.

~~(j) In rare instances, an exception to the above policy may be granted by the college dean.~~

(C) Course specifications. Course specifications such as title, credit hours, prerequisites, status (e.g., Kent core), etc., are based on the term for which the student registered for the course. If the course is revised after the student completed ~~took~~ it, the student does not gain or lose anything with that revision. 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 paragraph (B)(2) of this rule, dean's offices may authorize course substitutions, waiver(s), or some other appropriate alternative.

Catalog Time Limits for Continuous Enrollment at Benchmark and Ohio Public Universities

University	Year Limit	Catalog Language
Ball State University	7	There is no specific time limit for the completion of undergraduate degrees, but the university reserves the right to review course work that is more than **seven years** old. Furthermore, the university is neither obligated nor committed to continue courses or programs so that students can take more than the normal four or five years to complete bachelor's degrees or more than two years to complete associate degrees. cms.bsu.edu/academics/undergraduatestudy/catalog/current-year/degreereq
Bowling Green State University	—	The University reserves the right to change its course offerings, academic policies, and requirements for the baccalaureate and associate degrees. To protect students from unnecessary penalty where changes in degree requirements occur, the following policies in regard to the Undergraduate Catalog are in effect: … Regardless of their term of matriculation, students are typically governed by the policies in the most current catalog. Students are governed by the degree requirements in the catalog of their matriculation. Students may elect to complete a degree program under the most recent catalog. If this choice is made, then the student must complete all degree requirements specified in the selected catalog. …Students who initiate but do not complete a program and return to the University follow the degree requirements specified by the dean of the college in which they are enrolled at the time of their return. www.bgsu.edu/catalog/academic-policies/catalog-policies.html
Capital University	10	Students are expected to complete all degree requirements within a **10-year period** from the date of formal degree admission to the university; otherwise, the student's degree program shall be reviewed by the appropriate academic dean to determine its applicability toward the degree being sought. http://bulletin.capital.edu/content.php?catoid=6&navoid=112#stat_limi
Central State University	—	
Cleveland State University	—	Students who interrupt their enrollment in the university for one full academic year or longer, consecutively, including summer, must meet the university graduation requirements of the catalog in effect when they return. In all instances, students who return to Cleveland State University after enrolling at another college or university (except with transient or cross-registration permission) must follow the university graduation requirements of the catalog in effect at the time of their readmission. http://catalog.csuohio.edu/content.php?catoid=13&navoid=1148
Miami University	10	If your course of study is prolonged beyond **10 years**, curricula changes adopted after your entrance date as a degree candidate may be required by the university, division, or department. Students who have earned credits more than 10 years before their planned graduation date must petition to their divisional committee of advisors to validate these credits. Students are responsible for supplying course descriptions or a college catalog from those colleges previously attended. www.units.miamioh.edu/reg/bulletins/GeneralBulletin2014-2015.pdf
Northern Illinois University	6	The rules governing catalog choice for different categories of students are given below. However, no student may graduate under a catalog more than **six years** old, unless specific permission is obtained from the major college in a case where the major program in question is still available as an approved program of study. The rules given below apply only to requirements for majors, minors, and general education. All students are subject to the academic regulations stated in the most recent catalog. www.reg.niu.edu/regrec/courses/archive/14-15Catalog.pdf
Ohio State University	—	
Ohio University	5	The undergraduate catalog is published for an academic year, which comprises fall through summer semesters. For example, the 2014-15 academic year is fall 2014, spring 2015, and summer 2015. The catalog in effect for the term in which you first complete coursework at Ohio University becomes your University and Major Program Catalog of Entry. This catalog defines the Universitywide and college–level academic requirements you must complete and academic policies you must follow for the next **five years**. After five years from your initial registration, your college may choose to update either or both catalogs as they pertain to requirements for graduation. Offices responsible for enforcing other University policies, such as graduation with honor, for example, may apply the current Universitywide policies to existing students after five years. Either major or nonmajor requirement changes made necessary by altered or discontinued courses or by requirements imposed by external accrediting or certification agencies will be resolved on an individual basis by the dean of your college. Whenever possible, new requirements will be implemented with a beginning class or upon the expiration of the appropriate time limit. http://www.catalogs.ohio.edu/content.php?catoid=42&navoid=2766

Catalog Time Limits for Continuous Enrollment at Benchmark and Ohio Public Universities

University	Year Limit	Catalog Language
Shawnee State University	—	The academic requirements and policies that a student must follow are determined by the course catalog in place at the time of initial registration at Shawnee State University. If a student fails to enroll for three consecutive semesters, he or she must follow requirements and policies in the course catalog in place at the time of return to SSU. A student has the right to petition the academic department that offers his or her major f a change in catalog. A student also has the right to request course substitutions and waivers of requirements. http://catalog.shawnee.edu/content.php?catoid=44&navoid=1007#Academic_Policies_and_Programs
University of Akron	—	Meet all degree requirements including grade-point averages that are in force at the time a transfer is made to a degree-granting college. If the student should transfer to another major, then the requirements should be those in effect at the time of the transfer. For a student enrolled in an associate degree program in Summit College, the requirements shall be those in effect upon entrance into the program. www.uakron.edu/registrar/bulletins/ugrad/2011-2015/UGBulletin2011-12.pdf
University of Cincinnati	—	
University at Albany, SUNY	—	Students who resume study within a six semester period of time will meet degree requirements indicated in the Undergraduate Bulletin in effect for their initial matriculation. Students with a cumulative total of more than six semesters of absence, whether or not those semesters are consecutive, meet degree requirements indicated in the Undergraduate Bulletin for the semester in which the student was readmitted. www.albany.edu/undergraduate_bulletin/withdrawal_reentry_readmission.html
University of Memphis	7	A student may complete the requirements for the initial degree under the provisions of any valid UofM Catalog provided the effective date of that Catalog is not earlier than the student's initial admission to UofM or some other accredited institution of higher learning. The degree requirements published in the Undergraduate Catalog of the University of Memphis are valid for **seven years** from the beginning of the academic year to which the Catalog applies. For students whose initial enrollment occurs Fall 2014-Summer 2015, this Catalog is valid through Summer 2021. www.memphis.edu/ugcatalog/graduation/catalog.php
University of North Carolina at Greensboro	—	Many factors affect both the length of time and the number of credit hours an individual student will require to complete the baccalaureate degree. Full-time undergraduate students are expected to complete at least 12 credit hours per semester. Failure to complete an average of 15 hours per semester may lengthen the student's time to graduation. Some majors do require formal admission beyond that required for admission to the university in general. Students should meet with their academic advisors regularly to plan their academic schedules. To graduate, students must complete specific university requirements as well as requirements within the major. Students who change majors may find that additional requirements must be fulfilled. Changing majors excessively, or after the third or fourth semester of study, may also lengthen the time to graduation. Criteria for admission to a specific major (outlined in the *Undergraduate Bulletin*) and continuation in that major may include a university grade point average exceeding that required for continuation within the university as a whole. Students considering such majors should become familiar with the guidelines, and work with an academic advisor, as soon as possible to ensure that they meet the criteria. http://uncg.smartcatalogiq.com/en/2014-2015/Undergraduate-Bulletin/Academic-Regulations-Policies/Average-Time-to-Graduation
University of North Texas	8	All requirements of the chosen catalog must be met within **eight years** of that catalog's publication. This [2014-2015] catalog will expire at the close of the 2022 summer semester/term. http://catalog.unt.edu/content.php?catoid=11&navoid=705#Requirements_of_This_Catalog
University of Oklahoma at Norman	6-10	A student may elect to be graduated under the requirements for an undergraduate degree in effect at the time of his or her first enrollment in the state system provided that he or she completes the work for the degree within a maximum time limit, determined by the college, of **not less than six nor more than ten years**. If the work for a degree covers a period longer than that specified by the college, t he college, in consultation with the student, will determine the catalog or bulletin to be in effect for that student's graduation. http://catalog.ou.edu/current/Academic_Records.htm

Catalog Time Limits for Continuous Enrollment at Benchmark and Ohio Public Universities

University	Year Limit	Catalog Language
University of Oregon	7	The *University of Oregon Catalog* lists requirements for active degrees offered by the university. Each catalog goes into effect at the beginning of fall term the academic year of issue. It expires at the end of summer session the **seventh academic year** after publication. Advisors and other university employees are available to help, but students have final responsibility for satisfying degree requirements for graduation. To receive an undergraduate degree, a student must have satisfied, at the time of graduation, all requirements for the degree listed in one of the following: (1) the unexpired catalog in effect when the student was first admitted and enrolled at the University of Oregon, ***or*** (2)any subsequent catalog that has not yet expired. To fulfill major or minor program requirements, a student must complete the requirements in effect (1) when the student first declared the major or minor, ***or*** (2) when the student changed to a different major or minor. Exceptions to major or minor requirements may be made by the department or program offering the major or minor. http://uocatalog.uoregon.edu/readersguide
University of Southern Mississippi	6	Graduation requirements for any degree program must be met under a bulletin of the student's choice that is not more than **six years** old at the time of the student's graduation (exclude the current year's bulletin in counting the six) and that carries announcements for a year during which the student earned some credit at The University of Southern Mississippi or another accredited institution of higher learning, including community and junior colleges. When a student is pursuing a degree that leads to external licensure, the student must meet the licensure requirements regardless of *Bulletin* year selected. http://catalog.usm.edu/content.php?catoid=9&navoid=514#Choice_of_Bulletin
University of Texas at Arlington	—	No policy on time limits found; however, state policy on excessive credits: Pursuant to state law, students who first enrolled in any college or university in Fall 1999 or a later semester may be required to pay a higher tuition rate if attempted undergraduate credit hours exceed a designated limit. Students who first entered a college or university in Fall semester 1999 through Summer semester 2006 may be required to pay a higher tuition rate when the credit hours attempted at publicly-funded Texas colleges or universities exceed by **45 or more the hours** required for the student's declared baccalaureate degree. Students who first entered a college or university in Fall semester 2006 and thereafter may be required to pay higher tuition rates when the credit hours attempted at publicly-funded Texas colleges or universities exceed by 30 or more the hours required for the student's declared baccalaureate degree. This requirement applies only to the first baccalaureate degree earned; students already holding one baccalaureate degree are exempt when enrolled in a second baccalaureate degree program. http://catalog.uta.edu/academicregulations/degreerequirements/undergraduate
University of Toledo	—	Students who have been out of the former College of Arts and Sciences or the College of Languages, Literature, and Social Sciences for 12 consecutive months are responsible for the requirements in the University catalog under which they reenter. www.utoledo.edu/catalog/2015catalog/undergraduate/docs/LLSS%20Undergraduate%20Catalog%202014-2015%20updated%20sept%20FINAL.pdf
University of Wisconsin at Milwaukee	—	No policy on time limits found; however, state policy on excessive credits: A University of Wisconsin System (UWS) policy is in effect at all UWS institutions. Under this policy, students pursuing their initial undergraduate degree(s) who have accumulated **more than 165 total credits** (counting all credits earned at UW campuses as well as credits taken at WTCS institutions and accepted for degree credit at UWS institutions) will be assessed a 100% surcharge on tuition for any additional credits (i.e., your tuition will be doubled). For more specific information about this policy, contact your academic advisor. www4.uwm.edu/academics/undergraduatecatalog/AcademicInfo.html#DI
Western Michigan University	10	Students may graduate under the WMU catalog in effect atthe time of their initial registration or any succeeding catalog providing the catalog is not more than **ten years** old upon the completion of requirements for graduation. Students who have been gone from the University for ten years or more must enter the University under the catalog in effect at the time of re-entry. For exception, see special policy under "Graduation Requirements-Bachelor of Science in Engineering" listed in the College of Engineering and Applied Sciences section of this catalog. … The baccalaureate programs in engineering are designed to be completed in four consecutive years. A student must meet all the requirements listed in any one of the catalogs in effect during the **four-year** period immediately prior to the date of graduation. http://wmich.edu/registrar/-/file/wmu-catalog-undergrad-201415.pdf

Catalog Time Limits for Continuous Enrollment at Benchmark and Ohio Public Universities

University	Year Limit	Catalog Language
Wright State University	7	Students who are continuously enrolled or eligible to enroll continuously (students are eligible to enroll continuously if they are enrolled during any part of the calendar year) may elect to meet either the university requirements that were in effect when they entered Wright State or the university requirements that came into effect while they were continuously enrolled. Students who were not enrolled continuously must meet the university requirements in effect when they were readmitted to the university. Students must meet the college or school requirements in effect when they are admitted to the college or school, and they must meet the program requirements in effect when they are admitted to a specific program or major. Students who are not enrolled continuously may be required to meet the college, school, or program requirements in effect when they are readmitted to a program. In addition, students who have not completed their program in **seven years** may have their college, school, or program requirements revised. https://catalog.wright.edu/policy-and-resources/undergraduate/academic-standards-and-requirements/requirements-bachelors-degree
Youngstown State University	—	The *Undergraduate Bulletin* in effect when a student first enrolls at the university or any one subsequent catalog will be the guide to graduation requirements, provided the student is in continuous attendance and does not change majors. www.ysu.edu/ebulletin/general-information/graduation-requirements

HISTORY OF CATALOG TIME LIMIT POLICY AT KENT STATE

- **1985 –** "Catalog in Force" policy first appeared in the catalog. Included the statement: "Students who fail to complete 12 semester hours in two calendar years must satisfy the requirements of the most recent Catalog."

- **1992 –** Twelve-hour statement updated to add following disclaimer: "Transient work, credit by exam and coursework receiving grades of AU, F, IN, NA, NR, W, U or Z will not count toward completing the 12 hours."

- **1998 –** Policy revised to "Catalog Rights and Exclusions." Included new statement: "Students who do not complete degree requirements within ten years are required to update to the current catalog." Addition was due to Kent State "courses and curricular [changing] formally and informally in a ten-year period" as revealed by a HLC reaccreditation self-study review. "Students could still graduate with credits older than ten years, but they would have to adopt the current catalog" (EPC proposal).

- **2011 –** Time limit of 10 years revised to six years due to the following rationale: "The premise linking the ten-year catalog limit to accreditation is no longer relevant since the University moved to the AQIP accreditation process. With the impact of new and emerging technologies, a ten-year curricular span could mean that recent graduates could have taken classes considered obsolete in their field. Consistent with Academic Affairs' strategy of enhancing academic excellence and innovation, programs must stay current. A ten-year span is no longer appropriate given the rapid rate of change. Furthermore, OBR continues to place more emphasis on institutional graduation rates. Linking the catalog year with our strategic direction and the nationally standardized six-year graduation rate maintains reasonable program currency. … Reducing the number of catalog years to six will simplify curricular and advising practices making it easier to moniter and track students" (EPC proposal).

  Also included in proposal was the action: "Clarity to advisors on specific implementation procedures This process will be guided/developed by AAAC."

TO:	Educational Policies Council
FROM:	Senior Vice President and Provost Todd A. Diacon
SUBJECT:	Agenda for Monday, 18 May 2015 3:20 p.m., Governance Chambers, 2nd floor of Kent Student Center
DATE:	Monday, 11 May 2015

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 the Office of Curriculum Services by Friday, 15 May 2015, to ensure that the materials are available at the meeting for review.

JOINT EDUCATIONAL POLICIES COUNCIL

ACTION ITEMS

1. Approval of minutes of 20 April 2015.
   Attachment 1

Office of the Provost *(presented by Associate Provost Melody J. Tankersley)*

2. Revision of Administrative Policy Regarding Disqualification of Students from Programs for Other than Academic Reasons (3342-3-01.11) in the Policy Register. Revision reflects updated language and dismissal and appeal procedures. Title changes to Administrative Policy Regarding Dismissal of Students from Programs for Reasons of Professionalism.
   Effective Fall 2015 | Attachment 2

DISCUSSION ITEM

1. Meeting schedule and membership structure of the Educational Policies Council.

INFORMATION ITEM

1. The November 2015 EPC meeting will be the last meeting to approve course and program additions and revisions for fall 2016. In addition, no course or program additions or revisions will be accepted between December 2015 and July 2016 (program revisions include anything that changes the criteria for a student to be admitted, progress or graduate from a program). Exception is establishment of a new degree or major, which entails a long timeline for approval. The deadline and suspension notices are to accommodate the implementation of new catalog software.

GRADUATE EDUCATIONAL POLICIES COUNCIL

LESSER ACTION ITEMS

Office of the Provost

1. Revision of Incomplete Mark policy in Grading Policies and Procedures to revise the student deadline to complete a course within the College of Podiatric Medicine, from three months to 90 calendar days. Deadline clarification requested by the College of Podiatric Medicine.
   Effective Fall 2015

College of the Arts

School of Theatre and Dance

2. Establishment of Acting for the Returning Professional [ARP] concentration and revision of course requirements for the Theatre Studies [THEA] major within the Master of Fine Arts [MFA] degree. Revision includes removing required THEA 61110 and THEA 61111; adding THEA 65000 as required; and adding THEA 51113, THEA 51115, THEA 51191 and THEA 61531 as approved electives. Minimum total hours to program completion are unchanged at 60.
   Effective Fall 2016

College of Business Administration

3. Revision of admission requirements for the Executive Master of Business Administration [EMBA] major within the Master of Business Administration [MBA] degree. The required Graduate Management Admission Test (GMAT) may be waived for applicants with 10 or more years of work experience or for applicants with a master's, doctoral or medical degree.
   Effective Fall 2015

College of Education, Health and Human Services

School of Lifespan Development and Educational Sciences

4. Revision of admission requirements for the ASL/English Interpreting [ASEI] non-degree graduate [NDGD] program for students seeking teacher licensure. Submission of Praxis Core test results is removed.
   Effective Fall 2015
5. Revision of admission and graduation requirements for the Special Education [SPED] major within the Master of Education [MED] degree. Submission of Praxis Core test results is removed for admission, and the licensure requirement note is removed as this major does not lead to teacher licensure.
   Effective Fall 2015
6. Revision of admission requirements for the Special Education [SPED] major within the Educational Specialist [EDS] degree. A required interview is removed, and submission of a résumé or curriculum vitae is added.
   Effective Fall 2015
7. Revision of admission requirements for the Special Education [SPED] major within the Doctor of Philosophy [PHD] degree. Completion of a written exam is removed, and an interview and submission of a personal goal statement are added.
   Effective Fall 2015

GRADUATE EPC *continued*

LESSER ACTION ITEMS *continued*

College of Nursing

8. Inactivation of Primary Care Pediatric Clinical Nurse Specialist [PCSP] concentration and revision of course requirements for the Advanced Nursing Practice [ANP] major within the Doctor of Nursing Practice [DNP] degree. Revision includes replacing EPI 73026 with EPI 72017 as required. Minimum total credit hours to program completion are unchanged at 70-85, depending on concentration.
   Effective Fall 2016

9. Revision of course requirements for the Advanced Practice Nursing [APN] major within the Doctor of Nursing Practice [DNP] degree. Revision includes replacing EPI 73026 with EPI 72017 as required. Minimum total credit hours to program completion are unchanged at 71.
   Effective Fall 2016

10. Inactivation of Primary Care Pediatric Clinical Nurse Specialist [PCSP] concentration in the Nursing [NURS] major within the Master of Nursing Science [MSN] degree.
    Effective Fall 2016

11. Inactivation of Primary Care Pediatric Clinical Nurse Specialist [C845] post-master's certificate.
    Effective Fall 2016

College of Public Health

12. Revision of admission requirements for the Public Health [PH] major within the Master of Public Health [MPH] degree. Revision includes modifying the policy for waiving the Graduate Record Examinations (GRE); and adding the Pharmacy College Admission Test (PCAT) and removing both Miller Analogies Test (MAT) and Preliminary SAT (PSAT) in the list of accepted graduate admission exams.
    Effective Fall 2015

UNDERGRADUATE EDUCATIONAL POLICIES COUNCIL

ACTION ITEM

EPC Ad Hoc Committee for Academic Policies *(presented by Associate Provost Melody J. Tankersley)*

1. Revision of Midterm Evaluation policy to (a) open midterm grading to all students enrolled in 00000-, 10000- and 20000-level courses—rather than to students with freshman status only—and to (b) extend the midterm grading period to start in the fourth and end in the seventh week for full-semester courses (midterm grades are given in seventh week only in current policy).
   Effective Fall 2016 | Attachment 3

INFORMATION ITEMS

College of Business Administration

Department of Management and Information Systems

1. Initial request to re-establish the Human Resource Management [HRM] major within the Bachelor of Business Administration [BBA] degree. The major previously was offered from 1980 to 1995 (and as a concentration within Business Management from 1996 to 2002).
   Attachment 4

Regional College

2. Temporary suspension of admission to the Associate of Arts [AA] and Associate of Science [AS] degrees jointly administered by Kent State and Stark State College [KSST]. Enrollment in both joint degrees has been low since their establishments in spring 2006 and fall 1999, respectively; only 24 students have graduated, in total, in the past 15 years. Inactivation of both is planned for fall 2016.
   Attachment 5

LESSER ACTION ITEMS

Office of the Provost

1. Revision of Retroactive Credit policy to include the following courses—requested by the Department of Modern and Classical Language Studies—to allow students to earn lower-level coursework in the same subject: ASL 39201, ARAB 31301, CHIN 35201, FR 13202, FR 23201, FR 33212, GER 31211, ITAL 35211, JAPN 35101, RUSS 32211 and SPAN 38211.
   Effective Fall 2015

College of Applied Engineering, Sustainability and Technology

2. Revision of graduation requirements for the Aeronautics [AERN] major within the Bachelor of Science [BS] degree. Revisions include eliminating the Comprehensive Exit Exam (replaced with minimum C grade in a specified capstone course); increasing overall GPA, from 2.000 to 2.500, for Flight Technology [FLGT] concentration; and increasing major GPA, from 2.250 to 2.500, for the following concentrations; Aeronautical Systems Engineering Technology [AESE], Air Traffic Control [ATC], Aviation Management [AVMN] and Flight Technology [FLGT]. Students who do not meet the 2.500 major GPA for graduation may matriculate under the Aeronautical Studies [AEST] concentration.
   Effective Fall 2015

UNDERGRADUATE EPC *continued*

LESSER ACTION ITEMS *continued*

College of the Arts

3. Revision of Teacher Preparation policy, including renaming it Requirements for Admission to Advanced Study for Art Education and Music Education; and clarifying requirements for students in the Art Education [ARTE] and Music Education [MUED] majors to be admitted into teacher education advanced study by the College of Education, Health and Human Services.
   Effective Fall 2015

College of Arts and Sciences

Department of Chemistry and Biochemistry

4. Revision of course requirements for the Chemistry [CHEM] major within the Bachelor of Arts [BA] degree. Revision includes adding CHEM 10062 and CHEM 10063 as required; and replacing CHEM 10960 and CHEM 10961 with CHEM 10970 and CHEM 10971. Minimum total hours to program completion are unchanged at 120.
   Effective Fall 2016

5. Establishment of Industrial Chemistry [ICHM] concentration and revision of course requirements for the Chemistry [CHEM] major within the Bachelor of Science [BS] degree. New concentration includes two new courses, CHEM 20050 and CHEM 40092. Revision includes adding CHEM 10062 and CHEM 10063 as major requirements; and replacing CHEM 10960 and CHEM 10961 with CHEM 10970 and CHEM 10971. Minimum total hours to program completion are unchanged at 120.
   Effective Fall 2016

6. Revision of course requirements for the Chemistry [CHEM] minor. Revision includes adding CHEM 10062 and CHEM 10063 as required; and replacing CHEM 10960 and CHEM 10961 with CHEM 10970 and CHEM 10971. Minimum total hours to program completion are unchanged at 25.
   Effective Fall 2016

College of Education, Health and Human Services

School of Teaching, Learning and Curriculum Studies

7. Revision of graduation requirements for the Physical Education Licensure [PEL] concentration in the Physical Education [PEP] major within the Bachelor of Science [BS] degree. Students are required for graduation to obtain a First Aid/CPR certification and a minimum equivalence to level 5 competency in Red Cross swimming.
   Effective Fall 2015

UNIVERSITY REQUIREMENTS COURSE CHANGES

Courses Approved for Kent Core for Fall 2016

CHEM 10970 Honors General Chemistry I (4) [basic sciences] ..... New

CHEM 10971 Honors General Chemistry II (4) [basic sciences] ..... New

Kent Core Course Revisions for Spring 2016

PHIL 21002 Introduction to Formal Logic (3) [mathematics and critical reasoning] ..... Revise

Kent Core Course Revisions for Fall 2016

BSCI 20020 Biological Structure and Function (5) to: (4) ..... Revise
Revision includes removal of the Kent Core basic sciences designation

CHEM 10960 Honors General Chemistry (5) [basic sciences] ..... Inactive

CHEM 10961 Honors General Chemistry (5) [basic sciences] ..... Inactive

Courses Approved for Experiential Learning Requirement for Fall 2016

BTEC 40196 Individual Investigation in Biotechnology (2-9) ..... Revise

COURSE CHANGES

Course Changes Effective Fall 2015

VCD 22001 Design/Illustration Techniques II (3) ..... Revise

Course Changes Effective Spring 2016

BMS 60451 Medical Physiology (5) ..... New

BMS 60465 Brain Mind and Behavior (6) ..... New

BMS 60501 Introduction to Pharmacology (1) ..... New

BMS 60502 Molecular Pharmacology (4) ..... New

BMS 60503 Pharmacology Journal Review (1) ..... New

BMS 60504 Chemotherapy and Toxicology (2) ..... New

BMS 60505 Drug Discovery and Clinical Pharmacology (2) ..... New

BMS 60506 Herbals and Supplements (2) ..... New

BMS 70451 Medical Physiology (5) ..... New

BMS 70465 Brain Mind and Behavior (6) ..... New

BMS 70501 Introduction to Pharmacology (1) ..... New

BMS 70502 Molecular Pharmacology (4) ..... New

BMS 70503 Pharmacology Journal Review (1) ..... New

BMS 70504 Chemotherapy and Toxicology (2) ..... New

Course Changes Effective Spring 2016 *continued*

BMS	70505 Drug Discovery and Clinical Pharmacology (2)	New
BMS	70506 Herbals and Supplements (2)	New
CS	69098 Research (1)	Revise
CS	69191 Master's Seminar (1-2)	Revise
CS	89098 Research (1)	Revise
CS	89191 Doctoral Seminar (1-2)	Revise
FDM	20030 Fashion Apparel Analysis (3)	Revise
FDM	20121 Fashion Drawing I (3)	Revise
FDM	20122 Fashion Drawing II (3)	Revise
FDM	20153 Flat Pattern (3)	Revise
FDM	20154 Draping (3)	Revise
FDM	30050 Fashion Technology: Computer-Integrated Textile Design (3)	Revise
FDM	30262 Fashion Merchandise Planning and Buying (3)	Revise
FDM	35270 Computer Applications in Retailing (3)	Revise
FDM	35900 Florence Fashion Study Orientation (1)	Revise
FDM	40050 Fashion Technology: TechStyleLab (3)	Revise
FDM	40121 Fashion Portfolio I (3)	Revise
FDM	40122 Fashion Portfolio II (3)	Revise
FDM	40141 Fashion Studio II (3)	Revise
FDM	40270 Fashion Marketing (3)	Revise
FDM	45292 Internship in Fashion Design (3)	Revise
NRST	10009 Basic Principles of Pharmacology (2)	Revise
PEB	10020 Development and Conditioning (1)	Revise
PEB	10036 Fitness Walking (1)	Revise
PEB	10095 Selected Topics: Physical Education Activities (1-2)	Revise
PEB	10125 Basketball (1)	Revise
PEB	10204 Badminton (1)	Revise
PEB	10304 Bowling (1)	Revise
PEB	10305 Billiards (1)	Revise
PEB	10306 Jogging (1)	Revise
PEB	10323 Soccer (1)	Revise
PEB	10403 Beginning Ballroom Dance (1)	Revise
PEB	10505 Volleyball (1)	Revise
PEB	10604 Beginning Golf (1)	Revise

Course Changes Effective Spring 2016 *continued*

PEB 10704 Intermediate Gold (1) ..... Revise
PEB 10904 Tennis (1) ..... Revise
PEB 10906 Racquetball (1) ..... Revise
PEB 11325 Advanced Ice Hockey (1) ..... Revise
PEB 11425 Varsity Sports (1) ..... Revise
PEB 11426 Varsity Sport Training and Conditioning (1) ..... Revise
PEB 11604 Beginning Karate (1) ..... Revise
PEB 11605 Intermediate Karate (1) ..... Revise
PEB 11633 Ju Jitsu (1) ..... Revise
PEB 11634 Self Defense (1) ..... Revise
PEB 11663 Beginning Yoga (1) ..... Revise
PEB 11665 Zumba (1) ..... Revise
PEB 11666 Beginning Spinning (1) ..... Revise
PEB 11667 Boot Camp I (1) ..... Revise
PEB 11673 Intermediate Yoga (1) ..... Revise
PEB 11674 Intermediate Pilates (1) ..... Revise
PEB 11675 Zumba Toning (1) ..... Revise
PEB 11904 Beginning Ice Skating (1) ..... Revise
PEB 12004 Basic Figure Skating (1) ..... Revise
PEB 12324 Weight Training (1) ..... Revise
PEB 12325 Women's Weight Training (1) ..... Revise
PEB 12424 Exercise and Weight Control (1) ..... Revise
PEB 12425 Nautilus Exercises (1) ..... Revise
PEB 13003 Dance Exercise (1) ..... Revise
PEB 13008 Intermediate Volleyball (1) ..... Revise
PEB 13016 Cycling (1) ..... Revise
PEB 13028 Introduction to Kayaking (1) ..... Revise
PEB 13030 Beginning Rock Climbing (1) ..... Revise
THEA 41531 Theatrical Rigging (3) ..... New
THEA 41624 History of Costume and Textiles for Theatre (3) ..... New
THEA 51531 Theatrical Rigging (3) ..... New
THEA 51624 History of Costume and Textiles for Theatre (3) ..... New
THEA 65000 History, Historicism, Theory and Practice in Theatre and Drama (3) ..... New
VCD 22000 Design/Illustration Techniques I (3) ..... Revise

Course Changes Effective Fall 2016

CHEM 20481 Basic Organic Chemistry I (4) ..... Revise

CHEM 30050 Introduction to Materials Chemistry (2) ..... Revise

CHEM 30481 Organic Chemistry I (3) ..... Revise

ITAP 16636 Data Management for Administrative Professionals (3) ..... Inactive

ITAP 16638 Google Applications for Administrative Professionals (3) ..... New

JMC 41111 Fashion Publishing (3) ..... Revise

PEB 10102 Beginning Spinning (1) ..... Inactive

PEB 10126 Basketball -Varsity (1) ..... Inactive

PEB 10202 Intermediate Swimming (1) ..... Inactive

PEB 13010 Judo-Akido (1) to:
Judo-Jujitsu ..... Revise

PEB 10425 Baseball -Varsity (1) ..... Inactive

PEB 10426 Softball -Varsity (1) ..... Inactive

PEB 10724 Golf-Varsity (1) ..... Inactive

PEB 11024 Track and Field -Varsity (1) ..... Inactive

PEB 11124 Gymnastics -Varsity (1) ..... Inactive

PEB 11125 Football -Varsity (1) ..... Inactive

PEB 11825 Wrestling -Varsity (1) ..... Inactive

PEB 13015 Field Hockey -Varsity (1) ..... Inactive

PEB 13017 Volleyball - Varsity (1) ..... Inactive

RTT 21012 Basic Research Development and Analysis (2) ..... Inactive

THEA 51306 Professional Aspects: Design and Technology (3) to:
61306 ..... Revise

Update to 20 April 2015 EPC Agenda

RTT 21001 Mechanical Ventilation (5) ..... Revise
Revision of course withdrawn by Regional College.

Update to 16 February 2015 EPC Agenda

Establishment of Master of Geographic Information Science [MGIS] degree.
The degree will be abbreviated to MGISc (Banner code MGISC).

Establishment of Geographic Information Science [C611] post-baccalaureate certificate. Minimum total credit hours to program completion are 17.
Curriculum modified to remove one elective requirement and reduce total credit hours to 14, effective for fall 2015.

Updates to 26 January 2015 EPC Agenda

CLI 80440 Senior Clinical Rotation (4) ..... Inactive
CLI 80491 Senior Medicine Rotation (4) ..... Inactive
Courses reported incorrectly as inactive effective fall 2015; both inactive effective fall 2016.

Educational Policies Council
Minutes of the Meeting
Monday, 20 April 2015

Ex-Officio Members present (or represented): Provost Todd A. Diacon; Faculty Senate Chair Donna (Lee) L. Fox-Cardamone; Deans James L. Blank (represented by Mary Ann Haley), James K. Bracken, Barbara A. Broome, John R. Crawford, Donald F. Palmer, Eboni J. Pringle, Robert G. Sines, Deborah F. Spake, Douglas L. Steidl (also representing William T. Willoughby), Mary Ann P. Stephens; Senior Associate Dean Vincent J. Hetherington; Associate Deans Joanne M. Arhar, Janis H. Crowther, Robert D. Hisrich, John (Jack) R. Graham (also representing Sonia A. Alemagno), Catherine E. Hackney, LuEtt J. Hanson (also representing AnnMarie LeBlanc), I. Richmond Nettey, Cynthia R. Stillings; Director Robert A. Walker

Ex-officio Members not present (or represented): Dean Wanda E. Thomas; Assistant Dean Thomas E. Klingler

Faculty Senate-Appointed Representatives present (or represented): Professors Richard Feinberg, Thomas Janson, Kathryn A. Kerns, Fred T. Smith, Roberto M. Uribe-Rendon, Donald L. White; Associate Professors Christopher A. Was, Linda L. Williams

Faculty Senate-Appointed Representatives not present (or represented): Associate Professor William C. Ward III; Assistant Professor Terrence L. Uber

Council Representatives present (or represented): Professors Michael W. Chunn, Ann F. Jacobson; Associate Professors Thomas W. Brewer, Robert E. Cimera, John C. Duncan, Michael Ensley, Pamela K. Evans, John A. Marino, Jayaram (Jay) Muthuswamy, Jonathan F. Swoboda; Assistant Professors Lindsay C. Baran, Tina D. Bhargava, Danielle S. Coombs, Debra S. Shelestak, Pamela L. Stephenson, Belinda S. Zimmerman

Council Representatives not present (or represented): Professor David H. Kaplan; Associate Professors Athena Salaba, Denice Sheehan; Assistant Professors Jonathan P. Fleming, Mary A. Mooney, David (Blake) Stringer

Observers present: Graduate Student Senate Vice Executive Chair Fritz W. Yarrison

Observers not present: Undergraduate Student Government Academic Affairs Director Michelle A. Crisler

Consultants and Guests present: Susan Augustine, Alan A. Brandyberry, Julie Gabella, Willie J. Harrell, Lynette Johnson, Jennifer S. Kellogg, Alyssa S. Kyff, Jennifer McDonaugh, Yza Y. Melvin, Alexander W. Moore, Tracey M. Motter, O. Felix Offodile, Johanna E. Pionke, Matthew M. Rollyson, Katherine (Katie) J. Smith, Charity L. Snyder, Kathleen J. Spicer, Linnea A. Stafford, Melody J. Tankersley, Therese E. Tillett, Whitney E. Wenger

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Provost Todd A. Diacon called the meeting to order at 3:20 p.m., on Monday, 20 April 2015, in the Governance Chambers of the Kent Student Center.

Joint EPC Action Item 1: Approval of minutes of 16 March 2015.

Dean Donald F. Palmer moved for approval of the minutes, and the motion was seconded by Associate Dean Catherine E. Hackney. No changes, corrections or clarifications were requested. The motion passed unanimously.

Joint EPC Action Item 2: Revision of Catalog Rights and Exclusions policy to update language, clarify practice, allow consistent application, remove barriers for student success and bring consistency with other policies and procedures.

Associate Provost Melody J. Tankersley introduced the item on behalf of the EPC Ad Hoc Committee for Academic Policies. She summarized the proposal and indicated that its purpose is to make clear the policies and procedures related to students' officially declared catalog years, which significantly determine graduation requirements for academic programs. Complicated items in the existing policy contradict each other and lead to confusion among students, faculty and staff. This confusion leads to inconsistent application of the policy for students in similar situations, as well as inconsistencies related to the university's policies and procedures for student reenrollment. Nontraditional students, in particular, are adversely affected by the existing policy, as they are currently required to update to the current catalog if they have not completed degree requirements within six years despite continuous enrollment at the university.

Associate Provost Tankersley highlighted some of the specific changes requested in the proposal. Revisions include the addition of a statement that Kent State will not permit reentry into programs that are no longer offered at the time of the student's most recent readmission, reinstatement or reenrollment, and the removal of the requirement that continuously enrolled students who do not complete degree requirements within six years must update to the current Catalog.

Assistant Professor Debra S. Shelestak made a motion for approval of the item, which was seconded by Associate Dean Cynthia R. Stillings.

Members passed the item unanimously with no further questions or discussion.

Undergraduate EPC Action Item 1: Revision of Dismissal, Appeal and Reinstatement policies to, among the changes, allow students to be dismissed in their first semester, to lower the GPA range for dismissal review, to revise the deadline date for an appeal, and to clarify that students may be reinstated to the university, but not into a particular program.

Associate Provost Tankersley introduced the item on behalf of the EPC Ad Hoc Committee for Academic Policies. She explained that prior to 2010, students with a GPA below 0.500 at the end of the first semester or less than a 2.000 at the end of the second semester were considered for dismissal. In 2010, a new policy to increase student retention was passed, and since then these students have not been considered for dismissal. Data from the past five years indicate that retaining these poor performing students has not increased their likelihood for graduation, but has increased their default on federal loans and Kent State's bad debt.

Associate Provost Tankersley also described how another stipulation added to the dismissal policy in 2010 indicated that the provost would not dismiss students with less than 15 GPA hours (comprising only Kent State graded courses). Kent State's regional campuses enroll a high percentage of part-time undergraduate students, and the 15-hour condition makes it possible for students to have multiple terms with a low cumulative GPA before they are reviewed for academic dismissal.

She reviewed the changes requested by the EPC Ad Hoc Committee for Academic Policies as outlined in the proposal, including revisions to conditions for dismissal; a reduction in the number of days in which students have to appeal their dismissal; and the addition of language clarifying that students who are reinstated to the university after dismissal may not be able to re-enroll in a specific program with selective admission standards.

Associate Professor Pamela K. Evans made a motion for approval of the item, which was seconded by Professor Fred T. Smith.

An EPC member asked if consideration for dismissal after only the first semester conflicted with any existing university policies. Associate Provost Tankersley noted that dismissal procedures, including the right to appeal, will still be in place for students who will now be considered for dismissal after the first semester. Associate Provost Tankersley also clarified that, with the proposed revisions, a new freshman with a 0.400 GPA at the end of the first semester would be eligible for dismissal, and would no longer have the opportunity to return to the university on academic probation the next semester as they have in the past.

An EPC consultant asked about the automation of the dismissal process and the use of the word "consider" in the policy. Associate Provost Tankersley responded that, although dismissal is automated to ensure consistency across academic units, levels of review exist and final authority to dismiss students lies with the provost. The EPC consultant also expressed concern about the reduction in the number of days in which students have to appeal their dismissal. Associate Provost Tankersley indicated that the proposed reduction allows the university more time to process, review and respond to appeals before the start of the text term, and that the reduced window is still longer than the timeframe students have to file formal academic complaints.

In response to another question from an EPC member about the meaning of the words "consider for dismissal" as they relate to the right of students to appeal, Associate Provost Tankersley invited Assistant Dean Charity L. Snyder to speak about Kent State's current dismissal procedures. Assistant Dean Snyder indicated that decisions to approve or deny a student dismissal appeal are made by the student's academic college.

An EPC member requested clarification about how the GPA recalculation provisions in the course repeat policy affect dismissal criteria. Assistant Dean Snyder responded that the GPA used to inform dismissal is the GPA listed on the student's official transcript for the term under review.

Members passed the item unanimously with no further questions or discussion.

Undergraduate EPC Action Item 2: Establishment of College Credit Plus policy to replace the Dual Credit and The Post-Secondary Enrollment Option Program (PSEOP) policies.

Dean Eboni J. Pringle introduced the item and summarized the proposal. As a result of House Bill 487, passed in July 2014, changes made to the Ohio Revised Code necessitate an update in the University Catalog regarding the awarding of credit to middle and high school students.

The Post-Secondary Enrollment Option Program (PSEOP) and dual credit have been replaced by College Credit Plus, effective for the 2015-2016 academic year. Dean Pringle explained that all Ohio public universities are required to participate in College Credit Plus and comply with each component of the new legislation, all of which are outlined within the proposal.

Dean Donald F. Palmer moved for approval of the item, which was seconded by Dean Pringle.

Provost Diacon reiterated that this proposal is a legislative mandate that Kent State must adopt to remain in compliance with the Ohio Revised Code.

In response to questions from EPC members, Dean Pringle and Johanna E. Pionke, Director of the Dual Enrollment Program, briefly reviewed how the existing PSEOP and dual credit programs are funded, how the existing programs are administered and the various ways in which students are able to access the college-level opportunities provided by the programs.

Members passed the item unanimously with no further questions or discussion.

Graduate EPC Action Item 1: Establishment of policy for undergraduate students who want to enroll in graduate courses.

Dean Mary Ann P. Stephens introduced the item and summarized the proposal, which establishes a policy governing undergraduate students enrolling in graduate courses. Currently, undergraduate students obtain information related to enrollment in graduate courses through the Permission for Undergraduate Students to Enroll in Graduate Courses form. The proposed policy establishes enrollment parameters and will provide guidance and information to students above and beyond what is outlined unofficially within the form.

Professor Thomas Janson moved for approval of the item, which was seconded by Professor Michael W. Chunn.

An EPC consultant asked if the restriction of enrollment in graduate courses to undergraduate students who have earned a minimum of 90 semester hours would have an adverse impact on students in the Honors College, who often use graduate coursework to fulfill college requirements.

In response to a question from an EPC member, Dean Stephens explained the difference between an undergraduate student who wants to enroll in graduate courses, and an undergraduate student who is taking graduate-level coursework through a combined bachelor's/master's degree program.

In response to a question from an EPC member, Dean Stephens clarified that graduate courses can only be applied toward undergraduate program requirements by exception. She also clarified that students must obtain the permission of the instructor of the graduate course in order to enroll.

Members passed the item unanimously with no further questions or discussion.

Graduate EPC Action Item 2: Revision of Multiple Degrees policy, now called Graduate Dual Degrees.

Dean Mary Ann P. Stephens introduced the item and summarized the proposal, which seeks to revise a policy in order to clarify the purpose of dual graduate degrees and to describe their characteristics. The proposed policy will distinguish between formal (university approved) and informal dual degree programs, address admission procedures for dual degree programs, and revise the restrictions governing the amount of credit hours that may be "double counted" in dual degree programs.

Associate Dean LuEtt J. Hanson moved for approval of the item, which was seconded by Associate Dean Catherine E. Hackney.

In response to a question from an EPC member, Dean Stephens explained that revisions to the Transfer of Graduate Credit policy, approved by EPC at the May 2014 meeting, restrict the applicability of credits earned as part of a completed graduate degree. Per the Transfer of Graduate Credit policy, students are not able to apply credit earned as part of a previously awarded degree toward the requirements for a consecutive degree. The current proposal, however, seeks to permit students concurrently enrolled in dual graduate programs to "double count" a maximum percentage of credit hours (40 percent). She clarified that formal dual degree programs are exempt from this restriction but must first have their existence approved by the university.

An EPC member asked how common it is for graduate students to pursue two degrees simultaneously. Dean Stephens shared her perspective that it is more common for students to pursue formal (university approved) rather than informal dual graduate degrees.

Members passed the item unanimously with no further questions or discussion.

Graduate EPC Action Item 3: Establishment of Business Analytics [BA] major within the Master of Science [MS] degree. Included in the proposal is establishment of one CS and five MIS courses and revision of two IAKM and seven MIS courses.

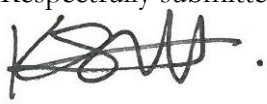
Dean Deborah F. Spake introduced the item and summarized the proposal, which seeks to establish a Business Analytics major within the Master of Science degree that will provide students with the skills necessary to meet the growing data analytics needs of businesses.

Associate Dean LuEtt J. Hanson moved for approval of the item, which was seconded by Director Robert A. Walker.

Members passed the item unanimously with no further questions or discussion.

With no further questions or discussion, Provost Diacon adjourned the meeting at 4:20 p.m.

Respectfully submitted,



Katie J. Smith
Academic Program Coordinator, Curriculum Services
Office of the Provost

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **20-Apr-15** Curriculum Bulletin _____

Effective Date **Fall 2015** Approved by EPC _____

Department

College **PR - Provost**

Proposal **Revise Policy**

Proposal Name **Revision of the Administrative Policy Regarding Disqualification of Students from Programs for Other than Academic Reasons (3342-3-01.11)**

Description of proposal:

Proposed are revisions to the administrative policy as published in the Policy Register (3342-3-01.11) regarding dismissing students from an academic program for reasons of inadequate personal qualifications to meet professional requirements. Revisions include updating language, adding procedures for notifying and removing students from the program and adding an appeal process.

Policy is retitled: Administrative Policy Regarding Dismissal of Students from Programs for Reasons of Professionalism

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

Updated policy will diffientiate it more clearly from policies regarding academic dismissal and conduct dismissal.

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

Office of General Council, the Office of the Student Ombuds, the Office of Accessibility Services, Associate and Assistant (A&A) Deans Committee

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REQUIRED ENDORSEMENTS

_____ ____/____/____
Department Chair / School Director

_____ ____/____/____
Campus Dean (for Regional Campuses proposals)

_____ ____/____/____
College Dean (or designee)

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

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

Proposal Summary
Revision of Administrative Policy Regarding Disqualification of Students from Programs for Other than Academic Reasons (3342-3-01.11)

SUBJECT SPECIFICATION

Proposed are revisions to the administrative policy as published in the Policy Register (3342-3-01.11) regarding dismissing students from an academic program for reasons of inadequate personal qualifications to meet professional requirements. Revisions include updating language, adding procedures for notifying and removing students from the program and adding an appeal process.

BACKGROUND INFORMATION

Administrative policy 3342-3-01.11 was first approved by the Educational Policies Council on 2 May 1969 (formerly numbered 3342-3-16). The policy was borne out a situation that occurred a couple of years earlier of a student being dismissed from a program based on the professional judgement of its faculty; however, the university had no recourse but to reinstate the student after a lawsuit was filed and it was discovered that the criteria and procedures for dismissal were neither written nor communicated before the action occurred. As a result, an EPC Subcommittee on Academic Due Process was created and charged with developing dismissal policies to protect the integrity of an academic program and its faculty while still protecting the rights of students.

When the policy was approved 46 years ago, it reflected the language of its time and listed procedures for the consideration of dismissal and students' right to appeal. However, those procedures were removed in the intervening years. Having an updated university policy on the process and procedures for dismissal for non-academic reasons is imperative. Even more critical is ensuring that affected program areas maintain their dismissal criteria for violating professionalism standards, and have the dismissal criteria published in the University Catalog and/or student handbook. As demonstrated by two recent lawsuits brought by dismissed students (one involving Case Western Reserve University School of Medicine), while courts give almost complete deference to university judgments regarding academic issues, they are divided over giving deference to university judgments regarding professionalism. Before rendering their decisions, judges scrutinize the university's written policies (in the catalog and student handbooks) to ensure that they are clear, communicated and consistently followed.

The following updates have been made to the policy in consultation with the Office of General Council, the Office of the Student Ombuds, the Office of Accessibility Services and the Associate and Assistant (A&A) Deans Committee.

- Replacement of word "disqualification" with "dismissal" and replacement of "other than academic reasons" with "reasons of professionalism" in the policy name. University nomenclature does not use the word "disqualification" to describe a decision to remove a student from a program. The use of the word "professional" clarifies the purpose of this policy, as opposed to the dismissal policies that address student conduct issues.

- Revision of the "purpose" statement to remove such outdated language as "personality" as cause for dismissal.

- Removal of language regarding discrimination of students with disabilities—listed in sections B, C, D and F of the current policy. This language duplicates word-for-word language in the Administrative Policy Regarding Nondiscrimination and Access to University Programs for Qualified Students with Disabilities (3342-3-01.3). The language being removed speaks more toward the university making reasonable accommodations in academic requirements, and not the evaluation of students' professionalism in programs that require such standards as criteria for graduation.

- Addition of procedures to communicate a dismissal decision to students. Procedures were addressed in the original EPC-approved policy and removed in a subsequent revision. These procedures align with the ones listed in the Academic Standing–Graduate Student policy (and can be applied to undergraduate students)

- Addition of exemption of graduate students on official leave of absence from dismissal. This exemption is in the Academic Standing–Graduate Student policy.

- Addition of dismissal procedures, which align with the procedures listed in the Not Permitted to Continue policy for undergraduate students and the Academic Standing–Graduate Student policy.

- Addition of appeal process and time limits, which were addressed in the original EPC-approved policy and removed in a subsequent revision. Language added aligns with the appeal process and time limits outlined in the Administrative Policy and Procedures for Student Academic Complaints (3342-4-02.3) and in the Administrative Policy and Procedures for Student Complaints (Regional Campuses) (3342-8-01.4).

ALTERNATIVES AND CONSEQUENCES

The alternative is status quo in the Policy Register. Consequences are a policy that contains outdated language and does not address, at the university-level, procedures for dismissal and appeal.

SPECIFIC RECOMMENDATION AND JUSTIFICATION

It is recommended that the revisions to administrative policy 3342-3-01.11, as listed above and outlined on the next pages, be approved and included in the Policy Register.

TIMETABLE AND ACTIONS REQUIRED

Approval from Educational Policies Council ..... 18 May 2015
Approval from Faculty Senate ..... 20 July 2015
Approval from President's Cabinet..... August 2015
Implementation in Policy Register ..... 31 August 2015
Notification to Board of Trustees ..... 7 September 2015

Policy is filed with the Ohio Legislative Service Commission once approvals are procured.

CURRENT POLICY COPY

Administrative policy regarding disqualification of students from programs for other than academic reasons

(A) Purpose. In certain programs of study, students may not be effective in their chosen area because of factors other than academic qualifications, such as personality. Such programs are often designed to train students to perform guidance roles upon completion of their educational requirements. In such cases, a student's personality may be detrimental to his or her effective functioning in his or her chosen area. The university reserves the right to dismiss a student in those programs concerned before completion of his or her graduation requirements for professional and/or educational reasons.

(B) Definitions. The definitions employed in the implementation of the provisions of this rule are included in the university affirmative action plan. As used in this rule, "Person with a disability," "qualified individual with a disability," and "reasonable accommodation" as applied are defined or applied in Title II of the Americans with Disabilities Act of 1990, 28 CFR 35.

(C) Requirements. The university shall make reasonable accommodations in its academic requirements to ensure that such requirements do not discriminate on the basis of disability against a qualified individual with a disability, whether applicant or student. However, requirements that the university can demonstrate are essential to the program of instruction of the student, or any directly related licensing requirement, or to the physical safety of students, faculty, or staff, will not be regarded as discriminatory.

(D) Other rules may not be imposed upon students with disabilities, such as a prohibition of tape recorders or guide dogs, which have the effect of limiting the participation of students in the educational program or activity. Further, in examination or evaluations the university shall provide where possible such methods for evaluating the achievement of students with disabilities as will best insure that the results of the evaluation represent the student's achievement rather than reflecting the student's impaired sensory, manual, or speaking skills.

(E) Department notices to students in affected programs. All programs in which nonacademic qualifications are deemed relevant to a program of study must obtain the approval of the educational policies council. The department shall furnish a general description, in writing, of such qualification to the student prior to the time the student is admitted into the program. No student shall be dismissed from such a program unless he or she has been furnished the requisite description prior to admission into the program.

(F) Grievance procedures and appeals. The student may appeal decisions made according to this policy. Procedures to be followed are stated in departmental or school policy books.

PROPOSED REVISED POLICY COPY

Administrative policy regarding dismissal of students from programs for reasons of professionalism

(A) Purpose. In certain programs of study in which professional success depends upon factors other than those measured by coursework and associated evaluations—and may require, for example, students to manifest a certain disposition and/or demeanor apropos of professionals in the student's field of study—the university has the right to dismiss from the program a student who is not likely to succeed professionally despite meeting academic requirements.

(B) Criteria for recommendation and notification.

(1) Such expectations for professional standards must have been communicated to the student in writing at the time of admission to the program.

(2) Recommendations for dismissal with a written explanation of the recommendation must be transmitted by the head of the student's academic program to the chair of the department, director of the school, campus dean of a regional campus or to the dean of the academic college for colleges without departments/schools.

(3) The decision for dismissal from the program rests with the department chair, school director or campus dean, who is responsible for providing the student with written communication regarding the decision. In the case of colleges without departments or schools, the decision for dismissal from the program rests with the college dean, who is responsible for providing the student with written communication regarding the decision.

(4) A graduate student on an official leave of absence cannot be recommended for dismissal.

(C) Dismissal procedures.

(1) The student is notified in writing of the dismissal and given a deadline to seek admission to a different program at Kent State University.

(2) A student who has not declared a different program by the stated deadline will be administratively moved to a non-degree status and removed from all applicable courses in the student's former program.

(D) Appeal procedures. A student who is dismissed from a program has the right to appeal the decision.

(1) Appeal procedures for colleges with departments/schools or for regional campuses. The student may appeal in writing to the appropriate college dean for the dismissal decision made at the department, school or campus level.

(a) The student shall clearly state in writing to the college dean the reasons why the decision is being appealed. The written appeal submitted by the student should include the nature of the appeal, the facts and circumstances leading to the appeal, reasons in support of the appeal and the remedy or remedies requested. The appeal statement submitted by the student becomes the basis for all further consideration of the matter.

(b) A copy of the appeal statement must be sent to the department chair, school director or campus dean who issued the dismissal decision.

(c) The review by the college dean of any appeal will normally consist of the review of the written documents and may, at the discretion of the college dean, include interviewing the principal parties, discussing the matter with the department chair, school director or campus dean, and/or consultation with any others who the college dean believes may assist in the review of the appeal.

<u>PROPOSED</u> REVISED POLICY COPY *continued*

(d) Upon completion of the review of the appeal, the college dean will make the final decision. The college dean shall provide a written decision to the student, with a copy sent to the department chair, school director or campus dean.

(2) Appeal procedures for colleges without departments or schools. The student may appeal in writing to the provost for the dismissal decision made at the college level.

(a) The student shall clearly state in writing to the provost the reasons why the college decision is being appealed. The written appeal submitted by the student should include the nature of the appeal, the facts and circumstances leading to the appeal, reasons in support of the appeal and the remedy or remedies requested. The appeal statement submitted by the student becomes the basis for all further consideration of the matter.

(b) A copy of the appeals statement must be sent to the college dean who issued the dismissal decision.

(c) The review by the provost of any appeal will normally consist of the review of the written documents and may, at the discretion of the provost, include interviewing the principal parties, discussing the matter with the college dean, and/or consultation with any others who the provost believes may assist in the review of the appeal.

(d) Upon completion of the review of the appeal, the provost will make the final decision. The provost shall provide a written decision to the student, with a copy sent to the college dean.

(E) Time limits. The following time limits pertain to all parties. If conditions or causes exist requiring a modification of the time limits, it shall be the responsibility of the college dean or provost to assess such circumstances and causes and determine the nature or extent of any such modification. If the college dean or provost determines that modification is required, the parties shall be informed immediately by the college dean or provost.

(1) The chair of the department, director of the school or campus dean of the regional campus will provide a written decision of dismissal from the program to the student within ten calendar days of receipt of the recommendation from the head of the student's academic program. In the case of colleges without departments/schools, the college dean will provide the written decision to the student within the same timeframe.

(2) If the student decides to appeal the decision, the student's appeal must be submitted in writing to the appropriate college dean (or to the provost if the dismissal decision was made by the college dean) within five days of receipt of the decision for dismissal from the student's program. A copy of the written appeal must also be sent to the department chair, school director, campus dean or college dean who issued the dismissal decision.

(3) Unless extensive further review is required, the college dean shall provide a written decision of the appeal to the student within fifteen days. In the case of colleges without departments/schools, the provost will provide the written decision of the appeal to the student within the same timeframe. A copy of the decision shall be sent to the department chair, school director, campus dean or college dean.

(4) The department chair, school director, campus dean or college dean shall notify the university registrar to remove the student from the program within five days following the deadline for the student to submit an appeal. If the student submits an appeal, and the decision to dismiss is upheld by the appropriate body, the department chair, school director, campus dean or college dean shall notify the university registrar to remove the student from the program within five days following receipt of the decision. The university registrar will move the student to a non-degree status and remove the student from all applicable courses in the student's former program.

MARKED-UP POLICY COPY (new language, ~~removed language~~)

Administrative policy regarding dismissal ~~disqualification~~ of students from programs for ~~other than academic~~ reasons of professionalism

(A) Purpose. In certain programs of study in which professional success depends upon factors other than those measured by coursework and associated evaluations—and may require, for example, students to manifest a certain disposition and/or demeanor apropos of professionals in the student's field of study—the university has the right to dismiss from the program a student who is not likely to succeed professionally despite meeting academic requirements. ~~students may not be effective in their chosen area because of factors other than academic qualifications, such as personality. Such programs are often designed to train students to perform guidance roles upon completion of their educational requirements. In such cases, a student's personality may be detrimental to his or her effective functioning in his or her chosen area. The university reserves the right to dismiss a student in those programs concerned before completion of his or her graduation requirements for professional and/or educational reasons~~.

(B) Criteria for recommendation and notification.

(1) Such expectations for professional standards must have been communicated to the student in writing at the time of admission to the program.

(2) Recommendations for dismissal with a written explanation of the recommendation must be transmitted by the head of the student's academic program to the chair of the department, director of the school, campus dean of a regional campus, or to the dean of the academic college for colleges without departments/ schools.

(3) The decision for dismissal from the program rests with the department chair, school director or campus dean, who is responsible for providing the student with written communication regarding the decision. In the case of colleges without departments or schools, the decision for dismissal from the program rests with the college dean, who is responsible for providing the student with written communication regarding the decision.

(4) A graduate student on an official leave of absence cannot be recommended for dismissal.

~~(B) Definitions. The definitions employed in the implementation of the provisions of this rule are included in the university affirmative action plan. As used in this rule, "Person with a disability," "qualified individual with a disability," and "reasonable accommodation" as applied are defined or applied in Title II of the Americans with Disabilities Act of 1990, 28 CFR 35.~~

(C) Dismissal procedures.

(1) The student is notified in writing of the dismissal and given a deadline to seek admission to a different program at Kent State University.

(2) A student who has not declared a different program by the stated deadline will be administratively moved to a non-degree status and removed from all applicable courses in the student's former program.

~~(C) Requirements. The university shall make reasonable accommodations in its academic requirements to ensure that such requirements do not discriminate on the basis of disability against a qualified individual with a disability, whether applicant or student. However, requirements that the university can demonstrate are essential to the program of instruction of the student, or any directly related licensing requirement, or to the physical safety of students, faculty, or staff, will not be regarded as discriminatory.~~

MARKED-UP POLICY COPY *continued* (new language, ~~removed language~~)

(D) Appeal procedures. A student who is dismissed from a program has the right to appeal the decision.

(1) Appeal procedures for colleges with departments/schools or for regional campuses. The student may appeal in writing to the appropriate college dean for the dismissal decision made at the department, school or campus level.

(a) The student shall clearly state in writing to the college dean the reasons why the decision is being appealed. The written appeal submitted by the student should include the nature of the appeal, the facts and circumstances leading to the appeal, reasons in support of the appeal and the remedy or remedies requested. The appeal statement submitted by the student becomes the basis for all further consideration of the matter.

(b) A copy of the appeal statement must be sent to the department chair, school director or campus dean who issued the dismissal decision.

(c) The review by the college dean of any appeal will normally consist of the review of the written documents and may, at the discretion of the college dean, include interviewing the principal parties, discussing the matter with the department chair, school director or campus dean, and/or consultation with any others who the college dean believes may assist in the review of the appeal.

(d) Upon completion of the review of the appeal, the college dean will make the final decision. The college dean shall provide a written decision to the student, with a copy sent to the department chair, school director or campus dean.

(2) Appeal procedures for colleges without departments or schools. The student may appeal in writing to the provost for the dismissal decision made at the college level.

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(b) A copy of the appeals statement must be sent to the college dean who issued the dismissal decision.

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(d) Upon completion of the review of the appeal, the provost will make the final decision. The provost shall provide a written decision to the student, with a copy sent to the college dean.

~~(D) Other rules may not be imposed upon students with disabilities, such as a prohibition of tape recorders or guide dogs, which have the effect of limiting the participation of students in the educational program or activity. Further, in examination or evaluations the university shall provide where possible such methods for evaluating the achievement of students with disabilities as will best insure that the results of the evaluation represent the student's achievement rather than reflecting the student's impaired sensory, manual, or speaking skills.~~

MARKED-UP POLICY COPY *continued* (new language, ~~removed language~~)

(E) Time limits. The following time limits pertain to all parties. If conditions or causes exist requiring a modification of the time limits, it shall be the responsibility of the college dean or provost to assess such circumstances and causes and determine the nature or extent of any such modification. If the college dean or provost determines that modification is required, the parties shall be informed immediately by the college dean or provost.

(1) The chair of the department, director of the school or campus dean of the regional campus will provide a written decision of dismissal from the program to the student within ten calendar days of receipt of the recommendation from the head of the student's academic program. In the case of colleges without departments/schools, the college dean will provide the written decision to the student within the same timeframe.

(2) If the student decides to appeal the decision, the student's appeal must be submitted in writing to the appropriate college dean (or to the provost if the dismissal decision was made by the college dean) within five days of receipt of the decision for dismissal from the student's program. A copy of the written appeal must also be sent to the department chair, school director, campus dean or college dean who issued the dismissal decision.

(3) Unless extensive further review is required, the college dean shall provide a written decision of the appeal to the student within fifteen days. In the case of colleges without departments/schools, the provost will provide the written decision of the appeal to the student within the same timeframe. A copy of the decision shall be sent to the department chair, school director, campus dean or college dean.

(4) The department chair, school director, campus dean or college dean shall notify the university registrar to remove the student from the program within five days following the deadline for the student to submit an appeal. If the student submits an appeal, and the decision to dismiss is upheld by the appropriate body, the department chair, school director, campus dean or college dean shall notify the university registrar to remove the student from the program within five days following receipt of the decision. The university registrar will move the student to a non-degree status and remove the student from all applicable courses in the student's former program.

~~(E) Department notices to students in affected programs. All programs in which nonacademic qualifications are deemed relevant to a program of study must obtain the approval of the educational policies council. The department shall furnish a general description, in writing, of such qualification to the student prior to the time the student is admitted into the program. No student shall be dismissed from such a program unless he or she has been furnished the requisite description prior to admission into the program.~~

~~(F) Grievance procedures and appeals. The student may appeal decisions made according to this policy. Procedures to be followed are stated in departmental or school policy books.~~

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **20-Apr-15** Curriculum Bulletin _____

Effective Date **Fall 2016** Approved by EPC _____

Department **EPC Ad Hoc Committee for Academic Policies**

College

Proposal **Revise Policy**

Proposal Name **Revision of the Midterm Evaluation Policy**

Description of proposal:

This proposal seeks to revise the Midterm Evaluation policy to provide early assessment grades to a wider student population by having it conducted in all lower-division (00000-20000) courses, instead of only to students designated as freshmen (<=29 earned hours) in all courses.

Additionally, it is proposed that midterm grades be provided to students earlier in the semester, between the fourth and seventh week (currently, it is provided in the seventh week only), so students have an opportunity to adjust their behavior, and university staff can intervene at a time when these efforts are most likely have an impact.

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

Instructors teaching 00000-, 10000- and 20000-level courses will issue midterm grades for all enrolled students in those courses, rather than only to students with freshman status. Instructors teaching 30000- and 40000-level courses will not need to issue midterm grades in those courses.

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

EPC Ad Hoc Committee comprises faculty, students, administrators and staff (including those from advising, registrar, provost, financial aid, institutional research). Members reached out to their respective units for feedback.

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 Midterm Evaluation Policy

SUBJECT SPECIFICATION

This proposal seeks to revise the Midterm Evaluation policy, as published in the University Catalog, to increase the population of students who receive midterm grades and to extend the timeline for midterm grade reporting for earlier intervention.

BACKGROUND INFORMATION

The EPC Ad Hoc Committee—charged with reviewing academic policies to support undergraduate student success—reviewed the university's Midterm Evaluation policy in light of current academic literature suggesting the importance of early and often student assessment (see appendix A for a literature review conducted by committee members).

Presently, midterm evaluations at Kent State are made available only to freshmen and given at the halfway point in a full semester (seventh week). Research supports the value of providing midterm evaluations to assist students in their goal of successfully completing courses, and course completion is a factor in students' persisting to graduation. Nowakowski (2006) conducted a study to assess the effectiveness of early grading on final grades for the purposes of determining the value of expanding early grading beyond first-year students. For those who received early grades, the study found that final grades differed significantly and were most frequently higher than earlier grades. Springer-Sargent and Curcio (2012) found in their study on the impact of formative assessment on final grades that 70 percent of the intervention group benefitted substantially from the formative assessment materials.

Substantial gains are not limited to end of course performance but can also strengthen student learning. Black and William (1998) reviewed several studies and found that innovations that include strengthening the practice of formative assessment produced significant, and often substantial, learning gains for students. Student satisfaction with the course was also found to be an outcome in a study conducted by Fluckiger, Pasco and Danielson on formative assessment (2010).

<u>Who Should Get a Midterm Evaluation?</u>

The EPC Ad Hoc Committee reviewed at length four concepts:

(1) Award midterm grades to all undergraduate freshmen (current policy).

A "freshman" is classified at Kent State as someone who has earned 29 or fewer credit hours. Earned credits include transfer and alternative credit (e.g., AP, CLEP). The current policy has been in place, unchanged, since 1979. Back then, a "freshman" was synonymous with a "first-year" student. Those days are gone. Kent State has witnessed significant growth in first-year students who arrive already classified at the sophomore level or higher due to the myriad of alternative credit options and the ability to take college-level courses while in high school.

The percentage of new students at Kent State with college credit has more than doubled over the past five years, from 16 percent to 33 percent, with six percent of these students beginning college with sophomore standing (see charts 1 and 2). But while these new students have college credit, they are similar to students arriving without college credit as they all, for the first time, will be managing a full college-level course load without the direct involvement of their parents or family members, high school guidance counselors or other non-university support structures.

Revision of Midterm Evaluation Policy

In light of that data and the research on the need for on-going early assessment, the EPC Ad Hoc Committee felt the current policy is outdated and reflects a time before the rise in student transfer mobility and post-secondary options to high school students.

Chart 1: Percentage of New Students with College Credit Earned in High School

CAMPUS	2010F	2011F	2012F	2013F	2014F
System Wide	16.3%	23.4%	27.2%	31.2%	32.6%
Kent Campus	18.3%	27.8%	32.9%	38.2%	39.9%
Regional Campuses	13.5%	16.2%	17.5%	18.1%	17.8%

Chart 2: Actual Class Level of "New Freshmen" Cohort at Kent Campus

COHORT	TOTAL IN COHORT	ACTUAL FRESHMAN LEVEL	ACTUAL SOPHOMORE OR HIGHER LEVEL
2008	3,709	3,659	50 (1%)
2009	4,030	3,956	74 (2%)
2010	3,928	3,821	107 (3%)
2011	4,284	4,141	143 (3%)
2012	4,076	3,892	184 (5%)
2013	4,314	4,090	224 (5%)
2014	4,245	3,982	263 (6%)

(2) Award midterm grades to freshman and sophomore students (i.e., students with 59 or fewer earned hours).

While this concept will affect a greater population than the current policy, including more high school graduates with college credit, it still will not include all of the new students to Kent State. With the commitment of the Ohio Board of Regents in promoting tech prep articulation, 2+2 articulations between two-year and four-year colleges and the new College Credit Plus, which aims to grow the number of high school graduates with up to 120 credits of college coursework, Kent State will see an increase of new students with 60+ earned credits.

In consideration of those state initiatives, the committee discussed changing the policy to students with 59 or fewer *Kent State* credits (i.e., only those credits earned with Kent State coursework). However, that distinction will have a disparate impact on high school students who completed college courses at Kent State versus those who completed college courses at another institution. Either way—1-59 earned credits versus 1-59 Kent State credits—the committee believed that faculty will become confused about which students in their class to award midterm evaluation. And, students also may be confused and frustrated if they know their classmates received midterm evaluations, but they did not, even though they are considered first- or second-year students.

(3) Award midterm grades to all undergraduate students.

Overwhelmingly, EPC Ad Hoc Committee members were in favor of midterm grades for all undergraduate students because this would guarantee that they will continue to receive feedback on their progress throughout their entire academic time at Kent State. This concept would also include students who brought in a great deal of earned credit but are either new to Kent State or new to the full college experience. The two undergraduate student members of the EPC Ad Hoc Committee (both seniors at different campuses) advocated strongly for this concept. They felt they and their classmates would benefit from continued assessment, especially as their coursework becomes more advanced in their junior and senior years.

However, the committee realizes that implementation would create a large resource impact on faculty and, based on feedback from faculty members outside the committee, some believed that by the time students reach their last years at Kent State, they should already have an understanding of their progress in a course, they most likely will be in smaller class-size courses in their major and should be able to reach out to their instructor more easily for feedback without the need for an "official" midterm evaluation.

(4) Award midterm grades to all students in all lower-division courses (00000, 10000, 20000 levels).

This was the concept that EPC Ad Hoc members felt was the most clear, most consistent and least confusing to all, and a good alternative to the preferred number 3 above. No matter the student level, anyone registered in a lower-division course would be given a midterm grade. The committee knew this will include upperclassmen, transfer students and even graduate students. However, members felt that these populations will still benefit from a midterm assessment, especially those undergraduate students new to Kent State but already with many earned hours, as well as graduate students who may be taking prerequisites to prepare for their graduate studies.

The committee understands that faculty members who regularly teach lower-division courses will be hit the hardest at midterm grading time. However, members discussed how there is an expectation that all faculty engage in assessing their students' progress; whereas instructors currently are not required to enter a midterm grade for certain students in their class, they know what that grade would be if the option was there.

While new students arriving with a great deal of college credit will be able to register for upper-division credit in their first semester, they most likely still will need to take lower-division courses to complete their graduation requirements (e.g., Kent Core, diversity requirement, lower-division major courses). Therefore, they will be in the pool for midterm evaluations, unlike the first two concepts above where they will not receive an official assessment at all.

<u>When Should They Get a Midterm Evaluation?</u>

To ensure that students have an opportunity to adjust behavior at a time when the adjustment is most likely to affect their final learning and course performance, the EPC Ad Hoc Committee recommends beginning the midterm grade reporting time to start at the fourth week of the semester and extend to the seventh week. This extension in reporting time will allow for earlier intervention to occur. Faculty who are able to assess at that earlier date will be able to notify students earlier. Faculty who need an extra week or three will be able to notify students in that timespan. Equipped with this information earlier in the semester, academic advisors will be able to work with students to identify the necessary resources to improve course performance.

ALTERNATIVES AND CONSEQUENCES

The alternative is retaining the current Midterm Evaluation policy, which will result in a lost opportunity to further assist students in successfully completing coursework and persisting through to graduation.

SPECIFIC RECOMMENDATION AND JUSTIFICATION:

The recommendation is to revise Kent State's Midterm Evaluation policy to provide early assessment grades to a wider student population by having it conducted in all lower-division (00000-20000) courses. Additionally, it is recommended that midterm grades be provided earlier in the semester, between the fourth and seventh week, so students have an opportunity to adjust their behavior, and university staff can intervene at a time when these efforts are most likely have an impact.

Revision of Midterm Evaluation Policy

Current Policy

A midterm (seventh week) evaluation is completed for all undergraduate freshmen. Midterm results are available to advisors and college/school/campus deans and will be used for counseling purposes when achievement is considered unsatisfactory (i.e., D or F quality). This evaluation will not be included as part of the students' academic transcripts. The midterm evaluation is available to freshmen in FlashLine.

Proposed Policy

A midterm evaluation grade is completed between the fourth and seventh week for all students in lower-division undergraduate courses (levels 00000, 10000, 20000). Midterm evaluation grades are not given for summer or flexibly scheduled courses due to the short duration of these offerings. Midterm results are available to academic advisors and college/campus deans for the purpose of intervening when achievement is considered unsatisfactory according to program or university requirements. Students will be able to view their midterm grades in FlashLine for the fall or spring semester in progress. Midterm grades are not included as part of the students' academic transcript.

Marked-Up Current-to-Proposed Policy

A midterm ~~(seventh week)~~ evaluation grade is completed between the fourth and seventh week for all students in lower-division undergraduate courses (levels 00000, 10000, 20000) ~~all undergraduate freshmen~~. Midterm evaluation grades are not given for summer or flexibly scheduled courses due to the short duration of these offerings. Midterm results are available to academic advisors and college/campus deans ~~and will be used~~ for the purpose of intervening ~~counseling purposes~~ when achievement is considered unsatisfactory according to program or university requirements ~~(i.e., D or F quality)~~. Students will be able to view their midterm grades in FlashLine for the fall or spring semester in progress. Midterm grades are ~~This evaluation will~~ not ~~be~~ included as part of the students' academic transcript.~~s. The midterm evaluation is available to freshmen in FlashLine.~~

TIMETABLE AND ACTIONS REQUIRED

Proposed by EPC Ad Hoc Committee for Academic Policies ..... April 17, 2015
Approved by Educational Policies Council ..... May 18, 2015
Approved by Faculty Senate ..... July 20 2015
Implementation in University Catalog ..... Fall 2016

References

Black, P. & William, D. (1998). Inside the black box: Raising standards through classroom assessment. Phi Delta Kappan. 80(2), 139-148.

Fluckiger, Y.T., Pasco, R., & Danielson, K. (2010). Formative feedback: involving students as partners in assessment to enhance learning. College Teaching. 58, 136-140.

Nowakowski, J. (2006). An Evaluation of the relationship between early assessment grades and final grades. College Student Journal. 40(3), 557-561.

Springer-Sargent, C. & Curcio, A. A. (2012). Empirical evidence that formative assessments improve final exams. Journal of Legal Education. 61(3), 379-405.

The following summaries provide an overview of articles on formative assessment measures.

Article	Springer-Sargent, C. Curcio, A. A. (2012).Empirical Evidence that Formative Assessments Improve Final Exams. Journal of Legal Education, 61(3), 379-405.	Page 1
Definition	Formative assessments seek to increase learning and motivation by offering students feedback about gaps between current and desired levels of performance.	Page 3
Examples	Students completed much of the formative assessment material in class	Page 21
Impact on Learning	70% of intervention group benefitted substantially from the formative assessment materials	Page 17
Impact on Teaching	The ease of implementing formative assessments requires less on the instructor	Page 22
Challenges	Students who were in the top two-thirds of the LSAT and UGPA benefit disproportionately	Page 22

Article	Black, P. & William, D. (1998). Inside the Black Box: Raising Standards Through Classroom Assessment. Phi Delta Kappan. 80(2), 139-148.	Page 1
Definition	Assessment refers to all those activities undertaken by teachers and by their students in assessing themselves, which provide information to be used as feedback to the teaching and learning activities in which they are engaged	Page 2
Examples	Several studies were reviewed and all show that innovations which include strengthening the practice of formative assessment produce significant, and often substantial, learning gains.	Page 3
Impact on Learning	One study devoted to low attaining students and students with learning disabilities, shows that frequent assessment feedback helps both groups enhance their learning	Page 3
Impact on Teaching	Effective teaching requires careful scrutiny of all the man components of a teaching plan. It should include opportunity for pupils to express their understanding.	Page 7
Challenges	The process takes classroom time, and is in conflict where teachers feel under pressures to cover a statutory curriculum.	Page 12

Article	Fluckiger, Y.T., Pasco, R., & Danielson, K. (2010). Formative feedback: involving students as partners in assessment to enhance learning. *College Teaching*. 58, 136-140.	Page 1
Definition	Frequent assessment of student learning that informs instruction and help students use results to enhance learning.	Page 136
Examples	Three-color group quiz – short answer quiz – students use black ink to write what they know, green is what group knows, & blue is knowledge from textbook or lecture. Midterm conferencing. Shared revision of student generated questions and statements.	Page 137-138
Impact on Learning	The survey indicated that the majority of students felt more satisfied with their learning (95%), had more understandings clarified (90%), and felt less nervous (79%) while taking a three-color quiz than when taking a traditional closed book quiz. While 84% of the students reported that after taking the three-color quiz, they looked up what they didn't known to further learning, only 37% reported looking up what they didn't know after taking a traditional closed-book quiz. This new format was a change from the traditional quiz, and about 9% of students reported a preference for taking a traditional closed-book quiz, with 86% reporting that the three color quiz was a worthwhile learning activity.	Page 138
Impact on Teaching	Received feedback from students earlier allowing for adjustment in instructional strategies	Page 138
Challenges	Difficult to manage in large class. Suggest having peer to peer strategies.	Page 139

Article	Smith, G. (2007). How does student performance on formative assessments relate to learning assessed by exams? *Journal of College Science Teaching.* 36(7). 28-34.	Page 1
Definition	Frequent assignments that provide feedback to students and reveal the level of success with the learning outcomes for the course.	Page 29
Examples	Read. Think. Write activity. Online quizzes. Short answer exams. Research problems. In-class assignments.	Page 30
Impact on Learning	Impact varied by assessment. Group assignments may not assess all members equally. Weekly, individual, online quizzes correlate with exam success. Improved attitude toward course, faculty, and content.	Page 31-33
Impact on Teaching	Opportunity to reach out to individual students experiencing difficulty and provide additional information and additional practice for group.	Page 29
Challenges	Lack of motivation - Not all students take advantage of the feedback provided through assessments. Students who scored lower than 80% on exam were more not likely to revisit online quizzes. Students with poor attendance had low exam grades.	Page 33

The following four summaries describe the results of the implementation of comprehensive retention policies, including midterm grades, at the university level.

Article	Lorenzetti, J. P. (2008). Successful Retention at the University of New Haven. Recruitment and Retention in Higher Education 22(1), 6-7.	Page 1
University	University of New Haven	
Intervention	A multifaceted approach including orientation, one-credit freshman seminar, midterm grades (first semester only), residence hall programs, programs for specific populations, and a parent/student newsletter.	Page 6
Midterm Policy	Midterm grades are sent to advisers and the Director of Academic Services as well as students, and are discussed in advising sessions.	Page 6-7
Outcome	Freshman retention rates were raised from 61% in 1998 to 79% in 2006. In addition, an overarching change in university culture regarding retention was reported after the comprehensive retention strategy was implemented and faculty were educated regarding its goals.	Page 7
Challenges		

Article	Mullen, M. et al. (2012). A Multi-faceted Model to Impact Retention: Successful Initiatives at the University of Kentucky. http://www.uky.edu/Provost/meet/files/A_Multi-faceted_Model_to_Impact_Retention.pdf	Page 1
University	University of Kentucky	
Intervention	A comprehensive "War on Attrition" including mandatory midterm grades for all undergraduate courses, a comprehensive Academic Alert system that can be triggered by any of a number of issues, strategies for reinforcing student/faculty/advisor relationships, a first-semester orientation course, a center for academic support and enrichment services, and various academic preparation programs.	Page 7
Midterm Policy	Midterm grades are mandatory for all undergraduate courses in all semesters. Grades are sent to the students and their advisors.	Page 8
Outcome	Freshman retention rates rose from 76.4% in 2006 to 81.8% in 2009. Graduation rates have also risen, and there is greater faculty interest in, and awareness of, retention programs.	Page 8
Challenges		

Article	Nowakowski, J. (2006). An Evaluation of the Relationship Between Early Assessment Grades and Final Grades. College Student Journal 40(3), 557-561.	Page 1
University	Muskingum College	
Intervention	Faculty were considering a motion to expand early grading, but sought to assess its effectiveness in improving final grades before proceeding.	Page 557
Midterm Policy	Midterm grades are distributed each semester to all students in their first year, and to specific populations in subsequent years. Grades are sent to advisors, and students must meet with advisors to receive and discuss them.	Page 557
Outcome	Final grades differed significantly from EAGs, and the most common outcome (in seven of twelve grade categories) was that the final grade was higher. In most of the remaining categories, it was the same.	Page 557
Challenges	Calculating, distributing, and discussing EAGs is time consuming. The final grades of students with failing EAGs are not as likely to show improvement as those of students with passing EAGs.	Page 558

Article	Chandler, L. and A. Potter. (2012). Failure as Opportunity-reflection and Retention: Approaches to Supporting First Year University Students Experiencing Early Assessment Failure. The International Journal of Learning. 18(7), 73-88.	Page 1
University	University of the Sunshine Coast, Queensland, Australia	
Intervention	A comprehensive program which assists students who have failed or just passed their first assessment to develop better self-management skills and learning strategies and to reflect on the reasons for their poor performance, their self-regulatory abilities, and their attitudes toward assessment. Students complete several workbook exercises, discuss their responses at length with a tutor and develop a multifaceted success strategy. participation in the program is on an opt-in basis.	Page 76
Midterm Policy	Midterm grades are not given; the intervention is based on grades in students' first assessment item (in Week 5 or 6). This was a pilot program offered in two large introductory courses (Communications and Visual Design).	Page 76
Outcome	Students in the Communications course who opted to participate in this pilot program had significantly higher final assessment outcomes than those who did not. Students generally also become more reflective about their learning strategies and their expectations concerning assessment.	Page 76
Challenges	It was not clear whether this pilot program could successfully be expanded to other courses with different types of assessment tasks. The effectiveness was significantly greater in the Communications course than in the Visual Design course.	Page 30

Ohio | Board of Regents
University System of Ohio

John R. Kasich, Governor
John Carey, Chancellor

INITIAL INQUIRY FORM
REQUEST TO OFFER A NEW PROGRAM

Date of submission: *Date submitted to OBR*

Name of institution: Kent State University

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

Name of new program: Human Resource Management major within the Bachelor of Business Administration degree (reactivation)

For institutions that are already approved/authorized by the chancellor

- ☐ New degree designation
- ☒ New program within an existing degree (e.g., major, minor, concentration)
- ☐ New technical certificate program
- ☐ New licensure/endorsement area (educator preparation)

Delivery options (check all that apply):

- ☒ Campus-based
- ☐ Online/hybrid delivery
- ☐ Flexible or accelerated delivery
- ☐ Offering the program at a new offsite location
- ☐ Offering the program at an existing offsite location
- ☒ Program contains off-campus experiences (e.g., internship, clinical, practicum, student teaching)

The institution will be seeking specialized accreditation for the program:

☐ No ☒ Yes

Provide a brief description of the request.

Kent State University's College of Business Administration proposes reactivating the human resource management major within the Bachelor of Business Administration degree. The study of human resource management has been a fixture at Kent State for more than 30 years. The undergraduate major was offered by Kent State from 1980 until 1995 when it was inactivated due to a decrease in full-time faculty dedicated to the major. At that time, the major had an average enrollment of 65 students and an average graduation of 40 students each year. Human resource management then continued as a concentration within the BBA degree Business Management, from 1996 to 2002. Since 2002, human resource management has been an undergraduate minor available to all degree-seeking students and has steadily increased in enrollment, with 62 students in spring 2015. In addition, Kent State offers a human resource management concentration in both the MBA and PhD degrees in Business Administration.

The proposed degree program will be administered by the college's Department of Management and Information Systems and will be offered at the Kent Campus.

Explain the academic unit's rationale for making the request.

The rationale for making this request is three-fold:

First, the standing of Kent State's College of Business Administration: The maintenance and improvement of the College of Business Administration's national ranking requires robust curricula with qualified and experienced faculty. The college has four full-time faculty members who have published widely in the human resource literature, including those with several years of practical experience. Furthermore, the college has experienced human resource practitioners, including managers and vice presidents of corporations as part of its adjunct faculty core to provide ancillary instruction and training to students through internships.

The college is accredited by the Association to Advance Collegiate Schools of Business (AACSB) International, and abides by the strict curricula standards of that body. At the time of the major's discontinuation in 1995, the program enjoyed robust growth. However, prospects for full employment for its graduates were less than optimal. Since that decision, and especially in the past several years, the employment outlook for baccalaureate graduates in human resource management has improved significantly (see data below).

The college's human resource management minor hosts a student chapter of the Society for Human Resource Management (SHRM). The minor has experienced steady enrollment growth since its introduction in 2002, and according to the U.S. Bureau of Labor Statistics data cited below, this growth is expected to continue through the year 2022. Based on feedback from the college's SHRM partners, it is expected that this growth will translate into interest in the major to immerse students deeper in the human resource curriculum.

Second, Ohio's employment projections for human resource managers: Employment of human resources managers is projected to grow 13 percent from 2012 to 2022,[1] employment of human resources specialists is expected to grow seven percent[2], and employment of training and development specialists is expected to grow 15 percent.[3] Moreover, Ohio is fifth in the nation with the highest employment level in human resource manager jobs[4] and seventh in the nation with the highest employment level in human resource specialist jobs.[5] In Ohio, human resource managers and specialists are occupations with high employment prospects, with manager employment growing 10.3 percent and specialist employment growing 11.2 percent between 2010 and 2020.[6]

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[1] U.S. Bureau of Labor Statistics (January 2014). *Occupational Outlook Handbook: Human Resource Managers.* Retrieved from www.bls.gov/ooh/management/human-resources-managers.htm.
[2] U.S. Bureau of Labor Statistics (January 2014). *Occupational Outlook Handbook: Human Resources Specialists and Labor Relations Specialists.* Retrieved from www.bls.gov/ooh/business-and-financial/human-resources-specialists-and-labor-relations-specialists.htm.
[3] U.S. Bureau of Labor Statistics (January 2014). *Occupational Outlook Handbook: Training and Development Specialists.* Retrieved from www.bls.gov/ooh/business-and-financial/training-and-development-specialists.htm.
[4] U.S. Bureau of Labor Statistics (May 2014). *Occupational Employment and Wages – Human Resources Managers.* Retrieved from www.bls.gov/OES/current/oes113121.htm.
[5] U.S. Bureau of Labor Statistics (May 2014). *Occupational Employment and Wages – Human Resources Specialists.* Retrieved from www.bls.gov/oes/current/oes131071.htm.
[6] Ohio Department of Job and Family Services (November 2013). *2020 Ohio Job Outlook: Employment Projections.* Retrieved from http://ohiolmi.com/proj/Projections/Ohio_Job_Outlook_2010-2020.pdf.

Third, need in Ohio for a SHRM-accredited human resource management baccalaureate with a strong international emphasis: Human resource management is a function that is found in organizations of all types and sizes (e.g., manufacturing, service, non-profits, governmental, multinationals) and is recognized as an important source of competitive advantage.

In addition, the globalization of organizations of all sizes creates challenges in coordinating human resource management issues across cultures, varying international employment laws, and successful expatriate management. The Society for Human Resource Management (SHRM) offers an accreditation process (similar to that of the AACSB) that establishes rigorous curriculum requirements with an international emphasis and an assurance of learning process that improves the value of a major in human resource management, helping to ensure student success before and after graduation.

With the proposed major, the College of Business Administration will develop an initial curriculum that includes SHRM requirements for education with a global. The college also plans to offer an optional international experience in human resource management. The inclusion of these elements (SHRM accreditation and a strong international component) will make the curriculum unique in the state, and students seeking a career in human resource management will be advantaged by completing Kent State's proposed program.

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

For the first year of the major's offering, the two to three new courses required for the major will be taught by the college's existing AACSB-qualified faculty, while SHRM practitioners (qualified human resource professionals) will be used as adjuncts. However, as enrollment in the major grows, additional tenure-track or non-tenure-track faculty resources will be provided as necessary to support the program.

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

No other additional resources will be required as the facilities and technology that have supported the human resource management minor offer sufficient support for the major.

TILLETT, THERESE

From: SEACHRIST, DENISE
Sent: Monday, April 27, 2015 12:39 PM
To: THOMAS, WANDA; TILLETT, THERESE; KASTURIARACHI, ALOYSIUS
Cc: STOCKER, SUSAN
Subject: RE: Kent State - Stark State AA/AS

I, too, support suspending admission into the Kent State/Stark State AA/AS degree.

Denise A. Seachrist, Ph.D.
Interim Dean
Professor, Musicology-Ethnomusicology
6000 Frank Avenue, NW, North Canton, Ohio 44720
Phone: 330-244-3211
Fax: 330-494-0744

-----Original Message-----
From: THOMAS, WANDA
Sent: Saturday, April 25, 2015 9:02 AM
To: TILLETT, THERESE; KASTURIARACHI, ALOYSIUS; SEACHRIST, DENISE
Cc: STOCKER, SUSAN
Subject: RE: Kent State - Stark State AA/AS

I support the suspension of addmission for 2015-16. These two degrees are no longer needed since Stark State has both the AA and AS degrees. The degrees were created prior to Stark State have the degrees.

Wanda E. Thomas
Regional College Dean and
Associate Provost for KSU System Integration Kent State University P.O. Box 5190 Kent Ohio 44242
330-672-2279
440-478-6202 (c)
wthomas4@kent.edu

From: TILLETT, THERESE
Sent: Friday, April 24, 2015 4:32 PM
To: KASTURIARACHI, ALOYSIUS; THOMAS, WANDA; SEACHRIST, DENISE
Subject: RE: Kent State - Stark State AA/AS

Bathi, I made some minor edits to the proposal, see attached.

I think the best course of action is to suspend admission to both degrees for fall 2015 (need Wanda's and Denise's approval for that) and officially inactivate for fall 2016 (need deans, RCCC, EPC, Faculty Senate, Board of Trustees approval and OBR/HLC notification).

I ran some reports, and it looks like the last student in the programs graduated in fall 2014. There were no admits for spring or summer 2015, and it looks like no applicants for fall 2015. I'm having admissions confirm that.

Therese E. Tillett | Director of Curriculum Services | Office of the Provost KENT STATE UNIVERSITY
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